Chapter - II
Review of Related Literature
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REVIEW OF RELATED LITERATURE

The study of relevant literature is an essential step to get a clear idea of what has been done with regard to the problem under study. Such a review brings about a deep and clear perspective of the overall field.

A serious and scholarly attempt has been made by the scholar to go through the related literature and brief review of the studies related to the present problem is described in this chapter.

The review of related literature was confined to the Central Library, Alagappa University, Karaikudi, Dr. V. S. Krishna Memorial Library, Andhra University, Visakhapatnam, Osmania University College of Physical Education Library, Hyderabad, Govt. College of Physical Education Library, Hyderabad and Dr. Sivanthi Aditanar College of Physical Education Library, Tiruchendur.

The degree of anxiety experienced by athletes during competitions and its subsequent effects on performance has been a burning question in sports psychology. Many investigators have observed that anxiety is not a unitary trait; rather it is a more complex multi dimensional construct that involves a set of psychological, physiological and behaviour response components (Hasrani, 1993).
A player is psychologically fit for the game if he possesses the required perception, emotional stability, motivation, intelligence and educability to accomplish the task (Martens, 1981).

In modern competitive sports, the role of anxiety in sports performance has attracted the attention of sports scientists. A considerable amount of research has been done to ascertain the effect of anxiety and psychological stress on the performance of motor skills of the player. Most of the researches pertaining to relationship between anxiety and sports are concerned with the questions as to how trait anxiety and state anxiety affect sports performance.

Competitive anxiety has been studied in relation to sex, age and sports performance. Anxiety and performance levels have been reported to be significantly interrelated. It was found that performance level increased with practice and the anxiety level tended to decrease (Agyajit, 1991).

The Competitive State Anxiety Inventory - 2 (Martens at 1983) was used to assess differing levels of competitive state anxiety. Due to the multidimensionality of the inventory, both cognitive and somatic anxiety as well as pre-competitive level of self-confidence were assessed. Based on the data obtained by its developers, the CSAI - 2 appears to have acceptable internal reliability and sufficient construct validity as assessment instrument (Bird & Horn, 1990).

State anxiety is transitory in nature; it changes or varies over time. It is commonly referred to as A-state, which is the degree of anxiety a person
experiences at a given movement. Spielberger (1966) was the first anxiety theorist to distinguish between such transitory fluctuation in level of anxiety and concept of anxiety as a stable personality variable (Bird & Cripe, 1986).

The anxiety reaction triggered by a particular competitive situation is called competitive state anxiety. It is the same as general state anxiety except that the stimulus instigating the anxiety reaction is always a sport situation.

Competition anxiety is the anxiety generated in a sport competitive situation (Bird & Cripe, 1986).

Trait anxiety relates to both the frequency and intensity of a person's elevation in A-state. More specifically, high trait-anxious persons perceive more situations as being threatening and tend to respond to such situations with higher degrees of psychological intensity (Bird & Cripe, 1986).

Based on the Spielberger (1966) conception of trait anxiety, Martens (1977) derived the notion of competitive trait anxiety as a situation specific or sports-specific construct. He defined competitive trait anxiety "as a tendency to perceive competitive situations as threatening and to respond to these situations with feeling of apprehension or tensions". Therefore a person characterized by high degrees of competitive trait anxiety would be predicted to perceive more competitive situations as threatening and should experience higher degrees of anxiety in those situations as compared with persons who have low levels of competitive trait anxiety (Bird & Cripe, 1986).
Anxiety is a state of mind in which the individual responds with discomfort to some event that has occurred or is going to occur. The person worries about events, their occurrence and consequences (Vishnu Mishra, 2001).

According to Kamlesh (1993), the tendency to use fear and anxiety interchangeably has been fairly common. However, psychologically the position is entirely different. Fear is "rational emotional reaction to danger or the anticipation of danger or harm from a real objective stimulus in the external environment". Anxiety is "an emotional reaction that is often irrational to conditions that may be unknown to others". There is some truth in what Rethlingshafer (1963) say, "a fear is quickly passing cloud that moves across the sun, anxiety is the cloud that lingers and truly be clouds the man". Fear results into an extremely heightened psychological arousal where anxiety is primarily a psychological state.

Anxiety is a complex emotional state characterized by a general fear or foreboding usually accompanied by tension. It is related to apprehension and fear and is frequently associated with failure, either real or anticipated. It often has to do with interpersonal relations and social situation. Feeling of rejection and insecurity are usually a part of anxiety (Rathore, Bhadana, Singh, 2001).

A study was conducted to find out the effect of anxiety on athletic performances. The proportion of possibility of success is known as anxiety. It
is such emotion towards negative aspect and creating tension on the person. On the play fields where there are plenty of situations happening or not happening, of certain thing, create anxiety in the sports men. In many games the situation changes and the level of anxiety also differs. In volleyball when the teams are having scores 2-2; or 5-5, there's nothing to worry. But when scores increase more than 10, the players are lifting the service very easily. When the scores are 12-12, the anxiety level changes. The team which has estimated the game of their opponents, their player lifts up the service as usual as they are used to, but those who are disturbed with some anxiety, their players miss the ball while lifting it for the pass. When such a ball either missed or touches net again develops the level of anxiety and he misses even a simpler ball than the earlier. And it is witnessed that a player who has a powerful service gets continuous 2-3 points and the game is over on 15-12. So it is worth to note that the excessive level of anxiety may cause negative effect on the performance (Alegaonkar, 1997).

Anxiety differs from arousal as it encompasses both some degree of activation and an unpleasant emotional state. Thus the term anxiety is used to describe the combination of intensity of behaviour and direction of affect, or emotion. The direction of affect characteristic of anxiety is negative in that it describes subjective feeling that are unpleasant (Spielberger, 1977) in Bird & Cripe, 1986.
Martens (1975, 1977) proposes that competition is a process that includes four highly interrelated elements: the objective competitive situation, the subjective competitive situation, the response and the consequences of the response (Bird & Cripe 1986).

The objective situation is an actuality Marten's operational definition of competition. An operational definition specifies exactly how a variable is manipulated or measured. In the case of the objective competitive situation, the definition specifies the factors or variables that must be operational in the environment for situation to be classified as competitive. More specifically three factors must be present: (1) a standard of evaluation or excellence (2) the presence of an evaluator who is aware of the standard, and (3) the comparison of the performance outcome against the standard. The standard of evaluation or the criterion of comparison can vary from a personal best performance to an established record. What is important in the definition is that the evaluator must be aware of the exact nature of the evaluation criterion. Therefore if, just before running the 100 yard dash, you turned to the runner on your left and said "My goal today is to beat my time on last Friday", then that would be classified as competitive situation. On the other hand, if you were by yourself shooting free throws in your backyard no matter how will you did, that would not be considered to be a competitive situation.

A person's subjective evaluation of the competitive situation is the causative process that determines whether or not a pre-competitive anxiety
response will occur. If the competitive situation results in worries, feeling of uneasiness, and heightened physiological activation, an anxiety response should follow (Bird & Cripe, 1986).

The components of cognitive and somatic state anxiety are the two most frequently investigated dimensions. Cognitive anxiety refers to feelings of worry or apprehension while somatic anxiety reflects heightened physiological activation. Therefore, in an attempt to understand the relationship between elevations in state anxiety and decrements in motor performance, researchers have generally adopted one of the two perspectives - physiological or cognitive, for instance, employing a unidimensional rather than a multidimensional framework (Bird & Horn, 1990).

A study was conducted on the pre-competitive anxiety in track and field athletes as a function of gender. The result in general showed differences in the level of anxiety between experienced and inexperienced athletes, individual and team game players, and between male and female competitors. Females have often tended to exhibit higher levels of competitive trait anxiety conforming to different “temporal patterning of cognitive anxiety and somatic anxiety during pre-competition period” (Jones & Cale, 1981 in Pandey, Jayashree, Mohan, 1993).

An investigation was undertaken with a view to find out the extent to which competitive anxiety was present in the track and field athletes of both
the sexes. Further it must be made clear that the issue of sex based differences in sport competition anxiety may not be as simple as seen and explained through anatomical and physiological directions. The gender differences also concern the constellations of psychological traits that constitute musculanity and feminity (Pandey, Jayashree and Mohan, 1993).

Anxiety is an emotion that is difficult to define and even more difficult to reliably detect in performers. "Nervousness" is often used synonymously with anxiety. At one time or another, almost everyone has been nervous. Nervousness can be experienced at various levels of intensity. "Tension" is another term used to describe the chronic, usually low level anxiety to which we all seem to be susceptible.

Fear, a still higher level of anxiety, can have a serious effect on sport performance. Walker describes fear as "intense anxiety experience in response to a specific threat". Anxiety can take the form of unconscious anxiety, an anxiety of which we are not consciously aware, or free floating anxiety, intense anxiety that appears and disappears - only to return again later. Coaches should be aware that in the case of free floating anxiety, the anxious person realizes that he or she is under pressure, but cannot attach a specific cause to the anxiety attacks.

Spielberger relates the concept of anxiety specifically to athletics. He defines competitive anxiety as the tendency to perceive competitive situations
as threatening and to respond to these situations with feelings of apprehension or tension. According to Spielberger, fear of failure and fear of physical harm appear to be the most prevalent determinants of A-state in competitive sport.

Rainer Martens has expanded Spielberger’s work by developing a specific test to assess the level of anxiety in sports participants. The test was based on the model depicting the relationship between competitive A-trait and competitive process.

The rationale underlying Marten’s Sport Competitions Anxiety Test (SCAT) is based in part on the following concepts:

1. People who have high A-trait levels will often react to sport competition with higher A-state levels. They perceive situations to be more threatening than would those with lower A trait levels.

2. Athletes will probably differ from non athletes in A-trait as assessed by specific competitive sport test; the two groups would probably have similar scores on a test of general A-trait.

3. The intensity of changes in A-state brought about during competition are influenced by such factors as the athlete’s past practice and competitive experiences, the athlete’s level of skill, and the athlete’s perception of the importance of the event - whether there would be a possible loss of self-esteem, for example:
Competitive A-Trait

Objective

Competitive

Situation

Perception of

Threat

'A' State

Reaction

Fig. A

Figure A above shows Martens model of competitive A-trait as a mediator between competitive stimulus and response.

4. The development of Marten's SCAT test should provide the basis for valuable future research in the field of athletic competition. There are many ways of using such a test to provide practical information to coaches (Llewellyn & Blucker, 1982).

A study was conducted on, "Anxiety differential at various levels of competition among inter varsity hockey players". The purpose was to find out the anxiety differentials at various levels of competition among inter university hockey players. To achieve this purpose, the investigator selected hundred and twenty subjects who represented their university in south zone inter varsity hockey tournament during the year 1992 - 1993. The subjects were from Annamalai University, Madurai Kamaraj University, Bharathiyar University, Alagappa University and Karnatak University. The age group ranged from twenty to twenty five. The investigator used Spielberger's Questionnaire as the tool for this study. To find out the significance, t - ratio was computed. The investigator concluded that there was no significant difference in Anxiety level
among various levels of competition among university players in both knock out and league tournaments. Hockey players showed more anxiety before the league competition than after the competition (Subhasree, 1993).

In a published study on “Sports Achievement Motivation, Self concept and Anxiety differentials among Indian Men and Women Basketball and Volleyball teams prior to SAF games”, the purpose was to compare the level of sports achievement motivation, self concept and trait anxiety between Indian men and women basketball and volleyball teams prior to the SAF games held at Colombo, 1991. To achieve this purpose, eight Indian men and eight women basketball players were chosen as the subjects. The data were collected when they were undergoing one month coaching camp at NIS, Bangalore. The investigator used Spielberger’s questionnaire for trait anxiety. To find out the significance, t-ratio was computed. The result showed that the women athletes had more anxiety than men athletes (Sivaramakrishnan, 1994).

In a study titled “Pre-competition temporal patterning of anxiety and self confidence in males and females”, the purpose was to find out the temporal patterning of anxiety and self confidence. Twenty male soccer, rugby and squash players and twenty female field hockey and netball players from Kerala university were selected as subjects. Spielberger’s questionnaire for anxiety level and Dr. Mukta Rani Rastogi’s questionnaire for self concept were adopted. To find out the significance, t-ratio was computed.
The result showed that the female players showed more anxiety than the male players (Jones and Cale, 1992).

A study was conducted on “A comparative study of anxiety, stress and achievement motivation of basketball, volleyball and football players”. The purpose was to compare anxiety, stress and achievement motivation of basketball, volleyball and football players. Seventy six Madras University players of volleyball, basketball and football players aged between eighteen to twenty five years were selected as the subjects. Spielberger’s questionnaire was adopted to find out the anxiety level. t-ratio was computed to find out the significance. The result of this study showed that there was no significant difference between players of volleyball, basketball and football (Parthasaradhi, 1993).

A study was conducted on “Trait anxiety and state anxiety differentials among inter-collegiate basketball players”. The purpose of this study was to find out the difference that existed between trait anxiety and state anxiety levels among inter-collegiate basketball players. Fifty basketball players from Fatima College, Madurai, Lady Doak College, Madurai and Holly Cross College, Nagercoil were selected as the subjects. The age group ranged from eighteen to twenty five. Spielberger's questionnaire was used as a tool to measure the state and trait anxiety level. t-ratio was computed to find out the significance. The result showed that the state anxiety was higher than the trait anxiety among inter collegiate women basketball players (Sujatha, 1992).
A study was conducted on anxiety, achievement motivation and self-concept among college women players of different types of games in Kerala. Hundred and fifty women players in total and fifty each from contact, non-contact and individual games were selected as subjects. Handball was selected as the contact game, volleyball as non-contact game and shuttle badminton as individual game. The age group varied from sixteen to twenty two years. Spielberger’s questionnaire for anxiety and Dr. Mukta Rani Rostogi’s questionnaire for self concept were the tools used for this study. F-ratio was computed to find out the reliability. The result showed that the level of self concept among the individual game was higher than that of the non contact and contact game. Anxiety level was the same for all the players (Thomas, 1993).

Klavora designed a study between basketball players’ performance and the athlete’s pre-competitive state anxiety. He used Spielberger State-Trait Anxiety Inventory (STAI) to assess the state and trait anxiety scores of boys in high school basketball league. The score on the STAI ranged from low of twenty to a high of eight. The findings indicated that all over ratings of poor performance were associated with either too little state anxiety or successive anxiety (Bird & Cripe, 1986).

In studies of Sky divers, as well as in young competitive wrestlers pre-competitive anxiety was studied at various times before competition. In both studies, experienced competitors were able to reduce pre-competition on pre-
jump anxiety to level that were manageable whereas in the less experienced competitors, levels of the pre-performance anxiety remained high up until the time of performance (Cratty, 1989).

Nelson and Langer (1993) have reported that athletes with extremely high levels of anxiety performed poor in competition and those scored extremely low in anxiety did not perform well.

Selvin (1977) who conducted a study on eighty high school non athletes by using Spielberger's SCAT reported that individuals with low level of trait and anxiety performed better in novel skills than those having high levels of trait anxiety.

Hardman reported that superior athletes are less anxious than average ability players or athletes. A study was conducted by Agyajit Singh to compare trait anxiety levels between Indian athletes and hockey players where he selected 76 male and 42 female athletes and 45 male and 26 female hockey players. All the subjects participated in the training camp held at National Institute of Sports, Patiala, before international competitions. The analysis revealed that male athletes and players had less anxiety than female athletes (Sivaramakrishnan, 1994).

A study was conducted on psychological profiles of international female Indian hockey players. The data collected on 238 national and international women hockey players on aggression, achievement motivation, trait anxiety,
sports competition anxiety and extroversion, introversion and neuroticism by using relevant tests. In order to sketch the profiles six standardised intervals with the help of mean and so on the total female hockey population (N = 238) which participated at the 43rd senior National championship held at Chandigarh in 1989 - 1990 was done. The result on the study indicated that international women hockey players exhibited low achievement motivation and moderately low competition anxiety (Kamlesh and Omkumari, 1991).

A study was conducted on psychological factors and soccer performance of South Indian university players. Modern sports training gives greater emphasis on preparing the athletes psychologically than physically, though both play significant role. Several investigations have revealed that apart from somatic and physiological variables, higher level of performance is dependent upon an athlete’s psychological make up. In this study, psychological factors, namely competition, anxiety and aggressiveness were studied in relation to soccer playing ability. Accordingly, 100 South Indian inter university soccer players from the states of Tamil Nadu, Kerala, Andhra Pradesh and Karnataka were selected. Sports Competition Anxiety Test (SCAT) questionnaire and Aggressiveness Questionnaire (AQ) developed by Rajher, Martens and Smith to measure the anxiety and aggressiveness were adopted. Experts subjectively rated the soccer playing ability of the subjects. The obtained factors on the psychological factors were correlated with soccer playing ability using Pearson’s Product Moment Correlation and Partial Correlation to eliminate the influence of
the third variable. It is traced from the results that there is negative correlation between playing ability and anxiety and also between playing ability and aggressiveness. Of the two psychological factors, aggressiveness is highly correlated with soccer playing ability at insignificant level. The results of this investigation reveals that moderate levels of anxiety and aggressiveness are present among the South Indian inter university soccer players (Pown Radha, 1991).

A study was conducted on the issues related to Competitive Trait Anxiety (CTA) among university athletes. Sixty four male and sixty four female athletes completed the sport Competition Anxiety Test (SCAT) on a 9 to 18 item questionnaire. The questionnaire measured fear of failure, fear of evaluation, importance of sport success / failure in sport and satisfaction with sport experiences. It was hypothesised that these issues would be significantly related to CTA. Questionnaire responses were factor analysed and the four resultant factors were entered into a regression analysis of males’ and females’ SCAT scores. A fear of failure scale (performance worries items) and a fear of evaluation scale (expectancy of criticism items) were significantly related to males’ SCAT scores ($R^2 = 22$). Only the fear of failure scale was significantly related to females’ (SCAT) scores ($R^2 = 24$). Results support the proposed relationships of fear of failure and fear of evaluation to CTA, but also suggest that the pattern of these relationships varies across age, gender sport and other variables (David, 1988).
A study was conducted on the effects of anxiety on shooting proficiency among college women basketball players. Members of the 1977-75 South Dakota State University Women's Basketball team (N = 12) were measured on Sports Competition Anxiety Test (SCAT) and on State Anxiety Inventory (SAI). Group one consisted of players who attempted over 122 field goals during the season while group two attempted less field goals. Results of ANOVA indicated that significance was found between scores on the SAI and SCAT. Significant (P < .05) Multiple regression equations to estimate field goal shooting proficiency from selected measures of anxiety produced multiple R's ranging from 47 to 66 and accounted for between 22 and 44 percent on the variance in performance. A multiple regression equation for predicting free throw success was not significant (P < .05) (Smith, 1980).

**AGGRESSION**

Psychologically aggression could have a positive influence on the performance outcome of an individual or team. If the aggressive behaviour harms the positive either physically or psychologically thereby weakening their resources, aggression could also improve a team's performance outcome by improving the process of that group. Accidental harm is not aggression but acts that are intended to injure others are aggression whether or not they are successful (Bird & Cripe, 1986).

Aggression behaviour is a physical act that can psychologically or physically injure another person or oneself. Aggressive behaviour against
another person is called ectropunitive behaviour, whereas aggression against
the self is often labelled intropunitive behaviour. The conclusion of a study to
determine the differences in aggression of male and female athletes was that
female varsity athletes were more aggressive (Mishra, 2001).

Aggression is a behaviour which always refers to an act that is
committed with intent to inflict injury. Aggression is behaviour and actions that
usually seek to inflict psychological and or physical harms either on another
person or an individuals possessions or dear one. In boxing, aggression or
offence is considered as best defence. Therefore, the aggressive behaviour of
boxers should be analysed with reference to their sports’ special ability
(Rathore, Bhandana & Paramjit, 2001).

Aggression is one of the major forms of emotion. Aggression is
supposed to be a motivated behaviour at least for that particular time only.
Aggression means such a behaviour, which pushes others just away from you
or it is supposed to be a resistive behaviour or even persons such a behaviour
which drive him, with full of his energies and forces towards his aims of life.

Psychologists have tried to detect, the nature of aggression and
presented certain theories about it. The study of these theories and their
application in sports is quite useful in sports - psychology. (1) McDougal who
has given so much importance to natural instincts have pleaded that
aggression is being created through instincts. (2) Buris Husman says
“aggression is behaviour which is developed through training, especially human behaviour is more sensitive product of his training” (Alegaonkar, 1997).

A defensive back who makes a hard tackle to stop a runner and a football player who gives an opponent an extra punch under the pile are both committing aggression, but most of us look at those two behaviours quite differently. The aggression literature differentiates instrumental aggression, which is aggressive behaviour committed to achieve a non aggressive goal, from hostile aggression, which usually involves anger and has harm or injury as its primary goal. Much aggressive in sport is instrumental as participants use aggressive behaviour to get the ball, score points, or stop opponents. Hostile aggression also occurs in sport and often the dividing line between hostile and instrumental aggression is quite fuzzy (Gill, 1986).

Aggressive behaviour is quite visible in sport. To observe aggressive sport behaviour, we could attend a Basket ball game and watch players ‘fight’ for the rebounds (Gill, 1986).

Pilz (1979) also found that highly successful players of both team hand ball and soccer / football held more positive attitudes about committing aggressive act than did less successful athletes in these sports (Cratty, 1989).

A study was conducted on investigation entitled “Aggressive behaviour and its effects on performance over line in Ice-Hockey”. The purpose of the study was to investigate the relationship between aggression and athletic
performance using an archival approach on the records of the college hockey team over an eight years period, a high aggressive and low aggressive group were defined. Aggression was defined on the basis of the certain types of norm violations which distinguished aggressive acts more clearly than former research studies by separating instrumental aggression from hostile aggression. The result showed a significant relationship between aggression and successful performance (John and Byran, 1978).

Cullen and Cullen (1975) found that mean number of penalties assessed to college hockey teams that were winning in a game was significantly higher than the mean number assessed to teams that were losing. A closer examination revealed that the winning teams were more aggressive either when they score or when it was extremely desperate.

Widmayer and Birch (1979) discovered a relationship between individual aggression and individual success. Specifically they found that highly successful university ICF hockey players were either extremely aggressive or extremely non aggressive whereas non all-start were moderately aggressive. The fact that most of the highly aggressive all-start group were defense men while most of the very highly non aggressive all-start group were forwards, implies that successful defencemen are more aggressive than less successful defencemen and successful forwards are less aggressive than less successful forwards.
Ogilvie and Tutial (1965), Kane (1966) and Singer (1969) all suggested that the trait of aggressiveness was more prevalent in successful athletes than it has in less successful athletes. In two separate surveys Pily (1979) found that highly successful athletes in soccer and Europe handball held more positive attitudes toward committing aggression in these sports than less successful athletes.

ANXIETY AND AGGRESSION

Tearfulness or anxiety interacts with other psychological and physical state. Athletes have to overcome their aggressive thoughts and behaviours, helplessness, depression, low self-esteem etcetera and physiological changes like muscular tension changes in blood pressure, respiration, gastro intestinal disturbances etcetera. Many of those studies prove that there is an optimum level of anxiety that is compatible with good performance in a given task.

The purpose of a study titled, "A cross sectional study on level of Anxiety and Aggression among soccer players with varying performance levels in Kerala state" was to find out the varying levels of anxiety and aggression among soccer players with varying performance level in Kerala state. Four hundred and forty players at Inter-collegiate level, Inter-district level and Inter-university level were randomly selected. The age group of the subjects ranged from seventeen to twenty five years. Martens questionnaire was used to collect the data. The result of this study
showed that Inter-collegiate subjects had greater anxiety than Inter-district and Inter-university players (Raju, 1992).

A study was conducted on “Impact of extramural on achievement motivation, aggression and anxiety among college women, volleyball, basketball and kho-kho players”. The purpose of the study was to find the influence of extramural competitions on achievement motivation, aggression and anxiety among college women volleyball, basketball and kho-kho players. Ninety college women players were selected at random from Stella Mary’s college, Vaishnva College, Madras, Anna Adars College and Valliammal College of Madras. The age of the subjects ranged from seventeen to twenty five years. Marten’s questionnaire was used as a tool to collect data. The results showed that Achievement Motivation, Aggression and Anxiety may be normal and extramural competitions did not have any impact on these variables. F-ratio was used to find the significant differences between these variables (Sundari, 1992).

A study was conducted on “Gender differences among university basketball players in relation to anxiety, aggression, frustration and stress”. The purpose was to analyse the level of anxiety, aggression, frustration and stress among men and women university players of basketball. Thirty men and thirty women basket ball players aged between eighteen to twenty five years who played at Mahatma Gandhi University basket ball championship were selected as the subjects. Spielberger’s questionnaire was used to measure the
level of anxiety. F-ratio was computed to find out the significance. The result showed that women players showed more anxiety than the men players. (Daniel, 1993).

A study was conducted on “A comparative study of aggression and anxiety among blind and normal school kabaddi players in Tamilnadu”. The purpose was to find out the difference between aggression and anxiety among blind and normal school kabaddi players in Tamilnadu. Seventy seven blind kabaddi players and eighty one normal players from various districts were selected as the subjects for this study. The age group ranged between fifteen to seventeen years. To find the anxiety level the investigator used Smith questionnaire for anxiety. t-ratio was computed to find out the significant difference. The result showed that the blind boys showed greater anxiety and aggression than the normal school boys (Sadasivam, 1992).

SOCIAL ATTITUDE

The attitudes of under-graduate students majoring in physical education towards women competing in varsity sports was assessed by an opinionnaire, consisting of physical, emotional, social, and personal domains. The questionnaire was developed to be administered to under-graduate students majoring in physical education at five traditionally black institutions in the Southeast US. Conclusions made from the opinions expressed by physical education majors in this context revealed statistically significant components that -
1. female physical education majors had more favourable attitudes than male physical education majors;

2. male athletes had fewer favourable attitudes than female athletes;

3. black and white students showed no differences in their attitudes;

4. age groups showed no differences; and

5. in the physical domain, freshmen and seniors had more favourable attitudes than sophomores, while in the emotional domain, seniors had more favourable attitudes than sophomores and juniors (Thomas, 1988).

A study was conducted on attitude towards physical activity among college students. It was designed to investigate differences in attitude by gender, year in school, activity class, mini-lecture, and time. College students enrolled in an elective activity course programme at the Northwest Land Grand University in the US during the spring of 1986 served as subjects. These subjects represented under-graduates and graduates of 17 to 21 years of age. The data obtained from them through the administration of a five-point Likert scale revealed the following findings:

1. College students exhibited general agreement that there is a scientific basis for the value of physical activity.

2. College students expressed neutral attitudes about the value of physical education in the public schools, but thought that it was important to offer classes in physical education.
3. Most college students indicated that it was important to be fit, and that physical activity was important and worth the effort.

4. On the average, females exhibited more positive attitudes towards physical activity than did males.

5. The use of multi-lectures was primarily effective in changing attitudes in those classes in which fitness / conditioning was emphasized (Mowalt, et. al., 1988).

For a study on the attitudes of Korean national athletes and coaches towards athletics participation, the investigator used biographical data concerning 313 Korean national athletes and 35 coaches who were members of 19 different athletic teams and preparing for 1990 Beijing Asian Games. This study yielded the following significant statistical findings:

1. Athletes and coaches have favourable attitudes towards athletic participation.

2. Athletes and coaches have favourable attitudes toward the following 3 values of athletics participation: (a) self-concept, (b) social and moral character development, and (c) general character development.

3. Athletes in dual sport and team sports have more favourable attitudes towards athletics participation than do athletes in dual combative and individual sports.
4. Female national athletes have more favourable attitudes towards athletics participation than do male athletes.

5. Athletes who were placed in worldwide competition have more favourable attitudes towards athletics participation than do athletes who were not placed.

6. Coaches have more favourable attitudes towards athletic participation than do athletes (Cho, 1992).

A cross-cultural analysis of children’s attitude towards physical activity and patterns of participation was attempted using two groups of children, Chinese and American, in grades 3 and 8 in Central China and in the Midwest US respectively. The analysis indicated that Chinese children have more positive attitude towards physical activity. But the American children have more involvement in physical activity. The analysis further indicated that age and gender differences have had significant influence on the attitude towards physical activity. Young children and girls expressed more positive attitudes than their counterparts. Marked gender and national differences were noticed in both participation patterns and physical activity preferences. The results of this study showed that attitude is a function of age and gender (Liu, 1991).

A case study was conducted to study students’ attitude towards intercollegiate athletics. The subjects were 304 under-graduate students majoring in mathematics, physical education and sociology at California State University,
Los Angeles. A questionnaire consisting of 32 Likert scale items was used as the instrument in this study. This study yielded the following results: (a) the attitudes of under-graduate students were favourable towards inter-collegiate athletics; (b) they did not differ on the basis of gender, perceived social class, religiosity, political affiliation, and satisfaction with the quality of the university educational programme, but differed on the basis of major, level of activity in high school sports, present level of activity in sports, family size, frequency of use of physical education and recreational facilities, perceived level of physical fitness, level of social activity at the university, and satisfaction with the quality of university social life (Thomas, 1995).

A case study was conducted to determine student attitudes towards varsity inter-scholastic sports participation and factors that affect those attitudes. Data were gathered from a survey questionnaire administered to 155 high school students, and individual interviews of selected student participants, student non-participants, coaches, faculty, parents of participants, parents of non-participants, and community members. Results of this study indicated that -

1. Several factors appear to affect the attitudes of students towards participation in inter-scholastic sports. Parental influence was the most definite factor. Other factors noted were peer influence and coach influence, perceived athletic ability, sports as fun, priority of sports, and the relationship of sports to academic achievement.
2. Students believed that sports were worthwhile because they taught such concepts as co-operation, sportsmanship, competition, and learning responsibility. Sports were perceived as beneficial for physical fitness and socialization.

3. Coaches, faculty, parents and community members believed that sports participation was beneficial to students because sports taught co-operation, responsibility, competition, and sportsmanship. There was negative reaction to the over emphasis on competition and winning pressure from coaches, 'bench-sitting' by many students, sports burnout and lack of fun in sports (Sham, 1987).

For a study to understand the values of sports participation as perceived by the university students, 244 students from the physical and health education, and education departments in the university of Ibadan (Nigeria) were selected as subjects. This study furnished the following conclusions: The university students, irrespective of gender and academic background, perceived sports participation as developing various socially acceptable values except religiosity. There was a consensus among all groups of students as to the values which are liable to be developed more. However, there were significant differences in the perceptual scores favouring the students with physical education background. Within this group and except religiosity, which seemed not to be developed, the other values were considered equally well developed through sports participation (Sohi, 1989).
A study on the attitudes and motives of college-age students towards participation in physical education skills classes was conducted. Seven hundred and ninety-five students (female = 596, Male = 199) participated in the study. Their attitudes and motives towards participation in physical education skill classes were measured on a principle axis containing four dimensions, namely, self-worth, physical ability, social participation and lifetime value. Quantitative results of the study indicated that the females were more concerned with social and interpersonal relationships, whereas the males rated physical ability and lifetime value higher than their female peers. Further, they indicated that the juniors differed from sophomores, seniors differed from freshmen and sophomores, and graduate students differed from freshmen, sophomores and juniors in their ranking of self-worth and physical ability. Qualitative results indicated that students were looking not only for the better grade they might receive, but also were attracted to physical education skill classes in order to obtain regular exercise, keeping in shape and to have fun. Based on these findings, the investigator concluded that males and females have different needs and perceptions related to physical activity and participation in physical education skill classes. In addition, as students progress through school, they have higher perceptions of self-worth and physical ability (Savage, 1993).

In a study to examine the viewpoints of secondary school athletic directors regarding sportsmanship education in athletic programmes, the
subjects were 103 athletic directors. They were asked to respond to a written survey. Results indicated the following.

1. Sportsmanship development is a primary objective of athletics.

2. Athletes generally exhibit good sportsmanship behaviour. The study noted that sportsmanship is being taught mostly individually and informally, and so the author recommended that sportsmanship education should be formally taught at the secondary level using the characteristics of sportsmanship as well as different teaching strategies such as scenario situations, role modeling and discipline (Green, 1997).

To examine the differences between the sportsmanship attitudes of defensive and offensive soccer players, twenty six male varsity soccer players from a high school were selected. It was found in this study that the defensive players possessed greater sportsman like attitudes than offensive players. in addition, sportsmanship attitudes did not change significantly over the course of a competitive season (Hopkins, 1998).

To examine the influence of socializing agents in the process of socialization of women into sports, the subjects were 585 female participants in the Wisconsin Women's Inter - collegiate Athletic Conference. Results revealed that peers are the major influence through each life cycle; family serves as a strong socializing agent during childhood, but it has no significant effect during adolescence and becomes significantly less influential during adulthood.
Teachers and coaches serve as significant agents only during adolescence. The results further revealed males are the predominant role models accepted during childhood but rejected during adolescence. At adult stage, female role models became more significant (Greendorfer, 1977).

To examine why junior college athletes become involved and stay involved in organized competitive sports, the subjects were male athletes (N = 312) competing in an inter-collegiate athletics at two American colleges. Results indicated that self-initiation and parental influences were the two major motives for initial participation in the competition. It also revealed that achievement and pleasure were the other two major reasons for the continued participation. Athletes felt that participation provides substantial physical, social, economical and psychological benefits. Not ethnic group was significantly different from the total population in any areas of motivation. However, there were differences in perceptions regarding benefits and value of sports between the two (White, 1982).

To assess the factors influencing the sports career of the players, who participated in the All India Women Hockey tournament, the sample of the study consisted of 128 players and they were divided into two groups, namely, 64 players of four teams that participated, but failed to achieve any position (upto semi final) in the tournament and 64 players of four teams that attained the first four positions in the tournament. This study identified two sets of factors as influencing sports career of the players, namely, internal control
factors (Which included games / skill superiority, practice and individual ability) and external control factors (which included financial backing, equipment and coaching, luck, and influence of high-ups). Results showed that the players of the teams which secured the first four positions in the tournament had higher scores on all internal control factors than the team players who failed to attain any position. As for the external control factors, regarding equipment and coaching, luck and influence of high-ups, there appeared to be no significant difference in their effect upon the players who secured positions and the players who failed to attain the positions. However, in respect of the financial backing, the losing team players have a higher score, that is, they have a stronger feeling on the requirement of financial backing in sports career than the other group of players (Ghuman and Dhillon, 2000).