

SPORTS PSYCHOLOGY - AN INDIAN PROSPECTIVE

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Abstract

It is very common to see most if not all national sports teams with a psychologist as a team official. It is also not uncommon to see most if not all Physical Education Teachers with their respective teams on the eve and during their matches pushing them to perform to his or her expectations.

Many occasions in many sports we see that there is a gap between practice and match performance. All these should be the focus of research if we need to address these kinds of issues.

Psychology in sports on one aspect but psychology for everyday activities and a healthy life style is another side that is crying for more attention. In fact, the value edition of psychological research for the healthy life style of general people and especially growing children is of supreme importance in the context of health in India today.

These two aspects more importantly the later will be focused in this address and possible avenues put forward for progress in that direction.

Keywords : Sports Psychology, Healthy Life Style, Performance.

ROLE OF PSYCHOLOGY IN SPORTS

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Psychology as a science of behavior has become increasingly important in most of the fields of learning. Especially it has wider applications in sports and physical education particularly with respect to the improvement and maintenance of sports performance.

Sports psychology is a branch of psychology dealing with mental factors that can affect performance in sports. Thus sports psychologists typically are persons with an interest in and an understanding of the mechanics and the dynamics of both sports and sports coaching.

There are several factors which affect the performance of player's motivation, self confidence, anxiety, reaction, time, mental health, anger, stress, emotional imbalance etc. Most of the psychological factors of a player are the determinants of sports excellence.

The obvious positive factors of high achievers in sports include positive thinking, motivation, mental toughness, imagery, relaxation, visualization, self confidence, empowering emotions, awareness of goal setting etc. These factors undoubtedly help an individual and team performance beneficially. It is recently observed that a dialogue with a psychologist before entering the field for competition would bring success in the endeavor of a player. A sound psychological framework of sports persons can be achieved through applications of principles of psychology which propel them towards sports excellence. Thus psychology is considered as key element in success of players.

SCOPE IN SPOART PSYCHOLOGY**Dr. H. J. Narke****Principal**

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Abstract

Sport psychology has existed for around a hundred years ago and widely accepted in the 1960s, and growing rapidly in influence at the time of writing. Sport psychologists conduct research, educate interested parties, such as coaches, and work directly with athletes to improve their performance. Some psychologists draw a distinction between academic and applied sport psychology but this is controversial. Also controversial issue of accreditation of sport psychologists. Currently, there is a move toward accreditation in all the professions; however, there is some resistance in sport psychology, meaning that some of the most experienced practitioners have not sought accreditation. For those new to studying psychology, it is important to understand some basics about the way the subject works. In particular, be clear about the distinction between theory and research and be familiar with the five approaches to studying psychology and the theoretical orientations psychologists might adopt. You should also be aware that psychology involves critical and creative thinking about theory and research.

GOEIIRJ

ROLE OF SPORTS PSYCHOLOGY IN SPORTS PERFORMANCE

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Abstract

The goal of sport psychology is to help the athlete understand that sport performance involves a process and, initially, to focus on getting the process right rather than focusing on the result. When high level performance is achieved, then more of a balance should exist between focusing on process as on results. There are many pressures that come with all levels of sport. Sport psychologists can assess, manage, and teach athletes, teams, coaches, and families how to develop strategies and skills to cope with the variety of mind-related areas of sport. Improve the mental side of performance – confidence, focus, composure, intensity, and trust in performance preparation. Mentally prepare for competition – these are many of the areas mentioned above, but focusing explicitly on their relation to a specific event/competition/situation. Develop pregame routines – skills or routines to be used to centre the athlete before competition, focus on the process rather than the outcome, and to be proactive in their confidence. Improve practice efficiency – for athletes with limited practice time, being able to understand the principles of learning and performance will help them get the most out of training sessions. Coping with performance fears – fear of failure, fear of embarrassment, performance slumps, and general performance anxiety. Team building – analysing how the team works together, develops team cohesion, develops team spirit, communicates, and/or develops leadership. Mental health – depression, anxiety, perfectionism, self-image, resilience etc. Lifestyle management – eating, sleeping, relaxing, socializing and relationships can all be stressful areas. Return from injury – shock and/or depression about the injury itself, stress of not returning to pre-injury performance levels, fear of re-injury, remaining part of the team even though not competing, etc. Comebacks - return to sport after a life event, a retirement or at the beginning of a new competition cycle.

COMPARATIVE STUDY OF DEPRESSION BETWEEN ATHLETES OF DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY AND NORTH MAHARASHTRA UNIVERSITY

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Abstract

The present study was to compare of depression between the male and female athletes of Dr. Babasaheb Ambedkar Marathwada University Aurangabad and North Maharashtra University Jalgaon, Maharashtra state. A group of total 140 players (35 male athletes and 35 female athletes of both universities) were randomly selected from Krida Mahotsav (Ashwamedh) competition during the year 2012-13 to 2014-15. Prof. L. N. Dubey's mental depression test was used to collect the data. Data were analyzed by independent 't' test using by SPSS. By analyzing the proposed hypothesis at the 0.01 demonstrated significant difference between male and female athletes of Dr. Babasaheb Ambedkar Marathwada University Aurangabad and North Maharashtra University Jalgaon in depression.

Keywords : depression, male, female, athletes, university.

1. Introduction:

In the modern times, due to increasing trends of globalization, there has been a great rise in technology resulting into a number of comforts which not only have made life easier but also tech-friendly. However, the globalization also brought with itself a plethora of demands. When these demands are not fulfilled, it automatically results into the stress and depression of an individual.

Depression is a state of disorder of mood, i.e. sustained pervasive low mood, while loss of the ability to experience pleasure is called anhedonia. These core symptoms are often associated with biological depressive features. These features included disturbed sleep, loss of appetite, impaired concentration and memory and lack of libido.^[1] Depressed people attached to the feelings of hopelessness often begin to feel 'down' or 'blue' even when circumstances dictate otherwise. All people feel depressed at times, while a depressed person feels this way much of time.^[2]

Depression is a common public health problem that causes a remarkable amount of individual suffering, functional disability, and self-destructive behavior.^[3] During lifetime, approximately one fifth of the population suffers from major depression.^[4] Depression has impacts on the people of varied age, sex, and ethnic background, with debilitating health care and disability costs. In an average, one in eight males and one in five females may experience of depression in their lifetime. People can experience depression at any time in life. But it seems to be more commonly diagnosed in young adults, the middle aged population and women also. It is an illness in which factors, like genetics; chemical changes in the body and external events may play an important role. It is a psychological condition that changes ones thinking and feeling affecting ones your social behavior and sense of physical well-being.^[5]

The purpose of present study was to find out the differences among the athletes of Dr. Babasaheb Ambedkar Marathwada University Aurangabad and North Maharashtra University Jalgaon who participated in Krida Mahotsav (Ashwamedh) Competitions during the year 2012-13 to 2014-15 as regards the level of depression.

2. Statement of problem :

To find out the level of depression between the athletes of Dr. Babasaheb Ambedkar Marathwada University Aurangabad and North Maharashtra University Jalgaon.

3. Research Methodology :

3.1 Subject -

Total 70 athletes of Dr. Babasaheb Ambedkar Marathwada University Aurangabad and 70 athletes of North Maharashtra University Jalgaon (35 male and 35 female athletes of each university) of Maharashtra state, age between 18 to 28 years were randomly selected for the present study. These male and female athletes were participated in the Krida Mahotsav (Ashwamedh) Competition during the year 2012-13 to 2014-15.

3.2 Variables -

- i. Independent Variable : Sex (i.e. male and female)
- ii. Dependent Variable : Level of depression

3.3 Procedure -

The test is carried out in accordance with specific instructions given by the authors of the test. Although the test carried with them printed instructions, much emphasis was placed on oral explanations of these instructions, since the students are not ordinarily familiar with psychological

tests of this nature. A good deal of time was spent before the actual administration of the test explaining how it was to be answered. They were allowed to start answering the test until they complete understand the process. The students were asked to fill in the personal data in the response sheet before writing the responses for the tests.

3.4 Measuring Tools:

Table No.1 Interpretation of raw scores of depression

Sr. No.	Categories of Depression	Male	Female
01	Very High	45 & above	43 & above
02	High	38 – 44	36 – 42
03	Moderate	31 – 37	29 – 35
04	Low	24 – 30	22 – 28
05	Very Low	23 & less	21 & less

To measure depression, the standardized depression test was used which was made by Prof. L. N. Dubey's, 1993.^[6] As revealed by the survey questionnaire measure of depression is an appropriate scale to measure depression. This questionnaire in depression related research often used by researcher abroad and it confirmed the validity and credibility 50 to assess aspects of depression. 'T' test was used to measure the depression of male and female athletes of Dr. Babasaheb Ambedkar Marathwada University Aurangabad and North Maharashtra University Jalgaon.

3.5 Data Analysis:

The collected data in this study were analyzed by SPSS software. Descriptive Statistic (Mean and Standard Deviation) and Independent 't' test was applied to compare the level of depression between the male and female players of Dr. Babasaheb Ambedkar Marathwada University Aurangabad and North Maharashtra University Jalgaon. The level of significance was set as 0.01 levels ($p < 0.01$).

4. Results:

Statistical table and results are below:

Table No. 2 Shows the Mean, Standard Deviation and 't' value between male athletes of Dr.

Babasaheb Ambedkar Marathwada University Aurangabad and North Maharashtra University Jalgaon.

Male Athletes	N	Mean	S.D.	DF	't' value
Dr. Babasaheb Ambedkar Marathwada University Aurangabad	35	13.34	5.07	34	3.734*
North Maharashtra University Jalgaon	35	18.94	8.50		

*Significant at 0.01 level of significance

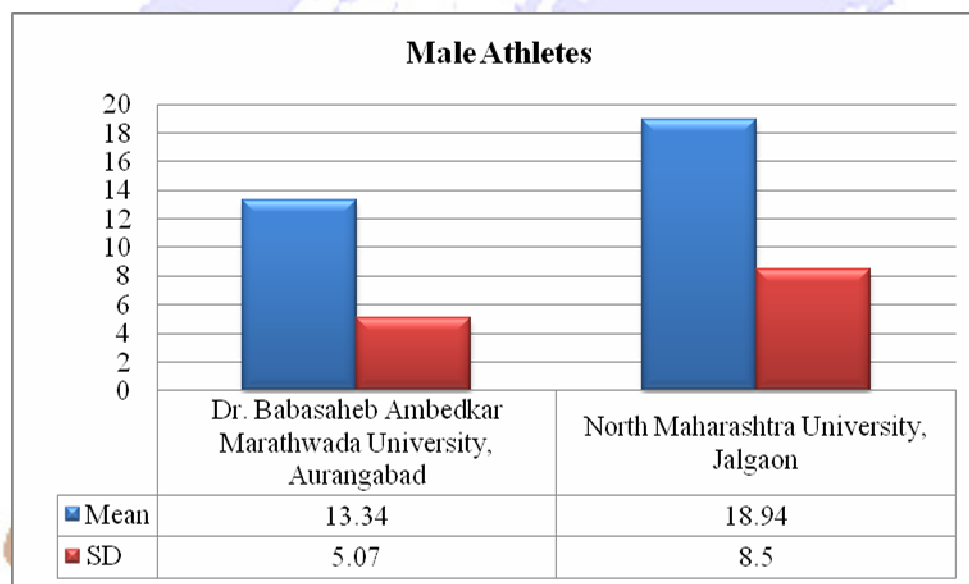


Figure No. 1 Bar diagram of differences between male athletes of Dr. Babasaheb Ambedkar Marathwada University Aurangabad and North Maharashtra University Jalgaon.

According to the information as the above table and figures shows the result of comparison of depression between male athletes of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad and North Maharashtra University, Jalgaon. The depression in male athletes of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad was 13.34 with 5.07 standard deviation and North Maharashtra University Jalgaon was 18.94 with 8.5 standard deviation. According to the result there is significant difference among the men athletes of Dr. Babasaheb Ambedkar

Marathwada University, Aurangabad and North Maharashtra University, Jalgaon which is calculated by 't' value ($t=3.734$, $df=34$) with respect dependent variable depression at 0.01 level.

Table No. 3 Shows the Mean, Standard Deviation and 't' value between female athletes of Dr. Babasaheb Ambedkar Marathwada University Aurangabad and North Maharashtra University Jalgaon.

Female Athletes	N	Mean	S.D.	DF	't' value
Dr. Babasaheb Ambedkar Marathwada University Aurangabad	35	14.63	5.69	34	4.185*
North Maharashtra University Jalgaon	35	20.63	8.59		

*Significant at 0.01 level of significance

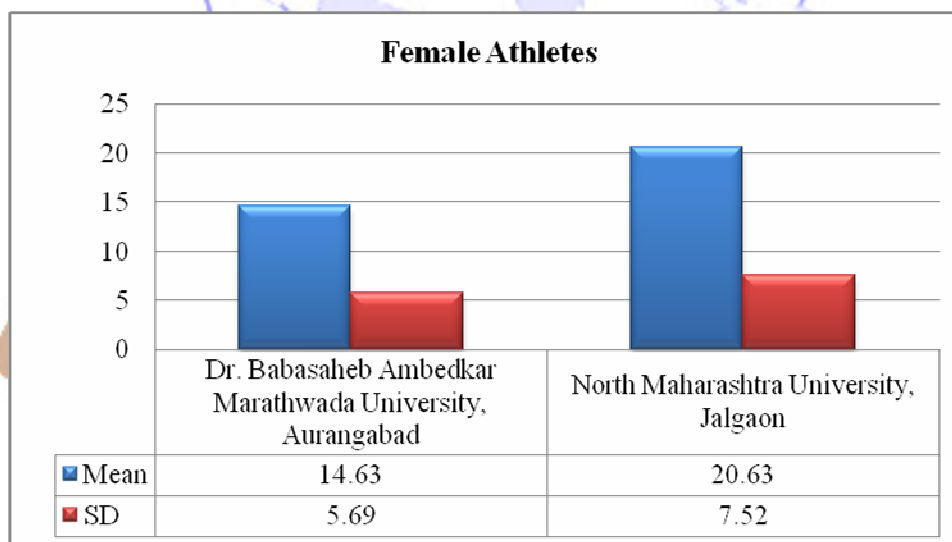


Figure No. 2 Bar diagram of differences between female athletes of Dr. Babasaheb Ambedkar Marathwada University Aurangabad and North Maharashtra University Jalgaon.

According to the information as the above table and figures shows the result of comparison of depression among female athletes of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad and North Maharashtra University, Jalgaon demonstrate significant difference between

them. The depression in female athletes of Dr. Babasaheb Ambedkar Marathwada University Aurangabad was 14.63 with 5.69 standard deviation and Gondwana North Maharashtra University Jalgaon was 20.63 with 7.52 standard deviation.

The result revealed that there is significant difference between the female athletes of Dr. Babasaheb Ambedkar Marathwada University Aurangabad and North Maharashtra University, Jalgaon which is calculated by 't' value ($t=4.185$, $df=34$) with respect dependent variable depression at 0.01 level.

5. Discussions:

Based on the findings of the present research there is significant difference between the male and female athletes of Dr. Babasaheb Ambedkar Marathwada University Aurangabad and North Maharashtra University Jalgaon. Studying depression among male and female athletes of both universities shows depression score of North Maharashtra University Jalgaon is more as compared to the male and female athletes of Dr. Babasaheb Ambedkar Marathwada University Aurangabad. The present research shows the male athletes of North Maharashtra University Jalgaon was 18.94 with 8.50 standard deviation and Dr. Babasaheb Ambedkar Marathwada University Aurangabad was 13.34 with 5.07 standard deviation. The diffidence of mean was 5.60 with 3.43 standard deviation of male athletes of both universities.

The female athletes of North Maharashtra University Jalgaon was 20.63 with 7.52 standard deviation and Dr. Babasaheb Ambedkar Marathwada University Aurangabad was 14.63 with 5.69 standard deviation. The diffidence of mean was 6.00 with 1.83 standard deviation of female athletes of both universities. It means male and female athletes of North Maharashtra University Jalgaon are higher score than the male and female athletes of Dr. Babasaheb Ambedkar Marathwada University Aurangabad on depression. So this difference is significant.

For the above results supported the findings of Leila Ghaedi *et. al.*, (2014), reported there was significant difference between athletic and non athletic undergraduate students of a private university in Esfahan, Iran.^[7] Tahereh Bagherpour and Masumeh Shojaei (2010), examined comparing depression degrees in first & last two years of starting & finishing college education among athletic and none athletic students. Result shows the advantages on low athletic depression on last two years of education is significant at 0.001.^[8]

The results of this research also agree with the evidences of research findings of the given by Mir Hamid Salehian, Recep Gursoy *et. al.*, (2012), conducted a Comparison study of depression between 400 university athletes and non-athletes and Mir Hamid Salehian, Lamia Mirheidari *et. al.*, (2011), conducted a study on Comparison of Depression between 200 Tabriz Islamic Azad

University Male Athletes and Non-athletes. The both results indicate the rate of depression was higher in university non-athletes than athletes. ^[9,10]

6. Conclusions:

An overall conclusion from this research showed that there was significant difference between the male and female athletes of Dr. Babasaheb Ambedkar Marathwada University Aurangabad and North Maharashtra University Jalgaon.

7. Recommendations:

- Individual Counseling may be given to all the Players.
- More exposure may be given to the mentally depressed players of their social involvement.
- A special mental training programme may be designed to reduce the mental depression.
- Studies have been presented giving evidence that physical activity and exercise can be also used in the treatment of depression.

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ROLE OF SPORTS PSYCHOLOGY BEHIND A SUCCESSFUL BOXER

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ABSTRACT :

Successful boxers must desensitize themselves to the effects of inflicting injury and accept personal risks each time they compete. Successful boxers must desensitize themselves to the effects of inflicting injury and accept personal risks each time they compete. Andy Lane explains how boxers prepare psychologically to face the demands of competition. Boxing is a unique sport. At face value, the aim is to inflict blows on your opponent and avoid injury yourself by landing more punches than you receive. A common perception therefore is that boxers need to psyche themselves up into a frenzied state, fuelled by anger with the intention of causing injury. However, for those who have worked in boxing, this perception could not be further from the truth.

INTRODUCTION

Boxers consider their sport to be a type of physical chess (1) – a battle that is as much psychological and tactical as it is physical. However, there is no getting away from the brutality of the sport; other sportsmen and women may ‘play’ matches but boxers ‘fight’ them. In a sport where there is only one winner, seeing an opponent struggling physiologically during a contest provides a huge source of motivation, and boxers look to exploit every weakness or frailty in their opponents (2). Most people accept the notion that boxers need to be mentally tough to compete (3). While few boxers use sport psychologists, most recognise the importance of psychology to performance. The legendary trainer Cus D’Amato, who steered Floyd Patterson and Mike Tyson to world heavyweight titles, once said that ‘fights are won and lost in the head’ and this bears testament to the importance of psychological factors for performance (4). Try to imagine how you would feel before a boxing contest; standing in the ring, in the middle of a large audience, the announcer calls your name, and then that of your opponent. Would you feel nervous, angry, and confident? Ideally, you would be in control of your emotions and be able to get into the emotional state which you believe helps performance.

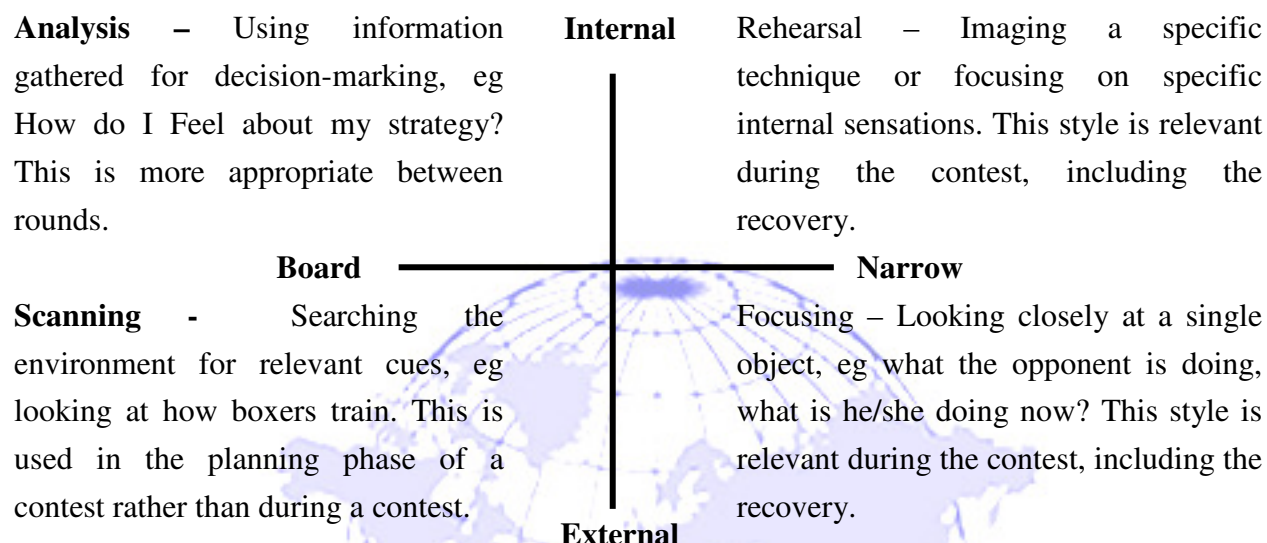
PSYCHOLOGY OF FIGHTING

Research indicates that successful fighters demonstrate positive emotional profiles before competition (5,6). Such studies typically assess emotions an hour before competition and then compare winners and losers by emotional profiles. The accuracy of these predictions of winners from pre-contest emotions is remarkably high. In one study, it was possible to predict winners with 95% accuracy (5). Autobiographical accounts identify emotional control, confidence and mental toughness in being able to give and receive punishment as important factors for success (7). A key question typically posed to boxers is whether a boxer intends to injure his or her opponent. The answer is that boxers (like all competitors) aim to win, and injuring the opponent may be a necessary part of that process (7). A boxer therefore has to be prepared to inflict injury on their opponent and show no mercy in doing so – a mindset that is subtly different to intending to injure. However, it is important to recognise the brutality of this psychology and to what seems an inherent contradiction. When a boxer sees that their opponent is hurt, this is seen as an indicator of goal attainment. Since the aim is to win the contest, this may well involve inflicting further damage. Contrast this with football for example where if a player is hurt, the unwritten rule is to stop play. In boxing however, seeing an opponent wince after receiving a body punch acts in a motivating way, and boxers who allow their opponent time to recover are not likely to be successful. Boxers must capitalize on the weaknesses of their opponents and any sign of weakness is an indicator that victory is possible. Boxers learn to hide when they feel hurt or tired, outwardly presenting a profile of being calm and confident. The boxer places all duty of care of the welfare of his opponent in the referee. Referees complete the pre-contest brief by saying, ‘protect yourself at all times’; these are not empty words.

THOUGHT AND CONCENTRATION

When a boxer is hurt, it's easy to assume that this leads to anger and an attempt at an intense retaliation. However, boxers know that anger can be extremely harmful for performance. An angry boxer is not in control of his or her decision making and the desire to retaliate by rushing in can result in an exposure to counterpunches. Boxer therefore need to develop ‘opportunities’, work out what punches will land and then execute these plans efficiently.

Figure 1 : Typical Characteristics of Different Concentration (Attention) Types



SPARRING IS NOT FIGHTING

Boxers hone their skills during sparring sessions. Sparring is the closest a training session can be to a contest because it's performed with an actual live opponent. Ostensibly, the purpose of sparring is to practice moves, test fitness levels, and to sharpen skills. However, it can result in fierce competition and sparring can be particularly intense in the early stages of learning how to box. By contrast, seasoned boxers learn to save their best performances for competition, although there are some boxers whose best performances come in training regardless of experience levels. While all boxers know that there is no official winner of a sparring session, a multitude of factors can influence how intense the session will be. Like many athletes, boxers tend to be highly competitive and if a session feels one-sided they may react, possibly increasing effort, which can raise the intensity of a sparring session to competitive level. It is important therefore that boxers also learn to regulate their emotions and thoughts during sparring. While the goal in competition is to win the contest, the goal in sparring should be to focus on the quality of your performance. By attending to your performance, you can develop the ability to perform to your fullest ability when it counts and in so doing, increase your chances of winning the contest. The balance between thinking tactically and focusing closely on the 'here and now' is a difficult one to get right. If you focus too closely on the here and now, you miss opportunities that might have arisen, or worse, your opponent works out what you are doing and sets you up. By contrast, if you are planning what to do later in the round or the next round, you may leave yourself exposed both offensively and defensively. Sparring provides an ideal opportunity to practice controlling concentration. Here the boxer can learn to control the

emotional impulses to ‘retaliate’ if he receives a hard punch. An even more important thought is to try to answer the question ‘why did I get caught and what can I do next to prevent this reoccurring.

It is important for boxers to remember that there are no winners and losers from a sparring session, and also to recognize that when winning a sparring contest becomes the goal, it can influence emotion. If sparring regularly becomes a highly charged emotional affair, the boxer might fail to properly develop the tactical aspects of his/her performance. Thus, he or she may look good in the ring when sparring, but struggle in actual competition because of over-arousal.

SHADOW AND PUNCH BAG BOXING

Shadow boxing involves practicing moves against opponents, sometimes in a ring and sometimes in front of a mirror. The goal is to improve the quality of performance by focusing and concentrating on what you’re doing without having to think about what your opponent is doing. Shadow boxing can also be very effective at developing tactical skills; by shadow boxing against an imaginary opponent, it’s possible to practice specific movements. However, boxers should develop clear strategies on what the opponent could do, and how to respond, using imagery to rehearse these plans, which are then executed in shadow boxing. Once these movements have been well rehearsed, the boxer can attempt them in sparring. The punch bag is the classic method of boxing training and punch bags are now found widely in many health and fitness centers. Punching the bag is an excellent method for developing boxing-specific fitness, conditioning upper body muscles as well as the heart and lungs. Like shadow boxing, there’s no opponent and so imagery can be an effective way to enhance the quality of a specific session. Punch bag work provides an excellent method of learning the extent to which you can throw combinations of hard punches in a round. As the number and power of the punches you can throw in each round increases, the confidence to compete at a high-intensity is enhanced. High-intensity punch-bag sessions in which the boxer complete repeats series of combination punches cannot only develop coordination skills, but also develop the confidence to be able to compete under pressure.

RUNNING

Running can be used as the exercise to develop concentration skills during intense exercise. Running is preferred to boxing-specific exercise as it is easier to assess how fast the athlete is working. This is a practice I used when working with a boxer preparing for a world championship contest (8). The session involves performing repetitions of 800 meters (or a distance that equates to 3 minutes of hard running) with 1-minute recoveries and completing five ‘concentration grid’ performance tests in the recovery period. A concentration grid is a 10 x 10 square of 100 numbers randomly positioned and where the starting number is also random (9). The idea is to find a sequence of numbers, which requires a narrow external concentration style – the same concentration

style required when listening to the coach giving feedback.

Studies show that physiological cues dominate concentration during intense exercise. After a hard round of boxing, a boxer might not be able to concentrate on what his coach is saying because physiological cues prevail. For example, suppose that after a boxer has just completed a hard-fought round, the coach wants to communicate two points to the boxer; 1) to keep his left hand up as he attacks; and 2) to throw the last punch in all exchanges. If the boxer is concentrating on trying to get his breath back, this information being given by the coach might become merely ‘background noise’. Consequently, the boxer is not making full use of the information given from the coach. Concentration training (along with running) can also enhance performance. We investigated the influence of concentration training on concentration performance after performing near maximal 800 metres repetitions (8). The results can be seen in table 1. Following an initial session, which produced the baseline measures, we practiced using ‘centering’ immediately after the end of a round as a strategy to aid physiological recovery. Centering diverts attention to the centre of the body and can be done as a strategy to get control of attention. After practicing centering, our boxer was able to attain a state of relaxed concentration in just 10 seconds, leaving 50 seconds available for feedback. After a few weeks, we repeated the 800 repetitions with concentration grids completed in the recovery period.

Table 1 reveals his improved concentration grid scores after the training. Another important result was that he reported feeling confident in being able to switch his concentration.

Table 1 : Running and Concentration Grid Scores

Repetitions	Baseline Measures		After Concentration Training	
	800 Mtr. Time	Concentration Grid Performance	800 Mtr. Time	Concentration Grid Performance
1	2 min 50 sec.	6	2 min. 51 sec,	7
2	2 min 56 sec.	5	2 min. 53 sec,	6
3	2 min 56 sec.	5	2 min. 53 sec,	6
4	2 min 59 sec.	8	2 min. 52 sec,	7
5	3 min 03 sec.	6	3 min. 04 sec,	7

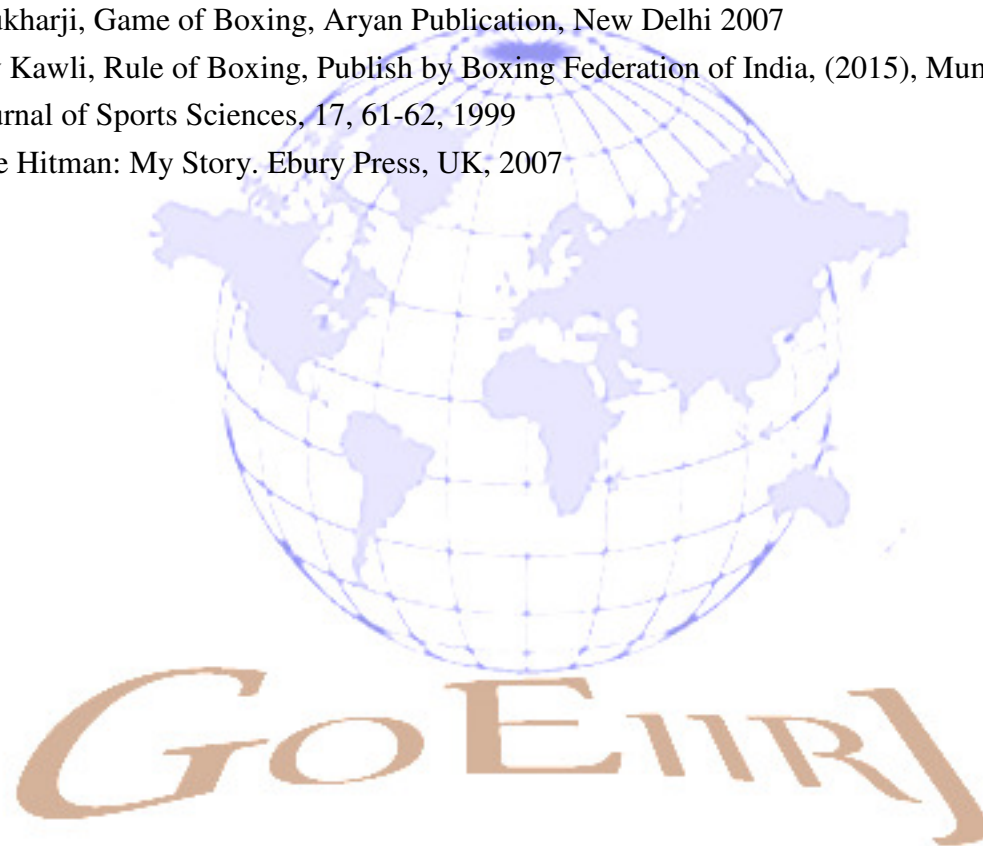
CONCLUSION

Boxing involves managing discomfort and boxers need to be able to desensitize themselves from this process. Emotional and attentional controls are crucial to success. From the outset, boxers need to develop a mindset that enables desensitization to the effects of boxing if they are to succeed.

Sparring should be used as an opportunity to learn emotional and attentional control and boxers should use imagery as part of their training, for example when shadow-boxing or doing bag work. Conditioning sessions such as running can be run in conjunction with concentration training.

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ROLE OF SPORTS PSYCHOLOGY IN MOMENTUM OF SPORTS PERFORMANCE

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Abstract :

It's often talked about but poorly understood. Lee Crust looks at the evidence for 'psychological momentum' and whether it can contribute to a winning performance in professional sport there are numerous examples of teams or individuals that just seem to be 'on a roll'. In basketball, commentators talk about the 'hot hand' to describe a player who just can't seem to miss and makes several consecutive shots. Baseball has the equivalent 'hot streak' where batters hit one home run after another and examples of this phenomenon can also be found in team sports such as football. When a team or individual has 'momentum', the most unlikely of reversals appears possible. However, momentum is one of the most overused terms to explain success or failure in sport despite being rather poorly understood (1). The purpose of this article is to discuss the concept of psychological momentum and examine the evidence for its existence.

Introduction:

Understanding Momentum

Momentum is considered a cornerstone of physics and has been defined as the ability of an object to continue moving because of its mass and velocity (2). Now think of a snowball rolling down a mountain side – what starts as a small, slow moving object, can easily become a forceful fast moving large object that could do some real damage to anything in its way. In sport, psychological momentum has been defined as 'a bi-directional concept, affecting either the probability of winning or the probability of losing as a function of the outcome of the preceding event' (3). Psychological momentum has also been defined in relation to perceptions of moving towards a goal (4). It is important to note that psychological momentum can be either positive (where almost everything seems to go right) or negative (where nearly everything seems to go wrong). In a rowing regatta, a

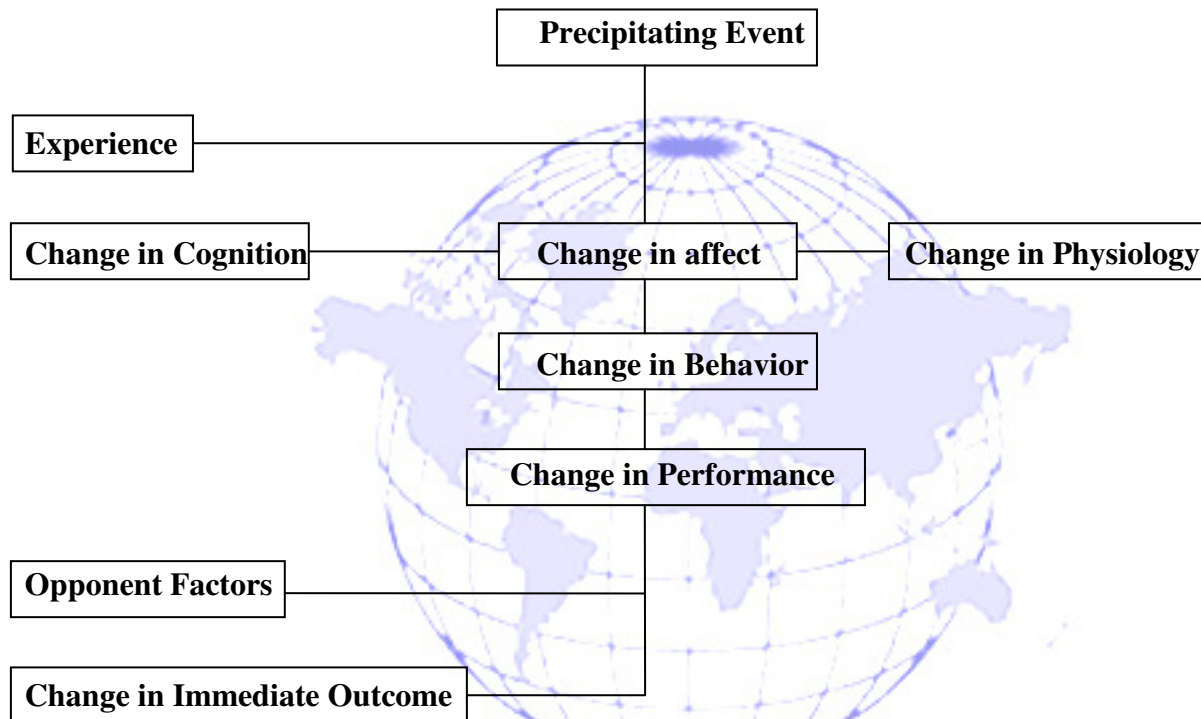
crew that has erased a four length deficit would likely be experiencing positive momentum, while the crew that has lost the lead would be experiencing negative momentum. Although research has been rather intermittent, sport psychologists have spent nearly three decades examining both perceptions of psychological momentum and links to performance and outcomes. Overall, the concept appears to divide opinion, with some researchers dismissing the phenomena as a mere performance label (5) or *cognitive* illusion that is nothing more than the expected ups and downs that occur in sport (6). Indeed, when statistically examined by computing shooting records or evaluation of individual performance trials in basketball, there doesn't seem to be any hard evidence of a 'hot hand' or 'hot streaks' (6, 7). In fact, one study showed a slight trend suggesting a successful shot was more likely after a previous failure (7). However, such objective approaches do not really fit with the concept of momentum as a subjective experience because they fail to examine the perceptions or thoughts of participants. The concept of momentum appears ingrained in sporting culture and research evidence clearly shows that athletes' perceptions of momentum do exist, and shift in response to gaining or losing ground in competition (1). Momentum sequences can be very brief or even roll over from one match to the next. There is also evidence to suggest that changing perceptions of momentum are linked to changes in athletes' thoughts and feelings, which could influence performance (8). However, it should be noted that very few studies have found hard evidence to link changes in perceptions of psychological momentum with changes in performance and outcomes.

Models of Momentum

In attempting to describe and explain how momentum influences individuals, sport psychologists have proposed a number of alternative models. The antecedents-consequences model suggested that the extent to which psychological momentum influences performance is dependent on personal (eg motivation, anxiety levels) and situational factors (eg crowd behaviour and task difficulty)(4). Furthermore, it was suggested that experiencing psychological momentum was likely to lead to increased arousal, benefiting tasks requiring higher levels of arousal. The antecedents-consequences model also suggested perceptions of *control* were an important feature. However, this model did not fully consider the role of emotions or arousal on momentum. Perhaps the most significant advance in understanding psychological momentum came with the multidimensional model of momentum in sports (9). This model comprises a number of critical elements that

determine the development of momentum (see figure 1). These elements form a ‘momentum chain’, which has allowed researchers to test the predictions of the model.

Figure 1 : Multidimensional Model of Momentum in Sports



First, a precipitating event or ‘momentum starter’ is perceived and interpreted by the individual, causing changes in cognitive (ie self-efficacy, motivation), affective (ie positive or negative feelings) and physiological (ie arousal) factors. Such intrapersonal changes are then predicted to influence behavior such as activity level, pace etc and as a consequence, changes in performance and immediate outcome are expected. There are two other important elements to the model: namely experience and opponent factors. Previous experiences are proposed to influence how precipitating events are perceived. For example, it is suggested that experienced athletes are better able to initiate, maintain and interrupt momentum sequences due to their accumulated sports-related knowledge. Finally, in head-to-head contests, the model considers the role of opponent factors in sport. The theory is that the extent to which performance and outcome variables are influenced is not only down to the degree to which a player or team experiences positive momentum, but whether the opponent experiences negative momentum as a result of a precipitating event or series of events.

Momentum Evidence

While it is important to acknowledge that research into psychological momentum has produced mixed results, one supportive study is particularly impressive, especially given the controlled nature of the investigation. A Canadian research team reasoned that previous inconsistent findings were likely due to the use of methods and tasks requiring low arousal that were not conducive to testing the concept (10). These scientists used a 12-minute laboratory-based bogus cycle race to test for perceptions of momentum and performance changes. Participants believed they were racing against an opponent with a similar VO₂max to their own, situated in an adjacent room. During the race, 20 participants viewed a computer screen showing which rider had the lead, and the amount of time left. However, the participants were actually viewing a pre-recorded race representing (1) a no-momentum condition where competitors were tied throughout the race, or (2) a momentum condition where the participant fell significantly behind before coming back to tie the race. Participants retrospectively reported perceptions of momentum for four time periods during the race. Results revealed that participants in the momentum condition reported significant decreases and then increases in perceptions of momentum in response to losing and then regaining the lead. Participants in the no momentum condition reported no significant changes in perceived momentum over the course of the race. Thus perceptions of momentum did change as a result of either losing or gaining ground in the race. In relation to performance measures, participants in the no-momentum condition did not show any significant variation in performance across the time periods. In contrast, participants in the momentum condition were found to pedal faster when they lost the lead, and generated even greater power output when they regained the lead. The fact that negative momentum actually resulted in increased performance is interesting and went against predictions. However, participants fell behind over a relatively short period of time and quickly made up the ground, with the authors speculating that a loss of momentum over a longer period would likely have resulted in an expected drop in performance. It is possible that falling behind acted as a form of motivation to encourage greater effort. Another study used a basketball-shooting task to test the predictions of the multidimensional model of momentum (8). Over 100 university students completed the task and reported their perceptions of momentum, self-efficacy, affect and arousal. Furthermore, a measure of persistence was included that related to the participants' willingness to continue shooting (when scores were deducted for missing). Results revealed significant differences between positive, negative and neutral momentum groups in relation to self-efficacy and affect. The highest and lowest levels of self-efficacy and affect were found in the positive and negative momentum groups

respectively. Despite this, no significant differences were found between momentum groups in relation to arousal or persistence. As such, the evidence offered only partial support to the multidimensional model.

Momentum Triggers and Outcomes

Despite inconclusive evidence, athletes and coaches appear to be convinced that psychological momentum exists. From an applied perspective, it is important to establish how athletes achieve and maintain positive momentum, and reverse negative momentum. After reviewing the literature on psychological momentum, I (along with my colleague Mark Nesti) suggested that what most previous researchers had failed to do, was talk to the athletes who had experienced momentum and try to understand their perspectives (10). Much past research involved either filling out brief questionnaires or examining archival data on win/loss records or scoring configurations. Box 1 (below) shows the reported triggers that initiated positive momentum sequences and the outcomes associated with positive momentum.

Triggers and outcomes of psychological momentum in football

Triggers	Outcomes
Negative body language of opponents	Thinking ahead
Opponents weaknesses	Increased confidence
Opponents mistakes	Perceived success
Confidence	Feelings of invincibility
Good fortune	Doing things not normally attempted
Scoring goals	
Refereeing decisions	
Past experience	
Encouragement	
Team Cohesion	
Positive attitude	

In research that relied on spectator interpretations of momentum, triggers have been reported for tennis and basketball (9). For example, a trained observer watched quarter-final and semi-final matches from the 1990 US Open and identified triggers that specifically led to momentum sequences. An average of 30 such events per match were noted with dramatic shots, unforced errors, break of serve and not converting a break point opportunity representing the major triggers. Approximately two thirds of the events were attributable to positive play as opposed to mistakes by opponents. In basketball, the main momentum triggers were found to be dramatic play, a scoring

run, an important player leaving the game, and a time out. In this case, 78% of events leading to momentum sequences represented positive play.

Reversing negative momentum

The flipside of this concerns what athletes can do when they are experiencing negative momentum and how this might be reversed. I recently interviewed an elite tennis coach and asked him if there were any tips he gave to his players in dealing with an opponent who hits a 'hot streak'. The main point he made was that tennis was a problem solving sport and that players need to be proactive and look to change things in order to reverse the momentum (see box 2, above). This coach also suggested that when it comes to maintaining it, the crucial factor was to stay calm and focused on the task at hand.

Similarly, soccer players have often reported making changes in an attempt to reverse negative momentum, including changing tactics, controlling the pace of the game and frustrating the opposition. Clearly though, it's not just a case of expecting your opponent's performance to drop off; there's a need to try something different to upset your opponent's rhythm and perhaps break their focus. That might require the courage to take calculated risks. It is also vital to remain positive and not to let the opposition see any frustration or negative body language as this can hand them an increased sense of control and can help to maintain their positive momentum sequence. Box 3 below gives some practical tips for maintaining psychological momentum. And remember, if opponents show their frustration or attempt to distract you, remind yourself that this is because you are in control!

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**A COMPARATIVE STUDY OF ACHIEVEMENT MOTIVATION AMONG
ATHLETES AND SOFTBALL PLAYERS OF
DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY**

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ABSTRACT

Achievement Motivation defined as the need to perform well or striving the success as the need to perform well or the striving for success and evidenced by persistence and effort to achieve high performance in sports. Motivation is based on your emotions and achievement related goals. Achievement Motivation is the desire to excel at task. The purpose of the study is to find out the level of achievement motivation among Athletes and Softball Players of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. The sample for the study consists of 100 Athletes and 100 Softball players those who have participated in the Inter Collegiate Tournaments of Dr. Babasaheb Ambedkar Marathwad University. The Standardized Dr. B. N. Mukharji Achievement Motivation scale was used for the study. It was found the Athletes are having more Achievement Motivation than Softball Players because the Athletes required compulsory Motivation to achieve excel in sports then the Team Game Player is a group effort. This type is study is useful to the Physical Educators and Coaches to enhance the performance through achievement motivation.

Key Words : Achievement Motivation, Performance etc.

INTRODUCTION:

Sport Psychology is the scientific study of people and their behaviors in sport. The role of a sport psychologist is to recognize how participation in sport exercise and physical activity enhances a person's development. Beginning, in the 1970, Sport psychology became a part of the curriculum on university campuses. Today, sport and exercise psychologists have begun to research and provide information in the ways that psychological well being and vigorous physical activity are related. Modern day sports are very demanding. It requires for the sportsmen and athletes a like to perform to the very best of their abilities and beyond. Individual sport activities such as wrestling and gymnastics have shown to elicit higher anxiety levels than competitive team sport activities such as

soft ball and basket ball. Achievement Motivation defined as the need to perform well or the striving for success and evidenced by persistence and effort in the face of difficulties. Achievement Motivation is regarded as central human motivation. Achievement Motivation form to be the basic for good life. People who are oriented towards achievement in general, enjoy life and feel in control, being motivated keeps people dynamic and gives them self respect. They set mode rally difficult but easily achievable targets, which help them, achieve their objectives. They do not set up extremely difficult or extreme easy targets by motivated people prefer to work on a problem rather than leaving the outcome to chance. It is also seen that achievement motivated sports persons seem to be more concerned with their personal achievement rather the rewards of success.

STATEMENT OF PROBLEM:

To find out the Achievement Motivation among Athletes and Softball Players

SAMPLE:

For the present study 100 Male Athletes and 100 Male Softball Players was taken for the study. These sports persons are participants in the Inter Collegiate Tournament during the year 2015-2016.

TOOL:

The Standardized Dr. B.N. Mukharji Scale was used for the study.

RESULTS AND DISCUSSION:

The questionnaire was administered in small groups during the Inter Collegiate Tournament of Dr. Babasaheb Ambedkar Marathwada University in the year 2015-16.

Table No. I

Sports Persons	Mean	S.D.	N	DF	't'
Athletic Players	32.14	5.92	100	198	8.12**
Softball Players	39.27	7.92	100		

The results in Table No.1 Shows that Athletic Player are more achievement than Softball Player. In Athletics the achievement motivation must be high to excel in sports. The Decision must be made by Athletes is final for his performance. Where as in Softball there will be group effort among all players and their achievement motivation differs from each softball player to other softball players.

CONCLUSION:

It is concluded that individual athletes are having more achievement motivation because they set goals and aims to give level best performance to win the competition, where as softball players has to depend upon their group to give the high level of performance.

RECOMMENDATION:

It is recommended that achievement motivation is compulsory for all sports persons to achieve high excellence in sports.

The coaches must prepare all the sports persons with high level of motivation to excel in sports and games

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A STUDY OF PRE AND POST COMPETITIVE ANXIETY LEVEL OF BASKETBALL PLAYERS AT VARIOUS LEVEL OF COMPETITION

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Introduction

Sports psychology is playing an important role in individual and team game competition however how many times has it been suggested and there will be no doubt many coaches said that competition is 10% physical and 90% mental what coaches and athletes are actually attempting to represent by this statement is that within a competitive situation, the probability is that both the teams and athletes possess nearly the same physical skill and fitness level beyond that the winner is determined by his mental preparation. We can see the variation between the individual who are placed in the same situation as well as the variation in the behavior of the same individual across situation. To illustrate variation between individual, consider the case of two athletes from the same team who are performing in rather crucial athletic contest (for example state, national, inter- college etc.). Both athletes being placed in the same performance contest their behavior may differ that is, they may vary in anxiety, confidence, motivation and actual performance. Researcher was interested to find out the same athlete's level of anxiety at various level of competition will be same or not. The same purpose, researcher had undertaken the study, "A study of pre and post competitive anxiety level of basketball players at various level of competition."

Anxiety

Martens (1977) Anxiety has been viewed as feeling of nervousness and tension associated with activation or arousal of organism. Anxiety can be classified in two ways; trait anxiety and state anxiety. State anxiety is situational stress induced by situations in the game. A sportsperson's autonomic nervous system is aroused in this state which is the natural reaction of any individual. Sport is littered with the broken dreams of those who wavered when they most needed to be in control of themselves and focused on the task at hand. When a competitor 'freezes' in the big moment or commits an inexplicable error, anxiety, in one of its many guises, is very often the root cause. The precise impact of anxiety on sporting performance depends on how you interpret your world. Unfortunately, far too many athletes accept high levels of anxiety as an inevitable part of the total sporting experience and fail to reach their potential.

Material and Methods

The main purpose of this study was to find out the anxiety level of player at different level of competition. And second purpose was to find out pre and post competitive anxiety of players. To achieve these purposes of the study a group of 10 basketball girls players same represented (Intercollegiate =10 and Interuniversity=10) were selected from Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, India through purposive sampling technique. Their age ranged from 18 to 28 years. To test the anxiety level of same players at different level of competition researcher had conducted pre and post competitive anxiety test on four team of intercollegiate which were participated in semi-final, (It was not confirmed who will be selected for inter university tournament). But after the inter university selection out of 48 players 10 were selected and only those player's data were considered for statistical analysis. Statistical analysis was done on the basis of Mean ,SD, and t- test

Sports Competition Anxiety Test - (SCAT), an evaluation that measures the competitive anxiety levels of athletes (Marten et al., 1990), was used to measure the anxiety level of basketball players. The test consists of fifteen items which include 5 spurious items, 8 positive items and 2 negative items. The lowest possible score on this test and the highest possible score is 27. A low score indicates higher anxiety and a high score indicates low anxiety. The t-test was used to test the effect of anxiety level between pre and post completion. The significance level was determined as $p < 0.05$.

Statistical Analysis

Table 1

Pre competition anxiety at intercollegiate and inter university.

Group	Mean	SD	MD	Calculated 't'	Tabulated 't'
Intercollegiate	18.15	3.4	2.01	1.20	1.83
Inter university	20.16	3.56			

Table 1 reveals that the mean scores at Intercollegiate and Inter university pre competition anxiety of girls' basketball players are 18.15 and 20.16 respectively. The t-value is 1.20 which were significant at 0.05 level of confidence which indicates that there is significant difference between the 2 groups.

Table 2

Post competition anxiety at intercollegiate and inter university.

Group	Mean	SD	MD	Calculated 't'	Tabulated 't'
Intercollegiate	17.54	2.9	6.46	5.15	1.83
Inter university	24.00	2.79			

Table 2 reveals that the mean scores at Intercollegiate and Inter university post competition anxiety of girls' basketball players are 17.54 and 24.00 respectively. The t-value is 5.15 which were significant at 0.05 level of confidence which indicates that there is significant difference between the 2 groups.

Table 3

Pre and post Anxiety level at Intercollegiate.

Group	Mean	SD	MD	Calculated 't'	Tabulated 't'
Pre test	18.15	3.4	0.61	0.43	1.83
Post test	17.54	2.9			

Table 3 Shows that the pre-competitive and post-competitive anxiety of inter-collegiate girls basketball players Group Mean of pretest is 18.15 and posttest is 17.54 and their SD 3.4 and 2.9 respectively. Calculated 't' value is 0.43 which is lesser than tabulated 't' that means this difference was not significant at 0.05 level of confidence.

Table 4

Pre and post Anxiety level at Inter-University.

Group	Mean	SD	MD	Calculated 't'	Tabulated 't'
Pre test	20.16	3.56	3.84	2.70	1.83
Post test	24.00	2.79			

Table 4 Shows that the pre-competitive and post-competitive anxiety of inter-University girls basketball players Group Mean of pretest is 20.16 and post-test is 24.00 and their SD 3.56 and 2.79 respectively. Calculated 't' value is 2.70 which is greater than tabulated 't' that means this difference was significant at 0.05 level of confidence.

Discussion

Pre competition anxiety was more at intercollegiate level than the interuniversity. but at the same time pre and post competition anxiety at inter collegiate level was compared it shows that post anxiety was more than the pre competition anxiety, It may be due to the fear of selection for inter university level tournaments. But at the same time same players were selected for inter university. The anxiety levels of this (same) player's were low at pre interuniversity competition and comparatively very low just after the interuniversity competition. Researcher thinks that most players aim is to select for interuniversity, they are willing to participate in interuniversity level. But at the same time they are not ambitious to achieve position at interuniversity (excepted. some players) Therefore they are more anxious at intercollegiate level than inter university level.

Conclusion

The present study has certain limitations that need to be taken into account when considering the study and its contributions. Since the level of anxiety after the competition is not related to the athletes' performance, this study merely focused on the level of anxiety pre and post competitions and anxiety at various level of competition only. Based on the current results, it is recommended that sport psychologists, sport counselors, and coaches use the findings to design appropriate training programmes to help athletes acquire suitable coping strategies so as to reduce their anxiety levels and enhance their performance.

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INVESTIGATION OF PRE-COMPETITIVE STATE ANXIETY OF VOLLEY BALL PLAYERS

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ABSTRACT

The purpose of the study was to investigate the pre-competitive state anxiety of university volley Ball. Ninety-one volley Ball player (54 men and 37 women) who participated in the volley Ball Tournament at Savitribai Phule Pune University were randomly selected to serve as subjects for this study. The men and women players who participated in any of their matches from their teams from 1st round to Quarter Finals, were randomly selected for the study. The criterion measure for testing the hypothesis was the scores obtained in the Sports Competition Anxiety Test Questionnaire (SCAT) by Rainer Martens. Pre-competitive state anxiety had significant difference between winners and loser of Inter College men and women volley ball player in Semi-final and 1st round to Quarter Final matches.

Anxiety plays a paramount role in sports. It is the challenge in sports participation, which produces anxiety. How an athlete handles the anxiety determines how successful he would be? Anxiety may be a positive motivating force or it may interfere with successful performances in sports events. Anxiety is likely to be greater in higher competitive sports than in relatively noncompetitive sports, because in the competitive sports, participants are expected to win and greater demands are made upon them to succeed. The purpose of the study was to investigate the pre-competitive state anxiety of inter collegiate players. It was hypothesized that there will be no significant difference between pre - competitive anxiety of winner and loser-volley ball player in both male and female categories.

METHODOLOGY

Ninety-one Volley Ball players (54 men and 37 women) who participated in Inter collegiate volley ball Tournament held at Savitribai Phule Pune University were randomly selected to serve as subjects for this study. Out of the 54 men volley ball players, 18 players were those whose teams qualified to participate in the Semi Final matches and 36 players were those who participated from their teams in their 1st round to Quarter finals. Out of the 37 women volley ball players, 09 players were those whose teams qualified to participate in the Semi Final matches and 28 players were those

who participated from their teams in their Ist round to Quarter finals. The men and women volleyball players who participated in any of their matches from their teams from Ist round to Quarter final, were randomly selected for the study.

The Sports Competitive Anxiety Test (SCAT) questionnaire prepared by Rainer Martens has fifteen items out of which five were spurious questions, which have been added to the questionnaire to diminish response bias towards the actual test items. These five questions were not being scored. The subjects were instructed to respond to each item according to how they generally felt before the competitive sports situation.

Players were required to respond the questionnaire 30 minutes before his/her matches. However, no time limit was set for filling up the questionnaire. The subjects were asked to respond as quickly as possible without brooding over any question/statement once the instructions were understood clearly beforehand.

OBSERVATIONS AND DISCUSSION

To determine the significance of difference between means of winner and loser players' pre-competitive state anxiety of men and women volleyball players, t-test was applied and the data pertaining to this have been presented in Tables 1 and 2.

Table 1 revealed that there was no significant difference between winner and loser players pre-competitive state anxiety of Semi-final matches as perceived by men volleyball players as the obtained t-value of 0.70 was much less than the required value to be significant at $t_{0.05} (34) = 2.03$. There was no significant difference between winner and loser players pre-competitive state anxiety who participated from their teams in their matches from Ist round to Quarter finals as perceived by men volleyball players as the obtained t value of 1.04 was much less than the required value to be significant at $t_{0.05} (70) = 2.00$ (Table.1).

Table 1 : Significance of difference between means of winners and losers pre-competitive anxiety of men volley Ball players.

Round	Result	N	μ	σ	M.D.	$^o DM$	t
Matches (Semi Final)	Winner	18	20.44	2.33	0.05	0.71	0.70*
	Loser	18	20.44	2.85			
Matches Round –Q.F.	Winner	36	20.38	2.35	0.53	0.51	1.04*
	Loser	36	20.91	1.76			

*Not Significant at 0.05 level tab 0.05(34) = 2.03 tab 0.05 (70) = 2.00

Table 2 revealed that there was significant difference between winner and loser players pre-competitive state anxiety of Semi-final matches as perceived by women volleyball players as the obtained t value of 2.52 is much more than the required value to be significant at $t_{0005} (16) = 2.12$. There was no significant difference between winner and loser players pre-competitive state anxiety who participated from their teams in their matches from 1st round to Quarter finals as perceived by women volleyball players as the obtained t value of 0.17 was much less than the required value to be significant at $t_{0005} (54) = 2.00$.

Table 2 : Significance of difference between means of winners and losers pre-competitive anxiety of men volley Ball players.

Round	Result	N	μ	σ	M.D.	σ DM	t
Matches (Semi Final)	Winner	09	18.55	2.50	2.67	1.06	2.52*
	Loser	09	21.22	1.92			
Matches 1st Round – Q.F.	Winner	28	20.39	2.45			
	Loser	28	20.50	1.97	0.11	0.64	0.17

*Significant at 0.05 level tab 0.05 (16) = 2.12 tab 0.06 (54) = 2.00

Analysis of descriptive data on pre-competitive state anxiety indicated that Inter collegiate volley ball men winner (20.44) and loser (20.38) players of Semi -final matches have high level of pre-competitive state anxiety. Winner men (20.38) and loser (20.91) players who participated from their teams in their matches from I round to Quarter final have high level of pre-competitive state anxiety. In women, the winner players of Semi-final matches have moderate level (18.55) and loser players have high level (21.22) of pre-competitive state anxiety. Winner women players (20.39) who participated from their teams in their matches from 1st round to Quarter final and loser players (20.5) have high level of pre-competitive state anxiety (Table 2).

't' value of 0.70 and 1.04 was not found to be significant between the means of winners and losers pre-competitive state anxiety in Semi-final men volley ball players and the players who participated from their teams in their matches from 1st round to Quarter finals indicating that winner and loser players experienced high level of pre-competitive state anxiety. However 't' value of 2.52 was found to be significant between the means of winners and loser pre-competitive state anxiety in Semi final women volley ball players indicating that winner players have moderate pre-competitive state anxiety, whereas loser player indicated high level of anxiety, which may be attributed to the fact during tough competition, these players suffer with high level of anxiety. Further 't' value of 0.17 was not found to be significant between the means in winners and losers pre-competitive state

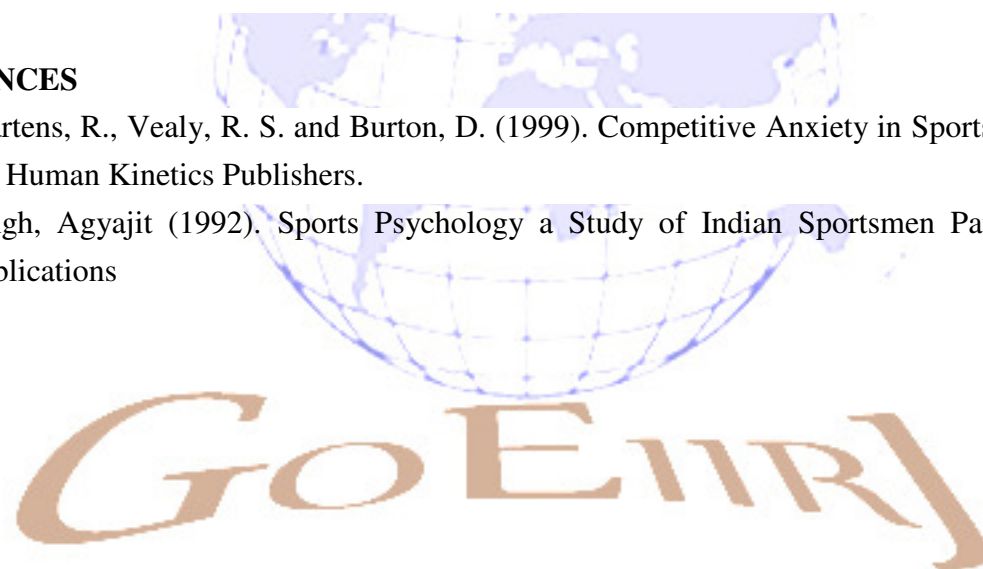
anxiety who participated from their teams in their matches from Ist round to Quarter Finals between women volley ball players indicating that winner and loser players exhibit high pre-competitive state anxiety.

Conclusion:

Within the limitations of the present study, the following conclusions were drawn: Pre-competitive state anxiety has no significant difference between winners and losers Inter collegiate Semi-final matches men volley ball players, Pre-competitive state winners players who participated from their teams in their matches from Ist round to Quarter Finals, Pre-competitive state anxiety has significant difference between winners and loser Inter collegiate Semi Final matches women volley ball players and Pre-competitive state anxiety has no significant difference between winners and losers women players who participated from their teams in their matches from Ist round to Quarter Finals.

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EFFECT OF AUDIO VISUAL AIDS AND TECHNOLOGY IN SPORTS TRAINING

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ABSTRACT

The physical education teacher must consider this challenge as an ideal opportunity to raise PE learning to a higher platform. With Audio Visual Aids and Technology facilities, teachers will be able to customize lessons according to their preferences, by using a selected text, sound, animation and video, in order to capture learner's imagination.

Audio Visual Aids and Technology represents more than a simple computer utilization, because it also compels us to use some measurement and evaluation electronic devices, some audio-visual aids for the subjects and teachers performance evaluation or even some sequences allowing us to organize and objectively assess the final results.

Audio Visual Aids and technologies should be used in physical education for planning, management and teaching purposes, like

- *Internet - a global network providing the capability to communicate, share ideas and access information and resources from around the globe.*
- *Intranet - similar to the Internet, but information are provided by a school or organization.*
- *CD-ROM - information takes form of graphics and text, being accompanied by sound and moving videos.*
- *Wristwatch/Heart rate monitors - usually, a strap fits around the chest and contains a radio to transmit the heartbeat to the monitor in the wristwatch.*
- *Digital camera - the taken pictures are stored in the computer memory rather than on a film, as in the case of an ordinary camera. They can be displayed directly onto the computer monitor or imported into a graphics/art package for editing.*
- *Generic software - the most common forms are word processors and spreadsheets.*
- *Video capture - a video camera that can be connected to the computer. Video sequences or still images can be stored on the disk and edited.*
- *Data handling - information can be stored in a database.*
- *Desktop publishing - a combination of text, graphics and layout, to produce a document.*
- *Presentation software - for example, Microsoft PowerPoint, a software displaying information under the slide form.*

Now a days, it is uncommon to use computers on the playing fields or in gymnasias. But as devices and computers become more and more mobile and affordable, this could eventually turn into a reality allowing the study of human movement within the physical education lesson too. Education in the tomorrow digital Information Age will see the life preparing learning evolve toward a lifelong learning continuum, where physical activity will have no time and space barriers.

Key words: Audio Visual Aids and Technology, Sports Training

❖ Introduction:

The age of Information and Communication Technology (ICT) becomes more and more overwhelming, that is why we, as educators, need to change our conception about the way we teach. ICT helps PE pupils to learn by promoting and enhancing their work on the chosen directions and this may have positive effects upon their motivation and degree of involvement in the activity. At the same time, it helps them to decide on their learning style, which gives them more independence. Consequently, the traditionally acknowledged physical education lesson will have to adapt to this paradigm shift, by keeping to the teaching-learning process evolution.

The physical education teacher must consider this challenge as an ideal opportunity to raise PE learning to a higher platform. With Audio Visual Aids and Technology facilities, teachers will be able to customize lessons according to their preferences, by using a selected text, sound, animation and video, in order to capture learner's imagination. This is but one of the educator's many exciting exploration tools he uses to redefine his teaching style. The education shape is changing, that's why physical education will have to adapt its traditional teaching-learning pillars which are deeply rooted into the motor skill development.

❖ Research Work on Audio Visual Feedback & Learning Process

Information and communication technology represents more than a simple computer utilization, because it also compels us to use some measurement and evaluation electronic devices, some audio-visual aids for the subjects and teachers performance evaluation or even some sequences allowing us to organize and objectively assess the final results. Online physical education is neither inherently good nor bad, and the value of any new educational technology or pedagogical strategy must always broach the question of learning. Commonly accepted types of technology (Internet, video, computer assisted instruction, heart rate monitors, pedometers, etc.) are encouraged and should be considered by physical education teachers as tools to enhance learning.

Turner A.P.(1999) used technique approach and the game for understanding approach

to study effect on skill, knowledge and game playoff field Hokey. Each lesson in the technique approach typically began with a demonstration of the skill followed by allotted practice time. The skill was practiced in drill situation. In games for understanding approach ,each lesson in the games for understanding approach focused on teaching the tactical elements of game play. The results indicated that the games for understanding group exhibited better passing decision making than the other two groups and significantly higher declarative and procedural knowledge than the control group. The game for understanding group also demonstrated better control of the Hokey ball and passed the ball more effectively than the other two groups during post test game play. The technique group was significantly faster than the control group on the skill test.

James and Dufek (1993) proposed seven steps for the observation of movement. The steps there observational strategy are to classify the skills to be analyzed divide into moment phases , observe several times in order to evaluate each phase critically and focus attention on four major areas. They call the first step classifying the fundamental movement pattern or the mechanical objective that is the focus of skill, important to planning observations to see the important events in each phases. The last two steps are the guidelines for planning observation by focusing attention on either phase of four different areas. They suggest that the plan for observation should first focus on the total body. Next focus on the pelvis(Rhythm) and trunk (C.G.) and large muscles , which initiate most movements. The third focus is the base of support and how its changes , because it is often the source of balance and reaction forces that drive the movement. Fourth, the observation should focus on specific actions rather than specific actions of the extremities. These movements are often fast and difficult to see, so they advocate focusing on joint actions than segments.

Menickelli. J,(2000) has examined effectiveness of video feedback in sports .examining cognitions in a self controlled learning environment providing video feedback (VTFB) as a form of knowledge of performances(KP) to learners is a common instructional tool in teaching and coaching . The purpose of this study was to investigate the unique contributions of four augmented feedback s on learning a multiple modalities on learning a multiple degrees of freedom skill. Self controlled VTFB(SC-VTFB) Instructor-NISM of controlled VTFB(VTFB) self-controlled verbal KP(SC-KP), and instructor-controlled verbal KP(KP)also, to examine learners cognitions as a potential underlying mechanism of self-controlled VTFB and self-controlled verbal KP . male ,right handed participants(N=48) were randomly assigned to one of the four experimental conditions. The task consisted of performing forehand throw using a standard flying disc (175 g,27cm diameter) commonly referred to as a Frisbee. the dependent measures of the study included throwing from , throwing error measures, and

learners cognitions' during feedback sessions. in general the results indicated that self and instructor controlled VTFB was more effective than either self or instructor controlled verbal KP in learning a multiple degrees of freedom skill. some support for a self controlled schedule of feedback was found in that self controlled learners were able to recognize errors and tendencies in their throwing from early in acquisition. Also, self controlled learners, regardless of the type of feedback provided, unknowingly requested a fading schedule of feedback. These findings endorsed self control as a means to cognitively engage learner.

Van wieringena P.C.W.,Emmen H.H., Bootsma R.J.,Hoogesteger M., Whiting A.H.,(1989) Studied the effect of video feedback on improvement of the tennis service. It was investigated in subjects having at least 02 years of playing experience in tennis. The experiment was carried out in an indoor tennis hall under normal training conditions, subjects was randomly divided into three groups : a video feedback training group(VFT), A group of traditional training (TT),and a control group, each consisting of 22 subjects. While the subjects of the control group received no training at all, subjects in both the VFT and TT groups were trained twice weekly during 05 consecutive weeks. Each training session lasted 40 minutes of which 30 minutes was spent actual practice in training of the service. The remaining 10 minutes was spent on watching, analyzing and discussing video recording of either their own service performed during the training session.(VFT Group),or ground strokes and volleys of top level players(TT Group) . both the VFT and TT group showed significantly greater improvements in both achievement scores and form (technique) scores than did the control group. They find no differences , however, could be demonstrated between the VFT and TT group indicating that subjects of the former group did not benefit from the video feedback they received.

Gibson F., Darden Joprd (1999) used video as a Form of performance feedback which can be the effective tool to improve motor skill learning and performance often he treated videotape feedback(VTFB) as a hit –or –miss form of instruction. It is frequently applied without a systematic teaching progression. His article offers a framework and discussion for how students may benefit from VTFB. This framework should provide guidance for instructors employing videotape and should ultimately lead to more consistent and effective use of video technology in learning environments. Technology has sometimes been viewed as the tail that wags the dog. As with integrating any technology in instruction, teachers should not forget who they are teaching and what the ultimate goal of VTFB instruction is to be applications of video in physical education may vary from concept demonstrations to scenarios to video-editing projects. Perhaps the most important integration of video technology in physical education lies within two areas: assessment and

instructional feedback.

Goldman's (1998) emotional intelligence is also tied to videos. (Note: Gardner's intrapersonal and interpersonal intelligences are similar to Goldman's emotional intelligence.) Intrapersonal involves self-reflection, self-direction, self-motivation, controlling impulses, planning, independent study, and met cognition; interpersonal emphasizes relating, cooperating, empathizing, teaching, leading, connecting with others, resolving conflicts, and social activities. The music alone in videos can elicit emotional reactions of liking or disliking and excitement or arousal (North & Hargreaves, 1997; Robazza, Macaluso, & D'Urso, 1994). Video clips can be used to communicate with learners at a deeper level of understanding by touching their emotions.

❖ **Physical Education & Information and Communication Technology**

Recent technology advancements have introduced computers in many people's life and education, as their price has gradually become affordable, their processing power has increased and their size has extremely diminished. All these innovations have really supported the fusion of physical education with information and communication technology

The physical educator should use the ICT many advantages:

- It provides a wide range of programs assigned to enhance the physical education teaching.
- It provides an "avenue" for a variety of teaching styles. Enhance.
- It improves the lesson through a myriad of colorful graphics, diagrams, electronic texts, sounds, animations and movements.
- It keeps the learner focused on the issue.
- It allows a more efficient data storing and a quicker data analysis.
- It improves the lesson through the use of data loggers or sensors to collect information for the direct input and analysis.
- It contributes to the PE program comprehensive and efficient management.

Audio Visual Aids and Technology can also encourage pupils to learn by providing them opportunities to find out about and take part in PE-related activities, such as watching sports and dance in action. For example, ICT can help pupils to: develop and enhance their abilities to think in differently ways, which supports them to select and apply skills, tactics and compositional ideas, but also to evaluate and improve their performances; collect, analyze and interpret data; take many roles and responsibilities related to physical education, sports and dance; access a variety of information sources, in order to improve their knowledge about physical education and its connections and applications to other learning areas; access a variety of information sources, in order to improve their knowledge about physical education in relation to anatomy, physiology, sports in society, health and

well-being, skills and techniques specific to different activities; make them become more aware of the ICT impact upon our changing world.

It is important for us to remember that ICT is not a learning tool, but an environment that facilitates a pre-determined content teaching. That is why we should avoid lessons where pupils merely search for and retrieve information, with no prior learning outcomes settled by the teacher.

There are definitely much more ICT utilizations, but they are bordered by the human beings imagination. Our present challenge is to depict how CD-ROMs, databases, spreadsheets, word processors, data loggers, digital imaging and other emerging technologies can be comprehensively entwined with physical education.

Nowadays, it is uncommon to use computers on the playing fields or in gymnasias. But as devices and computers become more and more mobile and affordable, this could eventually turn into a reality allowing the study of human movement within the physical education lesson, too. Education in the tomorrow digital „Information Age“ will see the life preparing learning evolve toward a lifelong learning continuum, where physical activity will have no time and space barriers.

❖ **The following technologies should be used in physical education for planning, management and teaching purposes:-**

- **Internet** - a global network providing the capability to communicate, share ideas and access information and resources from around the globe.
- **Intranet** - similar to the Internet, but information are provided by a school or organization.
- **CD-ROM** - information takes form of graphics and text, being accompanied by sound and moving videos.
- **Wristwatch/Heart rate monitors** - usually, a strap fits around the chest and contains a radio to transmit the heartbeat to the monitor in the wristwatch.
- **Digital camera** - the taken pictures are stored in the computer memory rather than on a film, as in the case of an ordinary camera. They can be displayed directly onto the computer monitor or imported into a graphics/art package for editing.
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- **Video capture** - a video camera that can be connected to the computer. Video sequences or still images can be stored on the disk and edited.
- **Data handling** - information can be stored in a database.
- **Desktop publishing** - a combination of text, graphics and layout, to produce a document.
- **Presentation software** - for example, Microsoft PowerPoint, a software displaying information

under the slide form.

❖ Use of Various tools of Information And Communication Technology in Physical Education and Sports:

The Use of Audio-Visual Aids in physical education lessons represents a modern system contributing to the physical exercise quick learning. At the same time, they facilitate the increase of pupils' interest in working individually with these devices, for they understand how to correctly perform movements: errors are corrected, their intuition is improved and their training is stimulated. While performing, the pupil or the athlete can't survey his own execution, the necessary corrections relying on the coaches observations or on the obtained result analysis. Therefore, there was a need to use some means allowing an objective analysis of the performed technical executions. Thus, by taking into consideration the skill forming stage and pupils particularities, the audio-visual aids provide an intuitive knowledge through the visual analyzer. When learning new technical procedures, some photo static aids, such photos, slides, but particularly kilograms and photo-diagrams, prove to be very useful, the last ones allowing a minute analysis of the movement different phases in their chronological progress.

The digital camera use in the instructive-educative process allows a quick verification of pupils' placement and posture, being at the same time a very good means to stress the body segment positions when performing some motor elements. Among the aimed objectives when using this device in physical education lessons, we can mention the following:

- Pupils Immediate Image Of Their Own Motor Performance, which helps them to Correct the errors identified after the Digital Photo Analysis.
- Pupils Stimulation to analyze their own Performance. The Effective work time increase, By Encouraging Pupils to Repeat Executions.
- Valorization of the Successful Executions Similar to the Image: Good .

Films present the real movement, decomposed or in slow-forward mode, as well as the recorded subject repeated replay, by creating thus the possibility to directly notice and deeply understand some minutely detailed elements that might be ignored even by an experienced observer.

The utilization of video techniques through which pupils can survey their own performances facilitates a quick error correction. At the same time, these aids allow each pupils performance evaluation relying on the records. Thus, placed in front of a monitor or a screen, the pupil, under the teachers guidance, can evaluate his own motor performance. Together with the devices specific to physical education and sports, the aids necessary to carry out this filming activity on the playing field are the following: computer; video camera or webcam

A particular focus is placed on the pure direct or indirect aids, such as **musical instruments respectively radio cassette recorder equipped with a CD/DVD**, all these being used to refine the movement pace and get pupils familiarized with some sonorous competitive conditions. For performance athletes, the above-mentioned multimedia resource represents a relaxation means before their participation in competitions or perhaps a stimulating element. On the other hand, there are sports, such as skating and gymnastics (certain artistic and rhythmic events), where music is an integrant part of athletes' performance.

As for **a video file** observation, this software allows its users to perform the following actions: to wind a video file; to observe movements; to observe mirrored images; to adjust image quality; to use some analysis grids; to unwind a video file; to add comments or drawings on the key-images.

❖ **Conclusions:**

This educational process derives from the norm stipulating that learning should better occur in a play and enjoyment atmosphere, which is somehow specific to the physical education lesson. But there is a danger, because it is very easy to fall into the trap of merely using the current available tools, even if they are not specific to the physical education requirements. Therefore, such self-paced learning environments need to be properly directed. This reflection must be taken into account when purchasing software for the school physical education programs, since the market is saturated with companies trying to sell their products, by claiming that they are effective educational software tools.

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SPORTS PSYCHOLOGY

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Abstract

Sports psychology is the study of how psychology influences sports, athletic performance, exercise, and physical activity. Some sports psychologists work with professional athletes and coaches to improve performance and increase motivation. Other professionals utilize exercise and sports to enhance people's lives and well-being throughout the entire lifespan.

Professional sports psychologists often help athletes cope with the intense pressure that comes from competition and overcome problems with focus and motivation. They also work with athletes to improve performance and recover from injuries. But sports psychologists do not just work with elite and professional athletes. They also help regular people learn how to enjoy sports and learn to stick to an exercise program.

Sport psychology is an interdisciplinary science that draws on knowledge from fields including biomechanics, physiology, kinesiology and psychology. It involves the study of how psychological factors affect performance and how participation in sport and exercise affect psychological and physical factors.^[1] In addition to instruction and training of psychological skills for performance improvement, applied sport psychology may include work with athletes, coaches, and parents regarding injury, rehabilitation, communication, team building, and career transitions.

Key Words – athletic performance, exercise, physical activity.

Introduction

Sport psychology is not just about improving athletic performance. Sport psychology plays a much large role within performance. Sport psychology can be about developing interventions which help to prevent mental health among the athletic population. Sport psychology can be about teaching athletes transferable skills that they can use in not only sport but also in work and family life. Sport psychology can be about helping athletes to manage transitions and deal with issues associated with retirement. Athletes can be particular vulnerable to mental health problems due to the intense pressure associated to elite sport and sport psychologists can help athletes to deal with some of these issues.

History of Sports Psychology

Sports psychology is a relatively young discipline within psychology. In 1920, Carl Diem founded the world's first sports psychology laboratory at the Deutsche Sporthochschule in Berlin, Germany. In 1925, two more sports psychology labs were established – one by A.Z. Puni at the Institute of Physical Culture in Leningrad and the other by Coleman Griffith at the University of Illinois.

Griffith began offering the first course in sports psychology in 1923, and later published the first book on the subject titled *The Psychology of Coaching* (1926). Unfortunately, Griffith's lab was closed in 1932 due to lack of funds.

After the lab was shut down, there was very little research on sports psychology until the subject experienced a revival of interest during the 1960s.

Ferruccio Antonelli established the International Society of Sport Psychology (ISSP) in 1965 and by the 1970s sports psychology had been introduced to university course offerings throughout North America.

The first academic journal, the *International Journal of Sport Psychology*, was introduced in 1970, which was then followed by the establishment of the *Journal of Sport Psychology* in 1979.

By the 1980s, sports psychology became the subject of a more rigorous scientific focus as researchers began to explore how psychology could be used to improve athletic performance, as well as how exercise could be utilized to improve mental well-being and lower stress levels.

Sports Psychology Today

Contemporary sports psychology is a diverse field. While finding ways to help athletes is certainly an important part of sports psychology, the application of exercise and physical activity for improving the lives of non-athletes is also a major focus.

Major Topics within Sports Psychology

There are a number of different topics that are of special interest to sports psychologists. Some professionals focus on a specific area, while others study a wide range of techniques.

- **Imagery:** Involves visualizing performing a task, such as participating in an athletic event or successfully performing a particular skill.
- **Motivation:** A major subject within sports psychology, the study of motivation looks at both extrinsic and intrinsic motivators. Extrinsic motivators are external rewards, such as trophies, money, medals or social recognition. Intrinsic motivators arise from within, such as a personal desire to win or the sense of pride that comes from performing a skill.
- **Attentional Focus:** Involves the ability to tune out distractions, such as a crowd of

screaming fans, and focus attention on the task at hand.

Careers in Sports Psychology

Becoming a sports psychologist could be an exciting career choice for many psychology students, especially those who have a strong interest in sports and physical activity. The American Psychological Association describes sports psychology as a "hot career," suggesting that those working in university athletic departments earn around \$60,000 to \$80,000 per year. If you are interested in this career, learn more about the educational requirements, job duties, salaries and other considerations in this profile of careers in sports psychology.

Benefits of Sports Psychology

Coaches and athletes must move past the short term benefits of sport psychology. They must start to see the bigger picture and what sport psychology can do for athletes 2 or 3 years down the line. The sport community must start to realise that sport psychologists are not employed to just work with problems and when things don't go well. Often we hear coaches or athletes say "I don't have any problems or issues so why would I need sport psychology support?" Sport Psychology is not just to help people when things go wrong. Sport Psychology is a field which can help to move athletes to the next level. There are a number of athletes who will be seeing a sport psychologist every week to not just talk about problems but to learn more about the field. To learn how basic psychological tools such as goal setting, imagery, self talk and relaxation skills can help to boost their performance. To learn how to become the best possible athlete from a psychological point of view. To learn how to manage their family, work and sport life.

The next time you think about using or adopting sport psychology to your performance don't just think about the short term benefits, think about what sport psychology could do for you in the long term. Think about how it can help to develop you into not only a better coach or athlete but a better person. Think about how certain theories and principles can be applied to not only your sporting environment but to all different environments that you associate yourself with. Sport psychology won't just help you to deal with problems or issues, it will help you to learn more about how you can be in the best psychological state of mind. It will help you to understand how your self talk can influence your emotions and behaviour. The next time you think about sport psychology think about how often you spend every week training your body physically and learning about technical and tactical skills. Then think about how often you spend every week training your brain and your mind. What goes on inside your mind will influence everything that you do in training or competition. By learning to understand, manage and use your brain in an effective way you will achieve peak performance.

1. **Sports improve your mood** - Want a burst of happiness and relaxation? Get involved in a physical activity. Whether you are playing sports, working out at a gym, or taking a brisk walk, physical activity triggers brain chemicals that make you feel happier and more relaxed. Team sports in particular provide a chance to unwind and engage in a satisfying challenge that improves your fitness. They also provide social benefits by allowing you to connect with teammates and friends in a recreational setting.
2. **Sports improve your concentration** - Regular physical activity helps keep your key mental skills sharp as you age. This includes critical thinking, learning, and using good judgment. Research has shown that doing a mix of aerobic and muscle-strengthening activities is especially helpful. Participating in this kind of activity three to five times a week for at least 30 minutes can provide these mental health benefits.
3. **Sports reduce stress and depression** - When you are physically active, your mind is distracted from daily stressors. This can help you avoid getting bogged down by negative thoughts. Exercise reduces the levels of stress hormones in your body. At the same time, it stimulates production of endorphins. These are natural mood lifters that can keep stress and depression at bay. Endorphins may even leave you feeling more relaxed and optimistic after a hard workout. Experts agree that more quality research is needed to determine the relationship between sports and depression.
4. **Sports improve sleep habits** - Sports and other forms of physical activity improve the quality of sleep. They do this by helping you fall asleep faster and deepening your sleep. Sleeping better can improve your mental outlook the next day, as well as improve your mood. Just be careful not to engage in sports too late in the day. Evening practices within a few hours of bedtime may leave you too energized to sleep.
5. **Sports help you maintain a healthy weight** - The Centers for Disease Control and Prevention (CDC) recommend sports participation as a healthy way to maintain weight. Individual sports, such as running, cycling, and weightlifting, are all particularly effective ways to burn calories and/or build muscle. Staying within a recommended weight range reduces the likelihood of developing diabetes, high cholesterol, and hypertension.
6. **Sports boost your self-confidence** - The regular exercise that comes with playing sports can boost your confidence and improve your self-esteem. As your strength, skills, and stamina increase through playing sports, your self-image will improve as well. With the renewed vigor and energy that comes from physical activity, you may be more likely to succeed in tasks off the playing field as well as on it.
7. **Sports have been linked to leadership traits** - Team sports such as soccer, baseball, and basketball are breeding grounds for leadership traits. Studies done in high schools reveal a

correlation between sports participation and leadership qualities. Because of the opportunity to train, try, win, or lose together, people involved in sports are naturally more inclined to adopt a “team mindset” in the workplace and in social situations. The team mindset leads to strong leadership qualities over time.

Benefits for children - Sports can benefit children in many of the same ways that they benefit adults. The biggest difference is that when children start participating in sports at a young age, they are far more likely to stay active as they grow older. The same source suggests that participating in a team sport improves academic performance and results in more after-school participation.

Conclusion :

The pros of participating in sports are plentiful — from the advantages they provide to young children, to the proven link to mental health and happiness, and of course the endorphins they trigger. There is no shortage of reasons to find a sport to get involved in. Pick one and get moving. Speak to your doctor before beginning any sports activity. Make sure that your heart is healthy enough for strenuous exercise. Keep in mind the possibility of serious injury and exercise-induced asthma. Though there are hazards to participating in sports, there are some that are safer than others. If you are worried about injury, consider a low-impact sport such as swimming.

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SPORTS PSYCHOLOGY

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ABSTRACT

Sport Psychology means:

Human behavior or different psychological dimensions of human behavior i.e. affective cognitive, motivational or sensor motor dimensions. Sports Psychology is constituted from (1) Sport practice (2) Psychology and (3) Other sport sciences. Sport psychology is an interdisciplinary science that draws on knowledge from many related fields including biomechanics, physiology, kinesiology and psychology. It involves the study of how psychological factors affect performance and how participation in sport and exercise affect psychological and physical factors.

Contribution of Sport Psychology to sports: It analyses, assesses and directs activity in all aspects of sport by means of psychological processes. Ironman have different mind-set than stragglers. Psychology is the basic elixir that changes common man into Ironman. If you can put your head to something this article argues, you can improve your physical performance in whatever you are doing. Sport Psychologist have three interrelated tasks. Things through which they have to go. (1) Task, (2) Education, (3) Application.

Sport psychology

Several studies have revealed the importance and acceptance of sport psychology. However, the crucial question about the real nature of sport psychology is difficult to answer precisely. Although many definitions have been suggested, there is no comprehensive and internationally accepted definition of sport psychology until now. There is, therefore, a need for a clear description and definition for this area of growing importance.

Sport psychology is a proficiency that uses psychological knowledge and skills to address optimal performance and well-being of athletes, developmental and social aspects of sports participation, and systemic issues associated with sports settings and organizations.

What means Sport Psychology?

Sport psychology is concerned with the psychological foundations, processes and consequences of the psychological regulation of sport-related activities of one or several persons

acting as the subject(s) of the activity. The focus may be on behavior or on different psychological dimensions of human behavior, i.e. affective, cognitive, motivational or sensori-motor dimensions.

The physical activity can take place in competitive, educational, recreational, preventative and rehabilitation settings and includes health-related exercise. Subjects are all persons involved in the different sport and exercise settings, e.g. athletes, coaches, officials, teachers, physiotherapists, parents, spectators etc.

What are the benefits of sports psychology?

Sport psychology is not just about improving athletic performance. Sport psychology plays a much large role within performance. Sport psychology can be about developing interventions which help to prevent mental health among the athletic population. Sport psychology can be about teaching athletes transferable skills that they can use in not only sport but also in work and family life. Sport psychology can be about helping athletes to manage transitions and deal with issues associated with retirement. Athletes can be particular vulnerable to mental health problems due to the intense pressure associated to elite sport and sport psychologists can help athletes to deal with some of these issues. Coaches and athletes must move past the short term benefits of sport psychology. They must start to see the bigger picture and what sport psychology can do for athletes 2 or 3 years down the line. The sport community must start to realise that sport psychologists are not employed to just work with problems and when things don't go well. Often we hear coaches or athletes say "I don't have any problems or issues so why would I need sport psychology support?" Sport Psychology is not just to help people when things go wrong. Sport Psychology is a field which can help to move athletes to the next level. There are a number of athletes who will be seeing a sport psychologist every week to not just talk about problems but to learn more about the field. To learn how basic psychological tools such as goal setting, imagery, self-talk and relaxation skills can help to boost their performance. To learn how to become the best possible athlete from a psychological point of view. To learn how to manage their family, work and sport life.

The next time you think about using or adopting sport psychology to your performance don't just think about the short term benefits, think about what sport psychology could do for you in the long term. Think about how it can help to develop you into not only a better coach or athlete but a better person. Think about how certain theories and principles can be applied to not only your sporting environment but to all different environments that you associate yourself with. Sport psychology won't just help you to deal with problems or issues, it will help you to learn more about how you can be in the best psychological state of mind. It will help you to understand how your self-talk can influence your emotions and behaviour. The next time you think about sport psychology think about how often you spend every week training your body physically and learning about

technical and tactical skills. Then think about how often you spend every week training your brain and your mind. What goes on inside your mind will influence everything that you do in training or competition. By learning to understand, manage and use your brain in an effective way you will achieve peak performance.

How is Sport Psychology constituted?

Sport psychology as a scientific discipline, as well as a professional field, is loosely associated with, and draws upon, the three areas of (1) sport practice, (2) psychology and (3) other sport sciences. These areas are considered equally valid. All of them have a bearing on the topics, the theoretical foundations, the methodological approaches, and the scientific and ethical standards of sport psychology.

The interrelations between these areas are briefly described as follows:

- i) **Sport psychology and Other sport sciences:** Sport psychology is one discipline of the sport sciences. The more sport psychology generates specific knowledge by empirical work in the field of sport and physical activity, the more the findings and methods of other sport sciences have to be accounted for. Some questions may only be answered using interdisciplinary approaches.
- ii) **Sport psychology and Psychology:** Sport psychology is an applied subdiscipline of psychology. It partly draws upon knowledge adopted from different branches of psychology and contributes to the further understanding of psychology in general.
- iii) **Sport psychology and Sport practice:** Sport psychology is faced with issues that arise from exercise and sport practice. It tries to better understand these demands and attempts to give assistance in satisfying them.

Contribution of Sport Psychology to Sports:

Sport psychology as a scientific discipline and professional area furthers the understanding of sport. It analyzes, assesses and directs activity in all aspects of sport by means of psychological processes. Thus sport psychology has a responsibility for well-being, the attainment and maintenance of health, and the improvement of performance. Sport psychology may support the individual or the group with the aim that the actions of the subject master the requirements of the task, fit with situational demands and constraints, and are appropriate to the subject's abilities and needs.

British scientists tracked success in several Olympic sports--boxing, tae kwon do and wrestling. When the match was close and all factors were equal, athletes wearing red won more often than those wearing blue. In many animal species, red signals male dominance. Researchers

suggest that athletes in scarlet jerseys intimidate their opponents with this same power signal.

Among elite athletes who endure the intense swim-bike-run race called the Ironman, those leading the pack have a different mind-set than stragglers. Top competitors are more likely to focus on each step of the race than are those who perform poorly. The minds of those who bring up the rear are often cluttered with unfocused thoughts and actions, including high-riving spectators and fiddling with their clothing.

The idea of attaining your zone in the competitive world. Getting into your zone is really just a state of mind. If you can put your head to something this article argues, you can improve your physical performance in whatever you are doing. Your zone is something that erases every distraction possible to create an extreme concentration on a desired outcome.

This article focuses on the effect of communication, temper, teamwork, and trust in the sports world. There are ways to use these subjects correctly to prevent defeat and achieve greatness. All of these ideas are key to sports psychology. Communication is not just an action. There are ways to communicate things that come across in better ways than others. If a team can keep their temper positive with a hard work ethic, they will never take a step back. Teamwork is an aspect of the game that is done through action and emotion. Without it a team cannot be successful. Trust is probably the most important and useful skill that is discussed in this article. It creates an easiness to relying on your team mates and never letting them down. This article discusses the motivation of competitive cycling. Motivation comes in many ways, but this cycling coach has decided that peer power and challenging motivation is most effective. There is a ton of ways to create success for yourself or for someone else, although, without motivation, none of these tricks will work. Once motivation is not a factor, it is up to you and your coach to prepare for the ultimate goal.

Sport psychologists have three interrelated tasks:

1. **Research:** Research is needed to understand the psychological regulation of activity in the setting of sport. The following types of research are conducted: Theoretical or empirical, basic and applied, laboratory and field studies. All contribute to the construction of a specific body of knowledge.
2. **Education:** Sport psychology is an important subject in the education of almost every person involved in sport. Three different groups of people may be given knowledge and competence in sport psychology: a). on an academic level, students in psychology, the sport sciences and physical education; b). on a professional level, psychologists moving into the field of sports, coaches, training supervisors, officials and administrators; and finally c). sport participants, e.g. top level athletes, health-related exercise participants, participants in adventure sports, or rehabilitation patients.

3. **Application:** Knowledge and competence in sport psychology may be applied to two main functions, namely (1) diagnosis and assessment (e.g. talent detection, testing of cognitive or sensori-motor skills, or evaluation of the needs of participants), and (2) intervention (e.g. guidance in cooperation with – other responsible persons in the field, counselling, or consulting in special problem situations)

Conclusion – Thus Sport Psychology have a immerse importance in area of Sport. It is accumulated from various factor (1) Sport Practice (2) Psychology (3) Other Sport Sciences.

World renowned athlete Adam Nelson explains the effect of sports psychology in his sport and gives advice on how to use the mind to give yourself an advantage over your competition. Meditation and visualization are proven performance tools, but if they don't fall in line with your personality, they won't work for you. Don't let distractions impact on your performance. Siegel first helped Nelson to distinguish between Adam Nelson, Mr. Nice Guy, and Adam Nelson, champion athlete. By making this distinction, Nelson was able to tap deeper into his competitive energy and power. Prepare your mind with the same dedication as you would to your body. Before a competition, Siegel leads Nelson through a 45-minute mental training session. And that is sport Psychology which inriches player's confidence and strength which is lying with him since his birth. That untouched super power is stimulated through Sport Psychology,

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YOGA, PHYSICAL EDUCATION @ SPORTS

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INTRODUCTION :

Every one who studied physical education knows yoga & sports. The physical education personnel are having their own understanding that yoga is not concerned with physical education, exercises & sports. yoga is for only those who are old and for those old persons who want to keep themselves fit & healthy during tier old age.

They forget that yoga is for al ages and for both male & female. It is ancient Indian Philosophy advocated in Vedas and also by Patanjali Muni (sage) for uniting mind and body and keeping person, physically, mentally and spiritually healthy. Yoga represents the way of life which endows perfect health. physical, mental, moral, spiritual, Yoga does not perceive man as having only physical body on the contrary it lays greater emphasis on the value of the mind and soul, which characterized a man's personality, It must therefore be remembered the whenever yoga refers to good health it always includes in addition to physical fitness, the mental and more soundness of a person, as well Sports is an integral part of physical education, Physical education is defined as movement education because physical education include body movements for execution of sports skills.

Sports is always a condition of high stress, In its most elementary form only type of physical, social, emotional stimuli that are unsettling can be described as stressful. Typically, event that is stressful and intense beyond the limits of ones control and threatening due to difficulty in coping with it.

Stress:

Lazarus & Folkman (1984) define stress as situation which the persons involved perceive that the situation is some what threatening in achieving their goods and they will be unable to meet or cope up with those demands which need to keep them stress less.

Janis (1982) and migrates (1976) are of the view that stress occurs when individuals feels rightly or wrongly that they may soon be over whelmed. Canadian physiologist Hanselye (1969) has described the typical reaction to stress as occurring in 3 stages. (I) Alarm reaction (2) Stage of resistance 3) Stage of exhaustion.

Sports Competition:

Sports competition is condition of high stress; and stress create lots of health problems like H.B.P., sleeplessness; sugar, backache, insomnia and other, it happens only when the individual is

not able to recover from stress and come to the normal level of functioning. There can be serious and harmful consequences. If more stress is added due to competitions then process of coming to normal functioning is more difficult.

For athletes and sports person's high and continuous level high stresses are put of their short "Sporting life" Therefore they run the risk of suffering from burn out".

The Symptoms of "burnout" are

1. Physical Exhaustion low level of energy.
2. Attitudinal exhaustion and self devolution
3. Emotional exhaustion, feeling of hopelessness and depression.
4. Lower level of achievements.

If player fails to achieve his goals, then he feels physical exhaustion and rudeness, He feels self devaluation & feeling of hopelessness and depression, that all results in lower level of achievement. Only the personal factors like satisfactory family and work life can relieve some stress and reduces, "burnout".

Competitive sports personnel's put through some of the classical behavior technique adopted from "Yoga" with the aims of not only reducing stress but with the objects of high level performances. Two methods are given below.

Methods of Reducing Stress

1. Progressive relaxation and
2. Emotive Imagery

1. **progressive relaxation :**

Here training in deep muscle relaxation is carried out so that all bodily functions are returned to the base line. This is possible only through yogic techniques. It provides relaxation to all the muscles. Asanas are used for getting control on functions of body and coming to normal 'at will'. This increases efficiency which is known in the field of sports and western countries are taking advantage of it.

2. **Emotive imagery:**

This is combination of emotions and Imagination. This training method is used through meditation by closing the eyes & Imagining your desire, for example: A sprinter; when he is to be trained by emotive imagery. He is asked to close his eye and imaging his pet desire along with emotions accompanying it, imaging harder, faster, cheers, clapping, egging on, pushing oneself and finally the victory podium & applauds and the medal. This imagery is thought to be passed on to the musculature to tone it up for action. This is done repeatedly by meditation and imagery method.

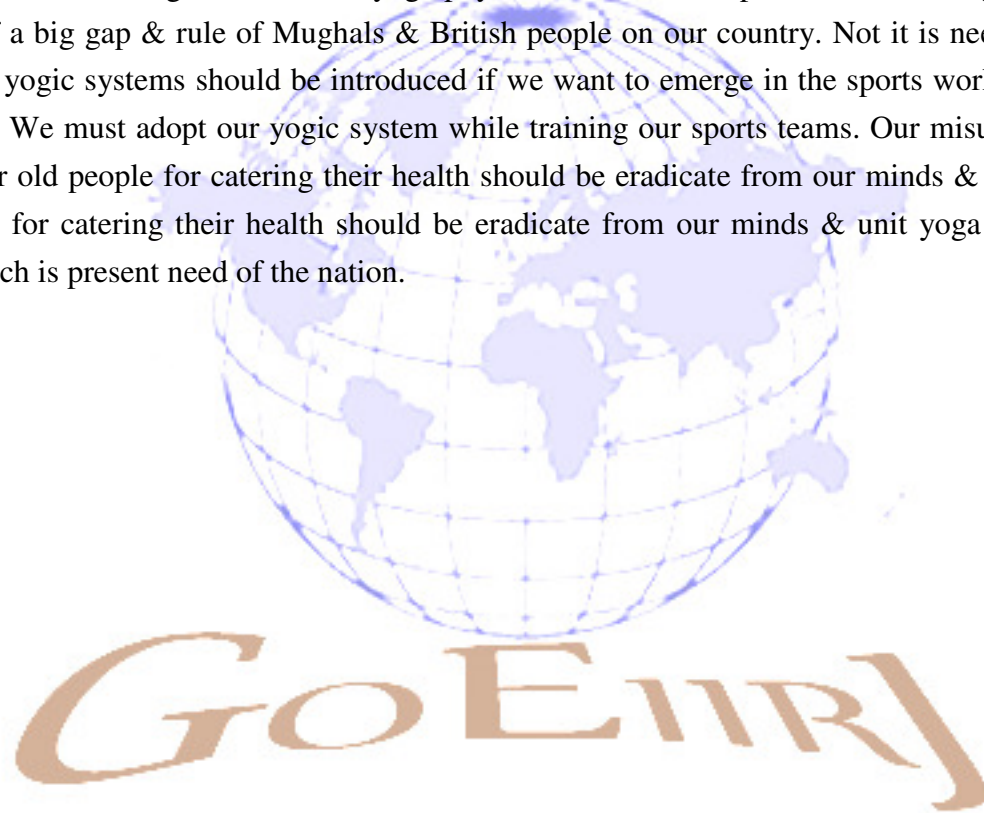
This is possible only through Indian system of yogic training. In "Yogic" discipline, through the systematized breathing and concentration technique had the additional power or gaining access

to the thought processes which is used for getting control over one's thoughts and emotions and in turn influence bodily functioning .

Yoga & Asanas trained the body to control on one's slowing down bodily functions and accelerating them almost "at will" which is essential in almost all competitive by western countries sports persons and they took full advantage of it.

Conclusion:

We could not digest the idea of yoga physical education & sports. Can work together. It was because of a big gap & rule of Mughals & British people on our country. Not it is needed in every school the yogic systems should be introduced if we want to emerge in the sports world as a strong contestant. We must adopt our yogic system while training our sports teams. Our misunderstanding of yoga for old people for catering their health should be eradicate from our minds & unit yoga for old people for catering their health should be eradicate from our minds & unit yoga phy. Edu. & Sports which is present need of the nation.



ROLE OF SPORT PSYCHOLOGY FOR MOTIVATION AND IMPROVING PERFORMANCE OF SPORTS PLAYER

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Introduction

Sports psychology focuses on the mental and behavioural processes of humans within the socio cultural context of competitive sport. Within this lies social behaviour such as achievement or competition and psychology, as the systematic scholarly study of human thought, emotion, and behaviour in sport contests, consists of four main areas: personality and sport participation, motivational processes, interpersonal and group processes, and intervention techniques to enhance sport performance and personal development. Associated thoughts and feeling: anxiety, self esteem, and motivation. Sport psychology, the youngest of the sport sciences, became recognized as an academic field of study in the 1970s.

Personality and Sport Participation

Personality is the unique blend of the Psychological characteristics and behavioural tendencies that make individuals different from and similar to each other. Interestingly, the popular notion that distinct personality types exist in sport has not been supported by research. Also no consistent personality differences between athletic subgroups have been shown to exist. Successful athletes have a more positive mood profile, more self confidence, and better strategies to focus attention and manage anxiety.

Motivational Processes

Motivation is a complex process that influences individuals to begin, pursue, and persist in an activity. Intrinsic motivation is self-fuelling over the long term because it is based on controllable feelings of enjoyment and competence: extrinsic motivation relies on external reinforces from the social environment. Current theory views motivation as a cognitive process in which our behaviour is a direct result of how we think and process information about ourselves and the world. The one common thread in the many theories of motivation is that people are motivated to feel competent, worthy, and self-determining. From birth, we all try to be competent in our environment. As our lives continue, our need to be competent is channelled in various areas through socialization. Thus, people differ in their motivation to achieve certain things. Several important factors fuel this

intrinsic motivation to be competent and self-determining. First, we all feel competent for different reasons. Research in exercise and sport psychology has shown that individuals have different goals for achievement and that to truly understand motivation we must understand how each person defines success or competence for him or herself. Another important factor that influences

Motivation is what psychologists call perceptions of control. Humans are motivated to be self-determining, which means we want to be in control of our own actions and behaviour. Individuals with more internal Interceptions of control are more motivated than individuals who feel others control them or that they are lucky. Two important psychological constructs that affect motivation are self-esteem and self-confidence, Self esteem is our perception of personal worthiness and the emotional feelings associated with that perception. Many psychologists view self-esteem as the most central core component of our identity, and thus it has a major influence on our motivation in sport and exercise. Self-worth or self-esteem is an important need for all individuals and it emanates from feeling competent and in control of our behaviour in an achievement area that is important to us. The literature emphasizes that self-esteem is the direct result of social interactions, so social support and positive reinforcement for individual mastery attempts are crucial to the development of self-esteem. Self-confidence is also a critical factor in motivation and is similar to perceived competence. Athletes who feel more competent and self-confident are motivated to work harder to perform better in their sport. As with self-esteem, if we lack confidence in our ability, we need elaborate extrinsic incentives to motivate us.

Sport Psychology, Motivation and Performance

When arousal passes the optimal zone, it usually becomes anxiety, then, is simply a negative response to a stressful situation which athletes feel apprehension and threat to their self-esteem. Individual sport activities, such as wrestling and gymnastics, have been shown to elicit higher anxiety levels than competitive team sport activities, such as softball and basketball. This is because, with no teammates, athletes feel more personal pressure to perform well. This phenomenon carries over to competitive non sport activities as well.

Stress and anxiety are not synonymous. Stress is defined as a perceived imbalance in what person thinks he can do and what the situation demands, when the outcome matters. Much intervention in sport psychology focuses on reducing athletes perceptions of stress, most of which, in sport, is based on fear of failure and fear of evaluation.

The Importance of Self Confidence in Sports Performance

What do you think would happen if someone told you that you are not a good hitter prior to a baseball game? How would this affect your performance? How would this affect your self -

confidence? Would you be able to hit, or would your confidence influence failure during an evaluative achievement situation such as hitting? Does a person gain confidence and performance from "put -downs"? Any negative comment will affect the self- confidence in athletes and/or individuals and will make it difficult for them to perform. It is this effect that I will be examining. proves this point with an example of an experience that destroyed one child`s desire to achieve success in sport:

This is the story of a child named Johnny who had not yet succeeded in hitting a baseball off. One day, after several attempts, the boy, for the first time in his young life, succeeded in hitting the ball. Overcome with happiness and joy, the boy jumped up and down with glee as his parents and other

Fans cheered his success. In his excitement, however, he forgot that he was supposed to run to first base. In anger, his volunteer coach grabbed him and said "Johnny, you dummy, you can't even run to first. You will never get another chance to bat on my team." Needless to say, Johnny became a sports drop out. Johnny`s experience could have been one of the greatest in his life, but an untrained, insensitive volunteer coach turned it into one of his worst.

I have played sports all of my life and I have experienced success and adversity. The success I experience comes from coaches that are positive, encouraging coaches. I find it very hard to accomplish and do well at a task when I am hearing negativity and put -downs from a coach. Therefore, I would like to determine if self-confidence and self-efficiency affect a player's performance. From experience within sports, I have found that negative talk and discouraging words can only impede performance tasks. This became something I wanted to further research and see if my theory about confidence affecting performance was backed by other research.

As well as the effects of negative comments like the Johnny`s experience, there are effects from positive comments. Now, what do you think would be a result if someone told you right before a game, that you were a great hitter? I think most of us would assume that our self-confidence would increase and the likeliness of a greater outcome will arise. States that successful sport experiences develop self-confidence and the motivation to achieve success. This shows the affect that successful performances correlate with self-confidence, as I hope my experimental findings will also.

Research has been done within the sport literature that has also indicated the possible facilitative effects of anxiety on performance. (Edwards & Hardy, 1996) have conducted a series of investigations to explore the potential influence of directional perceptions of anxiety on the anxiety-performance relationship. Results from this study have consistently revealed that cognitive anxiety can have a facilitative effect upon performance. Specifically, Edwards & Hardy (1996) states that cognitive anxiety symptoms were perceived to be more facilitative and less debilitating in athletes producing good performances than in those producing poor performances.

Edwards & Hardy (1996) mentioned that research has indicated that self-confidence is an

important predictor of performance that is at least partially independent of cognitive anxiety. This research backs my hypothesis that confidence affects performance outcome. Hardy (1996) suggested that self-confidence may in some way protect against possible negative anxiety effects by moderating the anxiety-performance relationship.

With the knowledge I had prior to this research I knew of Bandera's Self-efficacy Theory as well as what factors build self-efficacy. The four factors are successful performance, vicarious experience, emotional arousal and verbal persuasion. I thought a lot about the correlation between verbal persuasion and my theory of confidence affecting performance. My ideas were that if negative and positive talk affects a person's self-confidence and self-efficacy than this may affect their performance on a motor task.

The causal relationships in Bandera's model of self-efficacy were examined in a field setting. Male and intercollegiate baseball players completed self-report measures over a nine-game period during a baseball season. Perceptions of self-efficacy, competitive state anxiety; effort expenditure and objective hitting performance were measured. George (1994) states that over the past three decades, the construct of self-confidence has received a lot of attention from sport science researchers. Self-confidence is one of the most frequently cited psychological factors thought to affect athletic performance and it has also been called the most critical factors in sport. A lot of research on self- confidence has examined its relationship with motor performance. Hence, support from George (1994) has been found for the notion that self-confidence is related to motor skill performance, including athletic performance.

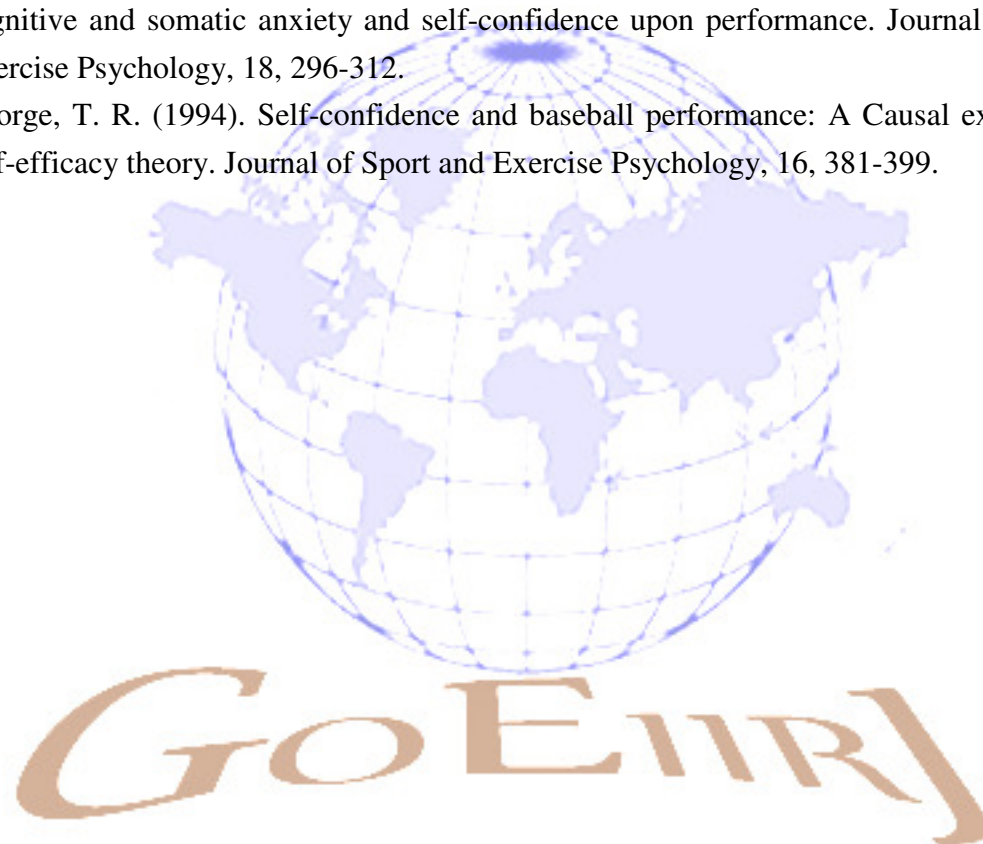
Conclusion

As an athlete and possible future coach, I think it is necessary to find out the importance that confidence and self-efficacy has on performance. It is also necessary to find out what degree of importance this effect has on an individual athlete. Players are always looking for ways to succeed, and if along the way they discover ways that hinder their athletic performance this too can create a successful athlete.

The purpose of my study is to see the effects of motivation and confidence on the performance of athletes. I hope to show that motivation and confidence plays an important role towards the outcome of performance. I had also hoped to prove that positive or negative comments from the experimenter do affect the performance of the subjects during a given task. With this study, I hoped to prove that motivation and confidence does have a significant impact on performance tasks.

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BENEFITS OF YOGIC PRACTICES FOR PHYSICAL FITNESS

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Introduction :-

The Yogic Practices are performed in water. It can be performed in deep or shallow water, cold or warm water, steady or moving water, indoor or outdoor pools depending on the purpose of exercises. The Yogic Practices are beneficial in different ways. These benefits can be enlisted as follows.

1. For improvement of Physical Fitness.
2. For treatment of various physiological diseases and deformities.
3. For treatment of some psychological problems.

The benefits of Yogic Practices are innumerable. Yogic Practices can be beneficial for people across a wide range of ages and abilities: young to old, slow to fast, for injured or degenerative conditions, beginner to professional athletes, and fitness freaks. These exercises affect varied aspects of life, including physical, mental, emotional and social well-being. There is no doubt that for physicians, physical therapists, exercise physiologists, and fitness trainers it is one of the best ways to stay fit.

As these exercises are used for working most of the muscles in the body in a different ways with each form of exercise, they are collective package for improvement of all fitness components.

There are different Yogic Practices for improvement of different physical fitness components such as flexibility, muscle endurance, muscle strength and tone, core strength, agility and balance, overall health in all aspects of life.

A well-structured exercise workout incredibly improves cardiovascular system and respiratory volumes. When these exercises are performed every aspect of physical fitness is taken care of such as upper body and lower body, muscular strength and cardiovascular endurance, core strength and flexibility etc.

These exercises can be done with or without equipments. If you know how to swim, then these exercises can be performed quite comfortably. But if you don't know it, you need to perform these exercises with the help of floaters and other equipments.

The Yogic Practices are free of injuries. While performing other forms of exercises there is

pounding of body weight causing high-impact injuries whereas there is weightlessness in the water. Thus most of the difficult forms of exercises can be done easily inside the water.

These exercises are also beneficial for psychological health also. These are soothing, comfortable and relaxing forms of exercises. A good workout of Yogic Practices can make you mentally refreshed and relaxed. It provides healthy isolation as well as being a part of the group.

A regular workout helps at emotional level too. It develops various emotional qualities such as self-esteem, confidence, overcoming challenges or hurdles, inspiration and dedication. All this culminates into feeling comfortable about yourself and your life. The workouts can be performed with equal ease all alone, with a partner or with a group of swimmers. It can be regularly performed as it less dependent on environmental conditions of time of the day or year. It is also relatively inexpensive. The equipments needed for this are quite minimal, and most of them are quite inexpensive and durable. Also the cost of using a pool is less as compared to gym or health club. Thus it is one of the most standard forms of exercises.

Regular workout provides all-around healthiness and well-being. It is an activity which can be done throughout the entire life. It can also be done outdoors such as in lakes, rivers or ocean.

The most prominent benefits that can be achieved through Yogic Practices can be enlisted as follows.

Physiological benefits :-

1. Improved cardiovascular system.
2. Improved respiratory functions.
3. Healthy skeletal system.
4. Strong muscular system and muscle tone.
5. Excretion of wastes from body.
6. Increased neuromuscular coordination.
7. Well maintained blood pressure.
8. Increased hemoglobin level.
9. Decreased cholesterol.
10. Decreased pulse rate and respiratory rate.
11. Better immune system leading to susceptibility to various diseases.

Psychological benefits

1. These exercises are refreshing in nature. They don't lead to tiredness.
2. It makes you prepared for accepting new challenges in life and overcoming them.
3. It makes you comfortable with all aspects of life.

Emotional benefits

1. Increased self-confidence.
2. Better adjustment with other members of the group.
3. Makes the mind calm and composed.

Thus, it can be summed up that Yogic Practices are the best form of exercises that can use for improvement of all aspects of fitness.

Conclusion :-

Yoga & Pranayama is the extension and control of one's breath. Practicing proper techniques of breathing can help bring more oxygen to the blood and brain, eventually helping control pranayama or the vital life energy. Yoga & Pranayama also goes hand in hand with various yoga asanas. The union of these two yogic principles is considered as the highest form of purification and self-discipline, covering both mind and body. Yoga & Pranayama techniques also prepare us for a deeper experience of meditation. Know more about various Yoga & Pranayama techniques in these sections. This section lays an exclusive commentary by Shri Ravi Shankar on the ancient scripture, Patanjali Yoga Sutras, which will enlighten you on the knowledge of yoga, its origin and purpose. The goal of this rendition of the Yoga Sutras is to make the principles and practices of the Yoga Sutras more understandable and accessible. The descriptions of each sutra offered by Shri Ravi Shankar attempts to focus on the practical suggestions of what can be done to experience the ultimate benefits of a yogic lifestyle. Feeling held back due to a physical ailment? Are emotions taking a toll on your personal and work life? Fill in the form below to learn more about how yoga can aide you in overcoming issues naturally with minimum lifestyle changes.

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SPORTS PSYCHOLOGY

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Abstract

Sport Psychology is a science in which the principles of psychology are specifically applied in a sporting environment. The major aim of the sport psychologist is to help sports participants reach their sporting potential. In this study researcher has stated about the meaning and definition of sport psychology. Also in this paper he explained about the three tasks of Sport Psychologist- Research, Education, and Application. Researcher has focus on specific areas and different aspects of sports performance. These areas have been grouped around four major heading. They are Motor learning and performance, Psychological preparation for sport, Social issues in sports behavior, and Professional issues in sport psychology. Researcher has studied about the Journals and Periodicals in Sport Psychology in this paper. The major journals specifically addressing Sport Psychology included peer reviewed journals and Human Movement Science.

Key Words – Sport Psychology, Motor learning, Sports Performance

Introduction

Sport psychology is a science in which the principles of psychology are specifically applied in a sporting environment. The major aim of the sport psychologist is to help sports participants reach their sporting potential. Indeed, according to the Association for the Advancement of applied sport psychology (AAASP) –

Sport Psychology is -

- The study of the psychological and mental factors that influence and are influenced by Participation and performance in sport, exercise and physical activity, and
- The application of knowledge gained through this study to everyday settings”.

Success or failure on the field often depends on mental factors as much as physical ones. Sport psychologists recognize the dramatic impact of the athlete's mindset, and focus on preparing the mind to overcome obstacles on the field while boosting confidence for optimal performance. By definition, sport psychology is the study of mental factors as they relate to athletics. Sport

psychology is commonly referred to as "sport and exercise psychology," as it is used for team sports as well as individual fitness endeavors.

➤ **Goal Setting**

Sport psychology assumes that goal-setting is the key to motivation. In order to motivate you, create clear, sharp long-term goals and break these down into smaller medium-term goals. Break down these medium-term goals into short-term goals so that you have a clear connection between what you every day and your long-term goals do, advises Mind Tools: Personal Goal Setting.

➤ **Imagery**

Imagery is the process of improving your sporting performance by practicing purely in your mind. To some extent, imagery is superior to physical training because you can train anywhere, any time. Evidence suggests that the use of imagery activates some of the same neural pathways that are activated by actual physical performance. Use your mind to put your actions in slow motion -- swing at an imaginary golf ball, for example. This allows you to break down complex movements and examine each component. Imagery also allows you to experience imaginary victory which, if vividly imagined, can enhance self-confidence, according to Coaching Science Abstracts.

➤ **Simulation**

Simulation is the practice of training in an environment that is specifically designed to emulate actual conditions during competition; for example, practicing in the very basketball arena where you later compete, possibly even bringing in spectators. This is why university and professional teams sometimes open their practices to the public.

➤ **Focus**

Focus refers to undivided attention on the execution of a particular skill to the extent that you "shut out" the outside world. Train your focus by using imagery to picture performing the simplest version of a skill that you want to focus on --hitting a tennis ball across the net in response to an easy serve, for example. Practice doing so without analysis or self-consciousness, and gradually focus on more complex skills. Focus becomes more difficult as you get better at a sport, because the demands made upon you become more complex.

➤ **Flow**

Flow is a state of effortless concentration that results from a period of intense focus. It is the goal of all sport psychology because athletes report being in a state of flow during their best performances. Flow begins at the point that focus stops becoming difficult and starts becoming easy. Entering a state of flow requires justified self-confidence, challenging activity, unforced concentration, relaxation, alertness and positive attitude. The enemies of flow are the desire to win, the desire to impress others, excessive effort to achieve a state of flow, and lack of initiative.

➤ **Sport psychology as a career**

Sport and exercise psychology is a growing career field, and practitioners observe athletes as they develop on a physical and mental level. Sport psychologists may act as coaches or as researchers, developing new methods to enhance performance using various psychological techniques.

An understanding of psychological principles is not only essential to sport psychologists, but is also invaluable to athletes, coaches, teachers, managers, support service providers and parents. Sports psychologists are qualified professionals within the discipline of sport psychology who essentially engage in **three inter related tasks**:

- **Research**
- **Education**
- **Application**

1. Research function

Conducting various kinds of research in order to find answers to questions related to sport. Research also provides the underpinning for the applied interventions used with sports teams and individuals. It is usually, but not exclusively, conducted within a higher education setting.

2. Education function

Teaching students and informing coaches, athletes, parents and others about the discipline of sport psychology.

3. Application function

Assessing personality-performance relationships; using a range of intervention techniques to improve performance; often working on a one-to-one basis with sports teams and individual sports performers.

Within the discipline of sport psychology there are a range of specific areas which focus on different aspects of sports performance. These areas have been grouped around **four major headings**

1. Motor learning and performance
2. Psychological preparation for sport
3. Social issues in sports behavior
4. Professional issues in sport psychology

There are numerous books and journals, which specialize in or contain information on sport psychology. Like 'Sports Discus', 'Medline' etc.

1. Motor learning and performance

A prominent feature of human existence is the capability to perform a range of skills.

Without this capability it would be impossible for us to produce skilled performance such as writing, typing and reading. In a sporting context, the execution of a range of sport specific skills is critical to produce high levels of performance. Due to the wide and varied nature of skills in sport it is essential to understand how we perform, and how we learn to be able to develop motor performance. Everyone is born with a range of skills some we master very quickly, others require far more practice. Central to our understanding in this environment is to understand what a skill and motor skill are, and their importance in sports performance. A grasp of how we learn and develop and store information is also essential. Understanding the different types of feedback and the roles they play in developing skilled performance is of particular interest to coaches and sports practitioners.

2. Psychological preparation for sport

Psychological preparation for sport is an essential aspect of successful sports performance at all levels. Elite sports performers make great use of psychological techniques before, during and after sports performance, both consciously and unconsciously. The higher the level of competition, the greater the psychological demands on the performer(s). Indeed many sport psychologists would argue that psychological preparation for sports performance is the most important part of sports performance. To effectively prescribe strategies to improve the performer's psychological mindset an in-depth understanding of the theories and models underpinning psychological strategies is essential. Psychological preparation for sport is dependent on a wide range of factors, which differ for each individual sports performer. Therefore, understanding the underlying psychological principles and models will enable strategies to be adapted for a wide range of specific situations.

3. Social issues in sports behavior

The sociology of sport focuses upon social relations, group interactions and sport related social phenomena. Due to the nature of groups, which are essentially? Composed of individuals, it is sometimes difficult to determine where psychology ends and sociology begins. The main focus of social issues in sports behavior is exploring the social psychological issues relating to sports performance. Both internal and external factors are prevalent here including, group cohesion, social loafing, leadership, audience effects on sports performance and the impacts of the mass media on the individual.

4. Professional issues in sport psychology

Sport psychology as a profession is continually evolving in the UK. With the changes in social and ethical values in society the role of the sport psychologist continues to change. Legal and ethical issues have been pushed to the forefront with professional practice, accreditation, insurance and ethical issues, including abuse and child protection, being viewed with utmost

importance. An understanding of sport psychology in the modern world needs to be viewed in conjunction with all of these contemporary and professional issues. The three major organizations involved in the regulation, development and professionalism of sports psychologists in the UK are:

- British Association for Sport & Exercise Science (BASES)
- British Psychological Society (BPS)
- British Olympic Association (BOA)

The importance of sports psychology

While some may deride sports psychology as mumbo jumbo, when properly practiced, mental training for sports supplies concrete benefits. Pre-practicing specific routines you'll use during a match or game can help trigger better motor responses and prevent fatigue, among other benefits.

Triggers correct motor responses

Using pre-shot routines and including them in practice makes them part of your shot or swing. This helps your brain send the correct motor message to the muscles when you're on the course or court. For example, tapping your club on the ground twice before golf shots will help trigger the correct swing if you've tapped the club on the ground twice during driving range practice.

Lowers heart rate

If you are losing a big match or game, your heart rate may rise in response to the stress hormones your brain releases. Sport psychology includes breathing practice, visualization, imagery and music as tools to help calm players. Many tennis players use an iPod or other device to listen to the same songs during practice, before a match and during changeovers to help get them to a calm, controlled state. If you have no mental toughness training, you may not be able to respond properly to an increased heart rate, which can increase your fatigue and affect your motor skills.

Provides structure

You will be more proactive than reactive during games if you follow a set pattern between points and plays. For example, top tennis players follow the same pattern between points. As soon as the point ends, they turn away from the net and put the racket in their non-hitting hand to relax. As they walk back to the baseline, they adjust their strings and evaluate the last point. They continue to walk to the back fence, planning for the next point, then walk back to the baseline to get ready for the next point. At the baseline, they perform their pre-shot routine, such as bouncing the ball three

times before a serve or twirling the racket before returning a serve.

Reduces stress

A common phenomenon in sports occurs when players lose to lesser opponents based on their own mistakes. Players "choke" when they miss easy shots they regularly make in practice. Choking occurs when players develop fear and begin hitting or playing conservatively, using different shots and strokes than when they are winning. Sport psychology helps players deal with fear by preparing them to deal with choking. These techniques may include breathing, pre-shot routines, music or other triggers. By using pre-planned patterns, such as a tennis player returning

Journals and periodicals in sport psychology

Sport Psychologists have tended to publish research in a wide range of sport and psychology specific journals. More recently there has been the development of a range of Sport Psychology specific journals. These journals cover a range of research and applied based issues, along with reporting recent advances in the discipline along with carrying ongoing debate regarding the major issues in sport psychology. The major journals specifically addressing **Sport Psychology** include:

- **Peer reviewed journals**
- **Human Movement Science**

Human Movement Science provides a forum for bringing together psychological, (neuron) physiological and biophysical research on human movement. It is published six times annually by Elsevier Science.

Sport psychology include

- Australian Institute for Sport – Sports Science and Sports Medicine
- University of Birmingham, School of Sport and Exercise Sciences
- Bangor University, School of Sport, Health and Exercise Sciences
- University College Chichester, School of Sport, Exercise and Health Sciences
- University of Edinburgh, Department of Physical Education, Sport & Leisure Studies
- European College of Sport Science
- Leeds Metropolitan University, School of Health and Human Sciences
- Liverpool John Moors University, School of Sport and Exercise Science
- Loughborough University, Sport Science Department

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BENEFITS OF YOGA IN HUMAN LIFE

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Introduction:-

The regular practices of yoga for an all-round personality development of physical mental, intellectual, emotional and spiritual level. Yoga has many benefits for body and mind to improve the whole quality of everyday life. Yoga techniques are known to improve one's overall performance and work capacity. Yoga was originally developed by Hindu priests who lived frugal lifestyles characterized by discipline and meditation. Besides balance with nature, ancient Indian philosophers recognized health benefits of Yoga including proper organ functioning and whole well-being. These health benefits have also been acknowledged in the modern-day. The word Yoga is often described as "union". It implies that the individual is united with the Universe, the personality with the Universality. The root of the word Yoga is the Sanskrit Bija "Yuj" which means to join together. The English word yoke is directly derived from the Sanskrit Yuj. In fact, the English word "Union" has a sound similar to Yuj. Perhaps one could more correctly say, Yoga is re-union.

The Maitr Upanishad describes a six-fold yoga method of yoga, namely (1) Pranayama (breath control), (2) Pratyahara (withdrawal of the senses), (3) Dhyana (meditation), (4) Dharana (placing of the concentrated mind), (5) Tarka (philosophical inquiry) and (6) Samadhi (absorption).

These technical terms will later be used to designate five of the eight elements of Patanjali's Astanga yoga scheme. There are the eight limbs of the system found in the famous yoga sutras of Patanjali (1) Yama (abstention) (2) Niyama (observance) (3) Asana (posture) (4) Pranayama (lengthening prana) (5) Pratyahara (abstraction) (6) Dharana (concentration) (7) Dhyana (Meditation) (8) Samadhi (liberation).

The Mahabharata known as the Bhagavad Gita lays out three paths of yoga by which the aspirant can know the Lord, or supreme person, here known as Kṛṣṇa, (1) Karma yoga (the path of action) (2) Bhakti yoga (The path of devotion), (3) Jñāna yoga (the path of knowledge).

The Gita also describes a range of practices undertaken by yogins of the day (such as an internalization of the vedic ritual, as in the sacrifice of the inhalation (Prana) into the exhalation (Apana), as well as instructions for the preparation of a yoga Sadhana and for the withdrawal of the senses.

The Haṭha yoga is concerned with the transmutation of the human body into a vessel immune from mortal decay. The haṭha discipline is the six purifications (Satkarmas), namely (1) Dhauti, or the

cleansing of the stomach by means of swallowing a long, narrow strip of cloth; (2) Basti, or “yogic enema,” effected by sucking water into the colon by means of an abdominal vacuum technique (UddiyanaBandha) ; (3) Neti, or the cleaning of the nasal passages with water and/or cloth; (4)Trataka, or staring at a small mark or candle until the eyes water; (5) NauliorLaulik, in which the abdomen is massaged by forcibly moving the rectus abdominal muscles in a circular motion; and (6)Kapalabhati, where air is repeatedly and forcefully expelled via the nose by contraction of the abdominal muscles.

Physiological benefits of yoga:-

(1) Musculoskeletal flexibility and joints range of motion increase, (2) Pulse rate decreases,(3) Blood pressure decreases,(4) Galvanic skin response increases,(5) EMG activity decreases,(6) Cardiovascular efficiency increases, (7)Respiratory efficiency increases,(8) Gastrointestinal function normalizes,(9) Endocrine function normalizes, (10) Excretory function improved, (11) Respiratory rate decreases, (12) Breath-holding time increases, (13) Joint range of motion increase,(14)Grip strength increases, (15) Eye-hand coordination improves,(16) Dexterity skills improve,(17) Reaction time improves,(18) Posture improves, (19) Strength and resiliency increase,(20) Endurance increases,(21) Energy level increases, (22) Weight normalizes,(23) Sleep improves, (24) Immunity increases,(25) Pain decreases(26) Steadiness improves,(27) Depth perception improves,(28) Balance improvesand (29) Integrated functioning of bodyparts improves.

Psychological benefits of yoga:-

(1) Somatic and kinaesthetic awareness increase,(2) Mood improves and subjective well-being increases, (3) Self-acceptance and self-actualization increase,(4) Social adjustment increases, (5) Anxiety and Depression decrease,(6) Hostility decreases,(7) Concentration improves,(8) Memory improves,(9) Attention improves,(10) Learning efficiency improves,(11) Mood improves,(12) Self-actualization increase,(13) Social skills increase,(14) Well-being increases,(15) Somatic and Kinaesthetic awareness increase,(16) Self-acceptance increase, (17) Attention improves, (18) Concentration improves, (19) Memory improves and (20) Learning efficiency improves.

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PHYSICAL ACTIVITY IMPROVES SELF CONFIDENCE

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Abstract

The present study has been conducted to investigate the Physical activity to improve Self confidence of college students in Indian context. Study includes the Shivaji College Kanaad degree College Student's in Aurangabad respectively whom were in the age of 18 to 22 years. To assess the Confidence of the subject the Self Confidence Inventory. Proposed Statistical Procedure is Descriptive statistics i.e. Mean, S.D, will be computed and 't' test. Conclusion in this study On the basis of data and discussion of results, the hypotheses were tested and verified. Self confidence of Student's can be improved by Physical activity

Key word: Physical activity, Self confidence, Degree College Student's.

Introduction

Mounting evidence of the positive impact of physical activity on Self confidence, a key indicator of emotional, cognitive and social wellbeing, is providing impetus and guidance to those wishing to implement exercise programmes that make a positive contribution to the lives of individuals and society more broadly

Self confidence is fundamental to psychological wellbeing. It is regarded as a key indicator of emotional stability and adjustment to life demands. High self-esteem is associated with a number of positive characteristics such as independence, leadership, adaptability and resilience to stress and health-related behaviours. On the other hand, low Self confidence is associated with mental illness such as depression and anxiety. The drive to maintain or develop positive Self confidence is a powerful motivator and we are constantly striving for a positive presentation both to ourselves and to others.

Self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. Self-confident people trust their own abilities, have a general sense of control in their lives, and believe that, within reason, they will be able to do what they wish, plan, and expect. Self confidence is central to good psychological adjustment, personal happiness and effective functioning in children and adults. The term self confidence is used to refer to individual's

judgment about themselves. Children with over all high self concepts are confident about their abilities to accomplish their goals, academic competence and relationship with parents and peers. Children with low self confidence tend to be apprehensive about voicing unpopular or un-usual ideas and avoid attracting attention. The future of students depends mostly on their self-confidence. Self-Confidence is the essential factor of personality. On the strength of self-confidence the students can solve the difficulties in individual, social, intellectual, educational fields.

The present study has been conducted to investigate the Physical activity to improve Self confidence of college Student's" in this study of Maharashtra, India

Significance of the study

- This study may provide quantitative data on effect of Physical activity to improve Self confidence of Degree College Student's.
- The study may highlight the importance of the Degree college Student's as field of inquiry for profound our understanding of the nature, predication of Self confidence.
- The study may bring an impetus for future experimental studies regarding the effect on prediction of behavior on the bases of Degree College Student's.

METHODOLOGY

a. Objectives:-

- The purpose of this study is to determine whether Physical activity to improve Self confidence of Physical activity.
- To explore whether Self confidence affect Degree College Student's.
- To suggest the importance of individual's Degree college Student's is predictive of their compatibility with others.

b. Hypotheses:-

- Self confidence of Degree College Student's can be improve by Physical activity.

c. Sample:-

Locus of the present investigation will be confined to the Degree college Student's initially 1000 subject will be taken from the population finally 100 subjects will select for this study from Aurangabad District Student's School . The stratified randomize sample taken into consideration for the study consisted of 50 subjects'. The efforts will be made to have the sample as representative as possible in terms of area of living.

d. Measurement Tool:-

1. Description of the Self- Information Schedule:

This schedule was saturated by to collect the following facts about the student. Personal Information:- Name, Sex, Age, Caste, Education

2. Self Confidence Inventory _PD

Constructed by D.D. Pandey in this test good validity and Test-Retest Validity .8822 and Split half reliability .08924

e. Design: - Quasi-experimental design (Time Series Design) O_1 X O_2

O_1	X	O_2
Pre-test	After (ten day) Treatment	Post-test
Self Confidence Inventory _PD	Physical activity	Self Confidence Inventory _PD

f. Variables under Study:-

I) Independent variable

Degree college Student's

II) Dependent variable

Physical activity

Self Confidence

g. Proposed Statistical Procedure:-

I) Descriptive statistics i.e. Mean, S.D, will be computed.

II) 't' test

h. Result Analysis:-

Hypothesis Self confidence of Disabled Student's can be improve by Physical activity

Table 2. Means Degree college Student's for Self confidence

	N	Mean
Pre test	50	25.7
Post Test	40	18.9

Fig .1: Bar diagram showing Mean values for Degree college Student's for Self confidence

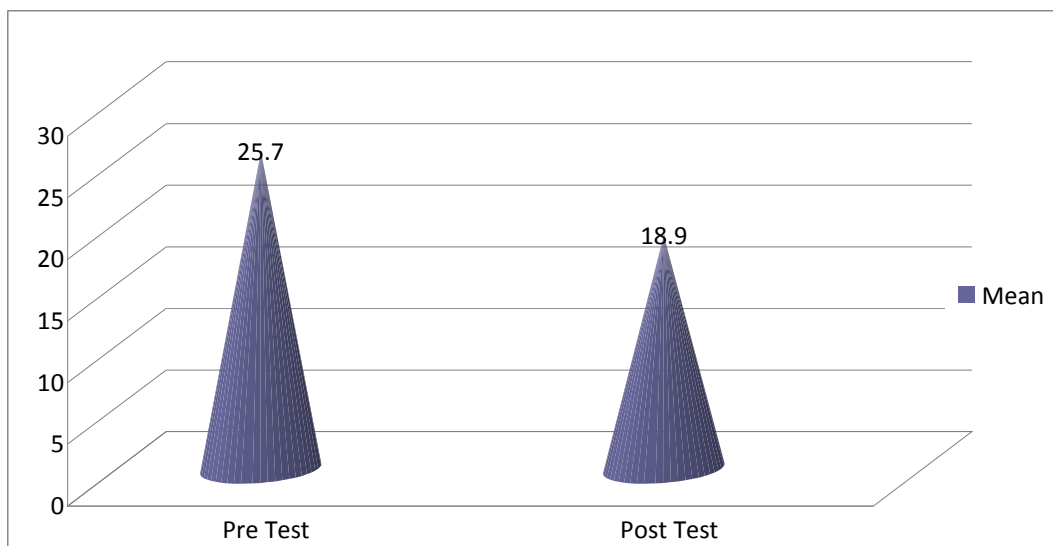


Table 1 and Figure 1. present the mean on the Self confidence for Degree college Student's. It can be observed from the table that the score of the Degree college Student's Pre test mean is Average Self Confidence than Degree college Student's Post test mean is High Self Confidence.

Table 3. 't' value for Degree college Student's for Self confidence

	N	Mean	S.D	't' value
Pre test	50	25.7	3.27	11.29**
Post Test	50	18.9	2.37	

($df = (N1 + N2 - 2) = 40 + 40 - 2 = 98$ $df = 98$ table values is 0.01 = 2.63 & 0.05 level = 1.98 both level is Significant)

Table 3. Presents the t value for the Degree college Student's (Pre test and Post test) on Self confidence. Significant effect was found for Degree college Student's ($t = 11.29$ $v > 0.001$ & 0.005 Level) on Self confidence.

Thus the result is support to Hypothesis Self confidence of Degree college Student's can be improved by Physical activity.

I. Conclusions:

On the basis of data and discussion of results, the hypothesis was tested and verified

following conclusions were drawn.

- Tend to show Self confidence of Degree college Student's can be improved by Physical activity.

j. Limitations and suggestions of the present research:-

Some limitations inherent in this study are;

- The population was limited areas restricted to Aurangabad district only. It can be spread into other areas also.
- The sample of the study was small. The study can also be done by taking large sample size.
- The tools used in this investigation were self – reporting instrument, it is therefore noted that the accuracy of data reported is limited to the abilities and willingness of the respondents to give truthful responses.
- Area of living i.e. environment as well as rural and urban factors and socio-economic status, cultural factors of the subjects were not considered as a determinant of Self confidence It can also be considered as predictors of Self confidence.

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योग, प्राणायाम व ध्यानाचे मानवी जीवनातील महत्व

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योग :

आजकालचे धकाधकीचे जीवन, नव्या पिढीची नवी दृष्टी, बदलता काळ, बदलते विचार, बदलती मने, बदलते जीवन इत्यादींचा विचार केला असता एक गोष्ट निश्चित लक्षात येते, ती म्हणजे जरी शास्त्रीय-तांत्रिक इत्यादी क्षेत्रात आपण पुढे पाऊल टाकलेले असले तरी जीवनमुल्ये मात्र गमावून बसलो आहोत. त्याचे कारण म्हणजे जीवनाचा अर्थ नीट समजावून न घेता आपण मृगजळाप्रमाणे मिळेल त्यामागे धाव घेत आहोत.

व्यक्तिविकास म्हणजे काय ? मनुष्याच्या शरीराचा, मनाचा आणि बुद्धीचा पूर्ण विकास म्हणजेच व्यक्तिविकास. मनुष्याची शारीरिक, मानसिक, बौद्धिक, नैतिक अशी सर्वांगीण उन्नती होते आणि त्यामुळे व्यक्तिमत्त्व फुलते, त्याच्या वागणुकीत आणि वर्तनात फरक पडून त्यास योग्य ते वळण लागते, आरोग्य आणि मानसिक स्वास्थ्य लाभून बौद्धिक पात्रता वाढते त्यास म्हणतात व्यक्तिविकास. हा व्यक्तिविकास योगाभ्यासाने साध्य होण्यासारखा आहे.

‘योग’ हा शब्द ऐकताच या विषयाचा योग घडण्याऐवजी वियोग बरा वाटू लागतो. याचे कारण त्यात ‘सोपे काय आहे’ हे बघण्याऐवजी ‘अवघड काय आहे’ हे बघण्याकडे आपला कल असतो आणि मनाला एकदा जर का ही गोष्ट अवघड आहे अशी जाणीव झाली म्हणजे मनुष्य त्यापासून परावृत्त होतो. तेव्हा या इथे त्यातील अवघड वा न जमणारा जो भाग आहे तो सोडून देऊन सर्वसाधारणपणे माणसाला आज काय आवश्यक आहे.

‘योग’ हा समुद्रासारखा अथांग व विशाल आहे. त्याचे अंतिम ध्येय अथवा अंतिम उद्दिष्ट हे नवशिक्यास निश्चितच अनाकलनीय आहे. कैवल्यप्राप्ती हे जरी त्यांचे अंतिम ध्येय असले तरीही आजच्या पिढीला त्यामागे आता च लागण्याची आवश्यकता नाही किंबहुना योगाभ्यासाविषयी भय वाटते ते यामुळेच.

योग म्हणजे बाह्य व आंतरिक शरीर, ज्ञानेंद्रिये, कर्मेन्द्रिये, मन, बुद्धी, अहंकार या सर्वांवर विजय मिळवून आतील अंतरात्म्याचा शोध घेणे. यापैकी बुद्धी, अहंकार, आत्मा यांच्या अतिसूक्ष्मतेमुळे त्यांची ओळख जरी पटली नसली तरी शरीर, इंद्रिये व मन यांची ओळख निश्चितच पटलेली आहे. त्याचे कारण त्यांच्या अस्तित्वाची जाणीव आपल्याला वारंवार होत असते. त्यांच्यात योग्य सांगड नसल्यामुळे, त्यांचे अंतर्धागे सुसंबद्ध न राहिल्यामुळे मनुष्यामध्ये जे ‘संपूर्ण व्यक्तित्व’ व्यक्त व्हायला पाहिजे ते होत नाही. यामध्ये एकसूत्रीपणा, सुसंगती, शिस्तबद्धता यांच्यातील अज्ञान, अंधकार, अशुद्धता नष्ट करणे म्हणजेच योग. थोडक्यात सांगायचे तर व्यक्तिमत्त्वाला योग्य घडण आणण्यासाठी, त्याला पैलू पाडण्यासाठी योगाभ्यास ही सद्यःकालाची गरज आहे. योग हा जीवनाचा घटक

मानून त्याचा स्वीकार करणे आवश्यक आहे.

योग हा आठ अंगांनी बनलेला असून त्यास अष्टांग—योग असे म्हणतात. ती आठ अंगे म्हणजे यम, नियम, आसन, प्राणायाम, प्रत्याहार, धारणा, ध्यान व समाधी ही होत. त्यापैकी यम आणि नियम नैतिक उन्नतीसाठी, आसन, प्राणायाम ही शारीरिक उन्नतीसाठी, प्राणायाम व प्रत्याहार मानसिक उन्नतीसाठी आणि धारणा, ध्यान व समाधी ही आध्यात्मिक उन्नतीसाठी होत.

प्राणायाम :

जगात प्रत्येकाची धडपड शांतता किंवा समाधान मिळविण्यासाठी चाललेली आहे. असे समाधान हे भावनिक साम्राज्याचा भाग आहे. आणि या साम्राज्याचा राजा आहे 'मन'. चोहोबाजूंना चालू असलेल्या संघर्षात प्रयत्नांनी, यौगिक शिस्तपूर्ण वागण्याने आणि परमेश्वरी कृपेच्या साहाय्याने हे समाधान मिळवावे लागते.

मनुष्याचा आत्मा मनाच्या भ्रामक समजुतीत गुरफटलेला आहे आणि या भ्रमाचे आधारस्तंभ आहेत काम (उपभोगाची इच्छा), क्रोध (राग), लोभ (हाव), मोह (भुरळ), मद (गर्व) आणि मस्तर (द्वेष). मानसिक संघर्षचक्राचे हे सहा आरे आहेत.

तप, यम, नियम, आसन, प्राणायाम, प्रत्याहार, धारणा, ध्यान आणि समाधी या योगशास्त्रातील आठ पायऱ्यांच्या अभ्यासाने मनाला शिस्त लावणे याला म्हणतात 'तप'. अष्टांग योगाचा हा अभ्यास करण्यासाठी श्रद्धा, धैर्य, धर्मग्रंथांचा अभ्यास (स्वाध्याय), भक्कम निश्चय (दृढता) आणि ध्यान या गुणांची आवश्यकता असते.

ज्याप्रमाणे परमेश्वर एक असूनसुद्धा माणूस त्याला वेगवेगळ्या नावांनी संबोधतो, त्याप्रमाणे 'प्राण' ही एकच शक्ती असूनसुद्धा त्यापासून वेगवेगळे अर्थ निघतात. 'प्राण' सर्व स्तरांवर आहे. शारीरिक, मानसिक, बौद्धिक व आण्विक स्तरावरील शक्ती म्हणजे 'प्राण'. या शक्तीचे स्पंदन उष्णता, प्रकाश, गुरुत्वाकर्षण, चुंबकीय शक्ती आणि वीज या रूपांत होत असते.

उपनिषदांत असे म्हटले आहे की, सूर्य, चंद्र, तारे, ग्रह, ढग, वारा, पाऊस, पृथ्वी, पाणी आणि तेज या सर्व स्वरूपात प्राण जीवनात झिरपत असतो. थोडक्यात असे म्हणता येईल की, या विश्वातील प्रत्येक वस्तूत प्राण आहेच.

'हठयोग—प्रदीपिके' तही असे सांगितले आहे की, "जोपर्यंत श्वास आहे तोपर्यंत जीव आहे. जेव्हा श्वास सोडून जातो तेव्हा जीवही शरीराबाहेर निघून जातो. म्हणून श्वासाचे नियमन करायला शिकले पाहिजे." यातच पुढे असे म्हटले आहे की, "जिथे श्वास आहे तिथेच मन आहे आणि जिथे मन आहे तिथेच श्वासही राहतो." महामुनी पतंजली असे म्हणतात की, "जाणीव किंवा चित्त स्थिर करण्यासाठी श्वासावर ताबा मिळविला पाहिजे" या अवतरणांवरून असे सहज म्हणता येईल की, आत्मारूपी नदीचे चित्त आणि प्राण हे दोन काठ आहेत. जर श्वास अनयमित झाला तर मनही भरकटते आणि श्वास स्थिर झाला की मनही शांत होते. जोपर्यंत श्वास आणि मन स्थिर आहेत. तोपर्यंत समाधानाचा प्रवाह प्रसन्नतेने चित्तात वाहत राहतो.

अशा या प्राणशक्तीला तिच्या शरीरातल्या वेगवेगळ्या स्थानांवरून आणि कार्यांवरून वेगवेगळी नावे आहेत.

ती अशी: प्राण, अपान, समान, उदान आणि व्यान. प्राण छातीमध्ये असून तो श्वसनसंस्थेच्या साह्याने वातावरणातील वायुरूपशक्ती शरीरात खेचण्याचे काम करतो. अपान वायू शरीराच्या उदरपोकळीत खालच्या भागात राहून मल, मूत्र आणि वीर्य यांच्या विसर्जनाचे कार्य करतो. समान वायू उदर-पोकळीत मध्यभागी असून जठराच्या साह्याने अन्नपचन आणि अन्नशोषण ही कामे करतो. उदान वायू घशाच्या भागात असून श्वास घेणे आणि अन्न गिळणे ही कामे तो करतो. याबरोबरच स्वरयंत्रावरही याचे नियंत्रण आहे. व्यान संपूर्ण शरीर व्यापतो आणि हवा आणि अन्न यांपासून तयार झालेली शक्ती रक्त आणि मज्जातंतू यांच्या साह्याने शरीरातील प्रत्येक पेशीला पुरविण्याचे काम करतो. प्राणशक्तीची ही शरीरातील महत्वाची कामे आहेत. मानवी शरीरात पाच उपप्राणशक्तीही आहेत. त्यांना उपवायू म्हणतात. त्यांची नावे अशी : नाग, कूर्म, कृकर, देवदत्त आणि धनंजय. 'नाग' वायू ढेकर आणून शरीरातील दाब कमी करतो. 'कूर्म' पापण्यांच्या साह्याने शरीराला अपायकारक असा कोणताही कण डोळ्यात जाऊ देत नाही. त्याबरोबरच डोळ्यांमधील स्नायूंचे नियंत्रण ठेवून प्रकाशला अनुरूप असे दृष्टीचे नियंत्रण करतो. 'कृकर' वायू नाकात किंवा घशात कोणताही अपायकारक बाह्यकण जाऊ देत नाही. जर चुकून एखादा कण गेलाय तर शिंक आणि खोकला यांच्या साह्याने तो कण शरीराबाहेर टाकून देतो. देवदत्त वायू जांभई आणतो आणि त्याबरोबरच झोपही आणतो. 'धनंजय' श्लेष्मा (कफ) निर्माण करतो व त्याच्या साह्याने शरीरपेशींचे संरक्षण करीत असतो. असे म्हणतात की, हा वायू मृत्यूनंतरही शरीरात राहून मृत शरीर कुजविण्याचे काम करतो.

आतापर्यंतच्या विवेचनातून 'प्राण' म्हणजे काय याची माहिती आपल्याला झाली आहे. पण मग 'प्राणायाम' म्हणजे काय ? प्राणायाम हा संधियुक्त शब्द आहे. प्राण + आयाम असा याचा संधिविच्छेद होतो. वर सांगितलेच आहे की, प्राण म्हणजे श्वसन आणि आयाम म्हणजे नियंत्रण, ताबा. हे नियंत्रण आंकुंचन, प्रसरण, लांबी, रुंदी, खोली, विस्तार, निरोध अशा सर्व मीतीत करावे लागते. प्राणायामाच्या क्रियेचे चार भाग पडतात, ते असे : पूरक, आंतरकुंभक, रेचक आणि बाह्यकुंभक, पूरक म्हणजे हळुवार, सूक्ष्म, दीर्घ आणि संधि रीतीने श्वास आत घेणे. अशा क्रियेत वातावरणातील प्राणवायू फुफ्फुसांच्या प्रत्येक पेशीत हळुवारपणे झिरपत जातो आणि त्यामुळे मानवी जीवन केवळ सुखपूर्ण आणि आरोग्यदायी होते एवढेच नव्हे, तर दीर्घायुष्यही प्राप्त होते. असा दीर्घ श्वास घेतल्यानंतर दुसऱ्या टप्प्यात 'श्वासनिरोध' ही स्थिती येते. याला आंतरकुंभक म्हणतात. या स्थितीत फुफ्फुसांत घेतलेली सर्व शक्ती रक्ताच्या प्रवाहातून संपूर्ण शरीरात खेळविली जाते. तिसऱ्या स्थितीला रेचक म्हणतात. यात हळुवारपणे संधि आणि दीर्घ उच्छ्वास करतात. यात शरीरात निर्माण होणारी सर्व वायुरूप विषे उच्छ्वासाच्या द्वारे शरीराबाहेर टाकली जातात. उच्छ्वासानंतरच्या चौथ्या स्थितीला बाह्य कुंभक असे नाव आहे. या स्थितीत प्रत्येकाने आपापल्या शक्तीनुरूप शक्य तेवढा वेळ श्वसनक्रिया बंद ठेवायची असते. उच्छ्वासामुळे सर्व विषारी वायू शरीराबाहेर निघून गेल्याने या स्थितीत मन शांत होत असते. यावरून आपल्या ध्यानात येईल की, प्राणायामामध्ये फुफ्फुसे, छातीच्या पिंजऱ्याची हाडे आणि इतर स्नायू यांचे काम तीन प्रकारांनी केले जाते ते याप्रमाणे : आरोग्य म्हणजे श्वासांची उंची किंवा खोली वाढविणे, दैर्घ्य म्हणजे रुंदावणे आणि विशालता म्हणजे श्वास सर्व बाजूंनी प्रसरविणे.

प्राणायाम म्हणजे केवळ दीर्घश्वसन नव्हे. दीर्घश्वसन आणि प्राणायाम यांत फरक आहे. दीर्घश्वसनात चेहऱ्याचे स्नायू आणि मेंदूमधील पेशी यांवर अतिरिक्त ताण पडतो. दीर्घश्वसनात श्वास आत घेताना छातीच्या भिंती, फासळ्या आणि त्यामधील स्नायूंची मुद्दाम जोरदार हालचाल करून हवा जोरात छातीत खेचली जाते, तर श्वास सोडताना हवा फारच कष्टाने बाहेर पडते. याउलट प्राणायामोक्त श्वसना मध्ये मेंदूच्या पेशी आणि चेहऱ्याचे स्नायू शिथिल व अक्रियाशील आणि मेंदू मात्र ग्रहणशील अवस्थेत ठेवायचा असतो. छातीच्या स्नायूंच्या प्रत्येक तंतू अलिप्ततेने श्वसनक्रियेत भाग घेत असतो, त्यामुळे कमीत कमी श्रमांत श्वसनक्रिया पार पाडली जाते. प्रत्येक श्वास घेण्याबरोबर छातीत जास्तीतजास्त मोकळीक निर्माण झाल्याने आत येणारी हवा सहजासहजी आत येते. त्यामुळे फुफ्फुसांतले सर्वात दूरचे वायुकोश सुद्धा प्राणवायूने गच्च भरून जातात. याला 'श्वास घेण्याची क्रिया' म्हणतात. श्वास सोडण्याच्या क्रियेत श्वासप्रवाह अतिशय हळुवार आणि संस्थ गतीने बाहेर पडत असल्याने वायुकोशातील प्रत्येक पेशीला हवेमधून आलेल्या, पण वायुकोशात रेंगाळत राहिलेल्या प्राणशक्तीशी जास्तीत जास्त वेळ संयोग करण्याची संधी मिळत असते. या अलिप्त अवस्थेत मेंदूतील 'भावनिक केंद्र' शांत आणि स्थिर होत जाते. यावरून आपल्या असे लक्षात येईल की, तथाकथित दीर्घ श्वसनापेक्षा प्राणायामामध्ये प्रत्येक मज्जापेशीला सुयोग्य रीतीने 'प्राणिल शक्ती' मिळत राहते.

म्हणून प्राणायाम ही उच्च दर्जाची कला आहे. या कलेत श्वसनसंस्थेमधील प्रत्येक भागाची हालचाल सूक्ष्म रीतीने जाणूनबुजून मुद्दाम केली जाते. ज्याप्रमाणे वाऱ्यामुळे धूर आणि राख झटकली जाऊन लाकूड चांगले पेट घेते, त्याप्रमाणे प्राणायामामुळे बुद्धीवरची अविचारांची जळमटे झटकली जातात आणि मन स्वयंप्रकाशी होऊन ध्यानाकडे वळते.

ध्यान :

ध्यानाला बसण्यासाठी शक्यतो अगदी स्वतंत्र व एकांत स्थान असावे. स्नान करून शुद्ध झाल्यावर शांतमनाने त्या ठिकाणी प्रवेश करून ध्यानास बसावे. योग्य असे स्थान न मिळाल्यास वेदव्यासाच्या सूचनेप्रमाणे यत्रैकाग्रता तत्राविशेषात म्हणजे जागा कशीही असली तरी जेथे मन एकाग्र होईल तेथे ध्यानाचा अभ्यास करावा.

ध्यानाला बसावयास आसन घ्यावे. खाली दर्भासन वर मृगाजिन आणि त्यावर लोकरीच्या किंवा धुतलेल्या शुभ्र वस्त्राच्या कापडाची घडी घालून त्यावर बसावे. दर्भासन व मृगाजिन न मिळाल्यास नुसत्या चौपदरी घोंगडीवर बसावे. मात्र पाटावर, पलंगावर किंवा नुसत्या जमिनीवर बसून कधीही ध्यान करू नये. आपल्या आसनावर दुसऱ्या कोणालाही बसू देऊ नये. त्यामुळे दुसऱ्याचे दोष येण्याची शक्यता असते. या विशिष्ट आसनाची उपयुक्तता अशी आहे की, ज्या वेळी मनुष्य विचार करतो, चित्त एकाग्र करतो किंवा ध्यान करतो तेव्हा त्याच्या शरीरात अल्पसा स्थायी विद्युतशक्तीचा प्रवाह वाहू लागतो. तो तसा शरीरातच राहावा. जमिनीत जाऊ नये म्हणून वरील आसनांचा निर्बंधक असा उपयोग होतो. ध्यानाला बसताना योग्य आसन घालून बसावे. मान ताठ, छाती पुढे करून सरळ बसावे. यासाठी पद्मासन किंवा सिद्धासन ही दोन आसने अत्यंत उपयुक्त आहे. या दोन्ही आसनांमध्ये शरीराची जी स्थिती असते. त्यामध्ये कुण्डलिनी शक्ती जागृत होणे, तिचा प्रवाह व्यवस्थित होणे, प्राणवायूचा संचार सुरळीत

होणे, प्राणायाम करतांना इंद्रियांची मोकळी स्थिती राहणे इत्यादी गोष्टींचा विशेष लाभ होतो.

ध्यानाची वेळ :

ध्यानाभ्यासाठी पहाटेचा ब्रम्हमुहूर्तही उत्तम वेळ आहे. सूर्योदयापूर्वीच्या प्रहराला ब्रम्हमुहूर्त म्हणतात. पहाटे ज्यांना ध्यानाभ्यास शक्य नसेल त्यांनी आपल्या सोईनुसार मिळेल त्यावेळी अभ्यास करावा. मात्र शास्त्रकारांनी निवडलेल्या ब्रम्हमुहूर्ताचे विशेष महत्त्व आहे. दिवसाच्या कोणत्याही वेळी आसपासची सर्व माणसे जागृतावस्थेत असतात व त्यांच्या चित्तातील विचारांचे स्पंद रेडिओ लहरीप्रमाणे सगळीकडे प्रसृत होत असून हे स्पंद ध्यानाभ्यास करणाऱ्या साधकांच्या चित्तात विक्षेप आणतात, पण पहाटे ब्रम्हमुहूर्तात सर्व माणसे झोपलेली असल्यामुळे त्यांचे विचारस्पंदही बंद असतात. मात्र गिरीकदरातील एकांतवासात राहून योगाभ्यास करणारे किंवा जनसंपर्कात राहून योगाभ्यास करणारे साधक यावेळी जागे असून ते आपला योगाभ्यास याच वेळी करीत असतात. त्यामुळे त्यांच्या चित्तातील सत्वगुणी विचारांचे स्पंद सर्व दिशांना प्रसृत होत असतात. हे सात्विक स्पंद याच वेळात योगाभ्यास करणाऱ्यांना त्यांच्या योगाभ्यासाला फारच पोषक होतात. त्यामुळे पहाटेच्या ब्रम्हमुहूर्तात ध्यानाभ्यास केल्याने चित्ताची एकाग्रता लवकर साधते व ध्यानाभ्यासात शीघ्रतेने प्रगती होते.

ध्यानाचा अभ्यास :

आसन घालून डोळे मिटून तासन्तास बसणे म्हणजे ध्यान नव्हे. ध्यानाभ्यास करणे किती अवघड आहे हे प्रत्यक्ष ध्यानाला बसल्यानंतरच कळते. ध्यानाभ्यास करणे म्हणजे मनाची एकाग्रता साधणे. मन हे वाऱ्यासारखे चंचल आणि माकडासारखे उपद्रव्यापी आहे. अशा चंचल मनाला वळवणे किती अवघड असते याची प्रत्यंतर रोजच्या व्यवहारातसुद्धा होत असते. चांगल्या तऱ्हेने विचार करता न येणे, कोणतेही काम मनःपूर्वक करता न येणे इत्यादी गोष्टी मनाच्या चंचलपणामुळेच होतात. अस्थिर मन्यामुळे विद्यार्थी अभ्यासात प्रगती करू शकत नाही, शिक्षक नीट शिकवू शकत नाही, कामगार मनःपूर्वक काम करू शकत नाही. वक्ता उत्कृष्ट व्याख्यान देऊ शकत नाही. थोडेसे अंतर्मुख होऊन पाहिल्यास असे आढळते की, कोणतेही कार्य करीत असतांना मनात नाना प्रकारचे संकल्प उठत असतात. मनामध्ये निरनिराळे संकल्प उठणे हा मनाचा स्वभावच आहे. सर्वांच्या मनात सारखेच संकल्प उठत नसतात. ज्याच्या मनात जशी आवड निवड असते, तसे संकल्प त्याच्या मनात उठत असतात. एकीकडे अभ्यास अथवा काम चालू असतांना संकल्पाच्या अनुरोधाने कितीतरी गोष्टींची उजळणी अंतर्मनात चालू असते. ज्याचा प्रत्यक्ष कामाशी अथवा अभ्यासाशी काहीही संबंध नाही अशा गोष्टींचे विचार मनामध्ये येत असतात. मनात नाना प्रकारचे संकल्प उठत असले तरी मनाचा एक गुण चांगला आहे की, एखाद्या विषयाची गोडी त्याला लागली की ते त्या गोडीच्या आशेने सोकावते व तिथेच रमते. मनाच्या या गुणविशेषाचा लाभ घेऊन कोणत्याही एका विषयावर ध्यान करावे. एकदा का मनाला ध्यानाची गोडी लागली, की ध्यानाभ्यासात प्रगती होऊन चित्ताची एकाग्रता अनुभवास येते.

ध्यान हे अष्टांगयोगातील महत्वाचे साधन आहे. आपल्या वैदिक धर्मात ध्यान सांगितले आहे. एवढेच नव्हे तर बौद्ध, ख्रिश्चन इत्यादी अवैदिक धर्मातसुद्धा ध्यानाचे साधन म्हणून मोठे वर्णन केलेले आहे. डोळे मिटून केवळ

इष्ट देवतेचे ध्यान करणे या पाठीमागे शास्त्रशुद्ध बैठक आहे, याचा पाश्चात्य संशोधकांनी आधुनिक वैज्ञानिक कसोटीने केलेल्या संशोधनाने प्रत्यय येतो.

सारांश :

निरोगी स्वास्थाकरीता मानवी जीवनात योग, प्राणायाम व ध्यान याचे अतिशय महत्त्व आहे. ताण, तणाव व प्रदूषणापासून चांगले आरोग्य आणि एकाग्रतेकरीता योग, प्राणायाम व ध्यान फारच उपयुक्त आहे.

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PLAY - STRESS RELIEVER FOR GOOD MENTAL HEALTH

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Abstract

The physical benefits of Play in improving physical condition and fighting disease have long been established, and physicians always encourage staying physically active. Play is also considered vital for maintaining mental fitness, and it can reduce stress. Studies show that it is very effective at reducing fatigue, improving alertness and concentration, and at enhancing overall cognitive function. This can be especially helpful when stress has depleted your energy or ability to concentrate.

Key words - Stress, Play, Mental health

INTRODUCTION

Health-care professionals recommend physical activity as a key ingredient to any stress-management initiative. They suggest that playing sports and getting regular exercise can calm your worries and clear your mind, according to the Anxiety and Depression Association of American. And it's not just veteran athletes who achieve these feel-good moments — even people who are out of shape can feel tension start to subside as they understand how participating in a sport relieves stress.

Both men and women find that the adrenaline rush they experience whilst participating in extreme sports is a stress reliever, and it becomes a way of coping with the outside stresses that impact on the minds and bodies every day.

Physiological or biological stress is an organism's response to a **stressor** such as an environmental condition. Stress is a body's method of reacting to a **challenge**. According to the stressful event, the body's way to respond to stress is by **sympathetic nervous system** activation which results in the **fight-or-flight response**. Because the body can not keep this state for long periods of time, the **parasympathetic system** returns the body's physiological conditions to normal (**homeostasis**). In **humans**, stress typically describes a negative condition that can affect a person's **mental** and physical **well-being**.

Since no two individuals experience stress in the same way, people disagree on a good definition.

In our fast-paced, hurried society it is difficult to avoid having stress in our lives. Some stress

helps us aim high and reach our potential. Too much stress can cause us to become depressed and even sick.

Play is often thought as frivolous and only for children, but The National Institute for Play founded by Stuart Brown, M.D. recognizes that it is important for the productivity and health of all humans. There are thousands of ways to play both individually and with others.

The physical benefits of Play—improving physical condition and fighting disease—have long been established, and physicians always encourage staying physically active. Play is also considered vital for maintaining mental fitness, and it can reduce stress. Studies show that it is very effective at reducing fatigue, improving alertness and concentration, and at enhancing overall cognitive function. This can be especially helpful when stress has depleted your energy or ability to concentrate.

When stress affects the brain, with its many nerve connections, the rest of the body feels the impact as well. So it stands to reason that if your body feels better, so does your mind. Play releases chemicals in the brain that act as natural painkillers—and also improve the ability to sleep, which in turn reduces stress. Meditation, acupuncture, massage therapy, even breathing deeply can cause your body to produce endorphins. And conventional wisdom holds that a workout of low to moderate intensity makes you feel energized and healthy.

Scientists have found that regular participation in aerobic exercise has been shown to decrease overall levels of tension, elevate and stabilize mood, improve sleep, and improve self-esteem. Even five minutes of aerobic exercise can stimulate anti-anxiety effects.

BENIFITS OF PLAY:

Play increases your overall health and your sense of well-being, which puts more pep in your step every day. But exercise also has some direct stress-busting benefits.

- 1) **It pumps up your endorphins:** Physical activity helps bump up the production of your brain's feel-good neurotransmitters, called endorphins. Although this function is often referred to as a runner's high, a rousing game of tennis or a nature hike also can contribute to this same feeling.
- 2) **It's meditation in motion:** After a fast-paced game , you'll often find that you've forgotten the day's irritations and concentrated only on your body's movements.As you begin to regularly shed your daily tensions through movement and physical activity, you may find that this focus on a single task, and the resulting energy and optimism, can help you remain calm and clear in everything you do.
- 3) **It improves your mood:**Regular play can increase self-confidence, it can relax you, and it can lower the symptoms associated with mild depression and anxiety.
- 4) **It Improves Sleep:** can also improve your sleep, which is often disrupted by stress, depression and anxiety. All of these exercise benefits can ease your stress levels and give you a sense of command

over your body and your life.

5) Improve brain function. Playing chess, completing puzzles, or pursuing other fun activities that challenge the brain can help prevent memory problems and improve brain function. The social interaction of playing with family and friends can also help ward off stress and depression.

6) Stimulate the mind and boost creativity. Young children often learn best when they are playing—and that principle applies to adults, as well. You'll learn a new task better when it's fun and you're in a relaxed and playful mood. Play can also stimulate your imagination, helping you adapt and problem solve.

7) Improve relationships and your connection to others. Sharing laughter and fun can foster empathy, compassion, trust, and intimacy with others. Play doesn't have to be a specific activity; it can also be a state of mind. Developing a playful nature can help you loosen up in stressful situations, break the ice with strangers, make new friends, and form new business relationships.

8) Keep you feeling young and energetic. In the words of George Bernard Shaw, "We don't stop playing because we grow old; we grow old because we stop playing." Playing can boost your energy and vitality and even improve your resistance to disease, helping you feel your best.

9) Diversion

Participation in a recreational sport relieves stress by drawing your concentration toward your activity and away from that pile of responsibilities waiting for you at home and at work. As you swing your racquetball racket or paddle your kayak, you focus on your body's movements and temporarily forget about your other stress points. This diversion acts like a form of meditation. People who routinely engage in sports often experience a sense of accomplishment after a workout, and this soaring self confidence also can melt tension.

10) Psychological Health

Sports can be a form of mental therapy for people with psychological disorders and depression. Sports may promote self-esteem in the form of positive perception of body image and self-worth. By participating in sports with others, people can also enter in positive social environments to promote psychological health. Physical activity can also decrease the risk of cognitive decline that comes with aging and can reduce anxiety in adolescents.

Websites:

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NEW ERA IN SPORTS PSYCHOLOGY

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Introduction:

Psychology is a field that has diversified hugely over the past few years. One direction of interest is the growth and popularity of a career in sports psychology in New Era, with the buildup surrounding many of our modern day sports people at an all time high, it is no wonder that more and more people in New Era are training for a career in sports psychology.

Sport and exercise psychologists in New Era focus on the mental and emotional aspects associated with sport and exercise. Most will either specialize in sport or exercise but it is possible to work in both areas. Once qualified as a sports psychologist, you can expect to work with teams and individuals at all levels of expertise from all backgrounds, from amateurs all the way up to top professionals.

Generally, a sports psychologist in New Era will work with a team or individual to deal with issues such as nerves and anxiety before a big game or event, improving self-confidence and thus improving performance, dealing with the stresses of a demanding training regime and also improving concentration. Many sportsmen and women struggle to maintain motivation and focus when faced with extreme pressure or stress and sports psychologist will help to improve the situation. They will also help sporting individuals to deal with the frustration and stress of getting injured, controlling aggression during play and help individuals and teams to set themselves achievable goals in order to focus the mind.

Within your role as a sports psychologist in New Era you can expect to work in close proximity with not only sportsmen and women but other sporting professionals such as coaches, managers, nutritionists and physiotherapists. Sports psychologists need to be a specific type of person in order to be successful. They need to be genuinely interested in people and human behavior; they also need to have a keen interest in sport. It's really important to have a desire to help others and have excellent communication skills. You need to be able to work within a team on a professional level and have a tolerant and patient manner. A good sports psychologist will have good problem solving skills and apply a logical approach to all areas of their work.

New Era in Sports Psychology Degree Programs

In order to work as a qualified sports psychologist in New Era you need to undergo the relevant training. You will need to complete a bachelor's education requirements for psychology to begin with, and if possible choose a degree program that studies sports psychology. Most psychologists are advanced degree holders so in order to be competitive it is a good idea to further your career. You will be able to gain an entry level position with a two year degree but in order to be really successful, most professionals will advise the completion of a 5 year doctoral program based on sports psychology or sports science.

Many sports psychologists kick start their career with an internship as this can be really beneficial to set you apart from the competition. Gain at least 2 years of clinical work experience in order to gain the relevant on the job skills necessary. You will also be required to take the Examination for Professional Practice in Psychology (EPPP) issued by the Association of State and Provincial Psychology Boards (ASPPB). This is a requirement if you want to work in any of the states in the US and once completed you can practice as a licensed sports psychologist.

Many sports psychologists in New Era combine consultancy work with education by teaching or researching in other areas of psychology. Others opt for full-time employment with a professional sports team.

Origins of Sport Psychology

Psychology has a Greek derivation. Psyche means “mind or spirit”. Logos means “sayings or speaking of”. Literally means “speaking of the mind”.

Definitions of Psychology

William James (1890): “The science of mental life”

Current Definition: “The study of behavior”

Sport psychology

Sport psychology is an interdisciplinary science that draws on knowledge from many related fields including biomechanics, physiology, kinesiology and psychology. It involves the study of how psychological factors affect performance and how participation in sport and exercise affect psychological and physical factors.

In addition to instruction and training of psychological skills for performance improvement, applied sport psychology may include work with athletes, coaches, and parents regarding injury, treatment, communication, team building, and career transitions.

Various Association work for development of Sport Psychology and they give right information about how to apply of these information to development athletes, coaches, business professionals. Association concerned with developing and enhancing the professional and ethical standards of its members who are involved in the sport and exercise sciences. Some of that Association information as follows.



The Association for Applied Sport Psychology (AASP)

Founded in 1986, the Association for Applied Sport Psychology (AASP) is an international, multidisciplinary, professional organization with over 2,400 members in 50 countries.



AASP promotes the development of science and ethical practice in the field of sport psychology and offers certification (CC-AASP) to qualified members with a masters or doctorate degree that has met specific course requirements in sport psychology and has completed an extensive, supervised work experience to develop competency in enhancing performance from a psychological standpoint.

Sport psychology consultants and professionals work with athletes, coaches, non-sport performers (dancers, musicians), business professionals, and high-risk occupations (military, firefighters, police).



The International Society of Sport Psychology (ISSP)

The International Society of Sport Psychology (ISSP) is an organization devoted to promoting research, practice, and development in the discipline of sport psychology throughout the world. The ISSP is a multidisciplinary association of scholars whose research interests focus on some aspects of sport psychology.



The Society exists to

- (a) Encourage and promote the study of human behavior within sport, physical activity, and

health settings;

- (b) Facilitate the sharing of knowledge through a newsletter, meetings and a quadrennial congress, and
- (c) Improve the quality of research and professional practice in sport psychology.

The Society also endeavors to foster peace and understanding among people from all countries. Members of the Society include researchers, psychologists, educators, coaches and administrators, as well as students and athletes interested in sport psychology.



The Asian-South Pacific Association of Sport Psychology (ASPASP)

The Asian-South Pacific Association of Sport Psychology (ASPASP) was established in Singapore in 1989, during the 7th World Congress of Sport Psychology. It is affiliated to the world body, the International Society of Sport Psychology (ISSP).

The mission of ASPASP is to facilitate the development of sport psychology throughout the Asian-South Pacific region, which includes the whole of Asia, Australasia and the South Pacific Islands.



Since its inception, ASPASP has grown steadily, as we have encouraged the development of sport psychology in many countries within our region. ASPASP now has representation from Australia, China, Fiji, Hong Kong, India, Indonesia, Iran, Iraq, Israel, Japan, Korea, Macau, Malaysia, New Zealand, Philippines, Qatar, Saudi Arabia, Singapore, Sri Lanka, Taiwan, Thailand, and Viet Nam.

Many of the leading sport psychology practitioners and researchers from these nations are members of the Association.

A number of eminent figures from the region have been elected to office on the Managing Council. In addition, national sport psychology organizations each nominate a representative to the ASPASP Managing Council.

ASPASP has held seven international congresses, in Melbourne (1991), Hong Kong (1995), Wuhan, China (1999), Seoul, Korea (2003), Bangkok, Thailand (2007), Taipei, Taiwan (2011), and Tokyo, Japan (2014).



The British Association of Sport and Exercise Sciences (BASES)

BASES stand for the British Association of Sport and Exercise Sciences. BASES are the professional body for sport and exercise sciences in the UK. BASES are a Company Limited by Guarantee Registered in Cardiff No. 5385834. Sport and Exercise Science is the application of scientific principles to the promotion, maintenance and enhancement of sport and exercise related behaviors.

Mission:

Promoting excellence in sport and exercise sciences.

Vision:

The professional body leading excellence in sport and exercise sciences through evidence-based practice.



A BASE is governed in accordance with the set of principles outlined in its Memorandum and Articles of Association. A BASE is also governed by “The Rules”, which means regulations, not covered in the articles, governing the Association’s internal affairs. The Board has the power to make or alter the Rules, provided such new regulations or alterations are approved retrospectively at the next available quadrate general meeting by a simple majority.

The application of scientific principles to sport and exercise is principally achieved through one of the three branches of science or through interdisciplinary approaches.

Biomechanics - an examination of the causes and consequences of human movement and the interaction of the body with apparatus or equipment through the application of mechanical principles.

Physiology - the branch of the biological sciences that is concerned with the way that the body responds to exercise and training.

Psychology - the branch of sport and exercise science that seeks to provide answers to questions about human behavior in sport and exercise settings.

Interdisciplinary - involves seeking to contribute to the body of knowledge or solve a real-world problem in sport or physical activity using two or more disciplines in an integrated fashion from the outset.

Objectives of BASES

The BASES Strategic Plan is a planning document, detailing BASES' corporate objectives, performance targets and key indicators of performance for the period 2011-2014. A BASE is concerned with developing and enhancing the professional and ethical standards of its members who are involved in the sport and exercise sciences. The Association's objectives are:

- (a) The promotion of research in sport and exercise sciences
- (b) The encouragement of evidence-based practice in sport and exercise sciences
- (c) The distribution of knowledge in sport and exercise sciences
- (d) The development and maintenance of high professional standards for those involved in sport and exercise sciences
- (e) The representation of the interests of sport and exercise sciences nationally and internationally.



APA Division 47

Founded in 1986, Division 47 represents the field of exercise and sport psychology; an interdisciplinary specialization that cuts across psychology and the sport sciences.



Our main goals:

- a) For practitioners, to serve as a place to hone skills, gain ethical awareness, and network with other interested exercise and sport psychology service providers.
- b) For scientists, to promote ethical and relevant research, and to provide networking opportunities with others with similar interests and ideas.
- c) For students, to provide support, networking opportunities, mentoring and information about how to become a competent and ethical exercise and sport psychology professional.
- d) For interested APA members, to provide information about this exciting niche within the world of psychology, and to encourage exercise at the annual APA conference through the coordination of Ray's Race.
- e) For the public, to inform about the basics of exercise and sport psychology, and act as a referral source for competent practitioners.

Division 47 seeks to further the clinical, educational and scientific foundations of exercise and sport psychology. Through Division 47, both practitioners and scientists with common interests have the opportunity to interact and to further their personal and professional capabilities. Applied service interests include promoting best practices in mental training techniques, ethical considerations in sport psychology service provision, practitioner self-care and clinical issues such as mood disorders and disordered eating with athletes. Areas of scientific inquiry include motivation to persist and achieve; psychological considerations in sport injury and rehabilitation; counseling techniques with athletes; assessing talent; exercise adherence and well-being; self-perceptions related to achieving; expertise in sport; youth sport; and performance enhancement and self-regulation techniques.

Individuals interested in the fields of exercise and sport psychology are encouraged to join Division 47 to become connected to our vibrant community. Our division facilitates communication among our members through our quarterly newsletter, division email list and programming at the annual APA conference.

Mission of Division 47

APA Division 47 is a professional organization whose members are engaged in the science and practice of psychology within sport, exercise and human performance. The Division develops, promotes and disseminates information to professionals and the public related to:

Standards for competent and ethical practice
Models of graduate and postdoctoral training
scientific knowledge that informs and guides practice.

References:

- Ⓢ <http://www.bases.org.uk/>
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- Ⓢ <http://www.aspasp.org/>
- Ⓢ <http://www.appliedsportpsych.org/>
- Ⓢ [APA Social Media/Forum Policy](#)

शारीरिक व्यायाम एवं मानसिक स्वास्थ्य

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प्रस्तावना :

अच्छा स्वास्थ्य मानव जीवन हेतु बहुत ही आवश्यक है प्रत्येक व्यक्ति आपने शरीर को हमेशा स्वरूप रखना चाहता है। हमेशा स्वस्थ एवं नीरोग रहने की प्रवृत्ति ही मनुष्य की सुखी तथा प्रभावकारी जीवन व्यतीत करने में मददगार होती है। साथ-साथ मनुष्य उत्तम स्वास्थ्य की पाकर ही परिवार, समाज और राष्ट्र के कल्याण, आर्थिक उन्नति एवं उत्थान में अपना नैतिक योगदान दे सकता है।

शिक्षा, शारीरिक शिक्षा तथा अधिशिक्षा के कार्यक्रमों की सफल बनाने के लिए जरूरी है कि व्यक्ति एवं खिलाड़ीयों के स्वास्थ्य का ध्यान रखा जाए। एक स्वस्थ व्यक्ति एवं खिलाड़ी ही विभिन्न क्रियाओं में भाग ले सकता है उनमें सफलता पा सकता है। उसके लिए शिक्षा स्वास्थ्य शिक्षा का सहारा लेता है। अतः शिक्षक की शिक्षा का ज्ञान होना आवश्यक है क्योंकि स्वास्थ्य शिक्षा शिक्षा का ही अंग है।
स्वास्थ्यके निम्नलिखित चार आयाम है –

1. शारीरिक आयाम : स्वास्थ्य के आयाम शारीरिक स्वास्थ्य से हम भली-भाँति परिचित हैं। शारीरिक स्वास्थ्य को बड़े ही आसानी से समझाया जाता है। अगर कोई व्यक्ति शारीरिक रूप से स्वस्थ है तो वह देखने में तत्पर, सजग स्फूर्तिवन, सक्रिय, तथा प्रतिक्रियात्मक होता है।

2. मानसिक आयाम : जब मानव के व्यवहार में संतुलन रहता है तो उसे मानसिक रूप से स्वस्थ कहा जाता है। ऐसा सन्तुलन प्रत्येक अवस्था में बना रहना चाहिये। जिस व्यक्ती में निम्नलिखित गुण होते हैं उसे मानसिक रूप से स्वस्थ कहते हैं। चिंता रहित व्यक्ति, पूर्णरूप से समायोजित, पूर्णरूप से आत्मनियंत्रित, आत्मविश्वासी संवेगात्मक रूप स्थिर, जिस व्यक्ती में उपरीक्त गुण होते हैं, वह मानसिक रूप से पूर्णतया स्वस्थ होता है।

3. सामाजिक आयाम : अगर कोई व्यक्ती अपनी पहचान किसी परीवार के सम्बन्ध में करता है तथा एक विस्तृत समाज में पहचान के योग्य होतो सामाजिक स्वास्थ्य की तरफ पहला कदम बढ़ाया जा चुका होता है। यह स्वास्थ्य की वह स्थिति है जिसमें व्यवहारिक सामंजस्य बिठाना सीख जाता है। इसे योग के, नियमों, अहिंसा, सत्य, अस्त्य ब्रम्हचर्य, तथा अपरिग्रह आते हैं।

सामाजिक आयाम के दो पहलु है –

अ. व्यक्तिगत स्वास्थ्य, ख. लोक-स्वास्थ्य

4. **अध्यात्मिक आयाम :** यह मनुष्य की व्यक्तिगत धार्मिक क्रियाकलाप मान्यताएँ, संस्कार आदि में विश्वास की समायोजित करने की कला तथा प्रक्रिया की धार्मिक स्वास्थ्य माना जाता है। इसको योग के अंग नियम के द्वारा प्राप्त किया जा सकता है जिसमें सोच, सन्तोष तप, स्वाध्याय, ईश्वर, प्राणीधान आते हैं। उपरोक्त स्वास्थ्य के चार मुख्य आयामों के अलावा भी कई आयाम हैं जो निम्नलिखित हैं।

1. संवेगात्मक आयाम, 2. पोषक आयाम, 3. वातावरण आयाम

वर्तमान शिक्षा प्रणाली में शारीरिक शिक्षा और खेलों का मुख्य स्थान है। शारीरिक शिक्षा तथा खेलों का महत्त्व प्रभावशाली होता जा रहा है।

व्याख्या :

रोस के अनुसार : मनोविज्ञान मानसिक रूप में व्यवहार का स्पष्टीकरण तथा उल्लेख है।

को तथा को विचार : मनोविज्ञान व्यक्ति के व्यवहार तथा व्यक्तिगत सम्बन्धों का अध्ययन है।

शारीरिक व्यायाम से मानसिक स्वास्थ्य में वृद्धि : – प्रत्येक खिलाड़ी को खेल के उच्च शिखर पर पहुँचने के लिये अपनी खेल कुशलता को और अच्छा बनाने शारीरिक व्यायाम तथा मानसिक स्वास्थ्य महत्त्वपूर्ण होता है। शारीरिक व्यायाम से भी मानसिक भावनाओं का विकास किया जाता है।

1. **साहस :** शारीरिक व्यायाम एवं स्पर्धाएँ खेलने से खिलाड़ियों की साहस में वृद्धि होती है।

2. **मुकाबले की भावना :** खिलाड़ियों में मुकाबला करने की भावना को विकसित किया जाना चाहिये इसी से उनकी कुशलता में बढोत्तरी होती है क्योंकि हार-जीत का प्रश्न उनसे अधिक से अधिक परिश्रम को प्रेरित करता है।

3. **थकान बर्दाश्त करने की क्षमता :** एक खिलाड़ी का शरीर और दिमाग इस दशा में हो कि पूरी अवधि तक वह थकान ना महसूस करे और यदि हो सके तो खेल के उपरान्त भी उसके शरीर में कुछ और समय तक खेल जारी रखने की क्षमता हो। और शरीर थक भी जाये तो उसमें उस थकान को बर्दाश्त करने या सहने की शक्ति हो।

4. **आत्मविश्वास का भरोसा :** किसी भी खिलाड़ी के खेल कुशलता के लिये आत्मविश्वास अत्यन्त आवश्यक है तभी वह खेल के कठिन कौशल को सीख सकता है।

5. **खिलाड़ी के लिये प्रेरणा :** खिलाड़ी की खेल कुशलता पर अभिप्रेरणा का बहुत अधिक प्रभाव पड़ता है। खिलाड़ी की अगर छोटीसी भी प्रशंसा कर दी जाये तो वह प्रेरित हो जाता है और अगर उसको और अधिक अभिप्रेरित किया जाये तो वह खेल की मुश्किल से मुश्किल कौशल को सिखने व करने में भय का अनुभव नहीं करता।

6. **आराम :** खेल के समय खिलाड़ी पर किसी भी तरह का तनाव नहीं होना चाहिये। क्योंकि शारीरिक और मानसिक तनाव खिलाड़ी को बहुत अधिक चिंता की स्थिति में लाकर खड़ा कर देते हैं, जिसका

खेल कुशलता पर प्रभाव पड़ता है।

समारोप : इस प्रकार से शारीरिक व्यायाम से खिलाड़ियों के मानसिक स्वास्थ्य में वृद्धि होती है। मानसिक स्वास्थ्य खिलाड़ियों को अपना कौशल्य दिखाने के लिये महत्वपूर्ण होता है।

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STRESS OF STUDENT DURING MATHEMATICS PROBLEM SOLVING THEIR CHARACTERISTICS & SOLUTIONS

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Abstract :

Students fall below their expected level of mathematics achievement for a variety of reasons. Here We are explain stressful situation face students during the mathematics learning. Lack of application of mathematics teaching in all level to real life situation has been a serious problem in many countries of the world due to this reason environmental & personal factor affecting on learners during math study. In given paper we are explaining some characteristics of students struggle with learning mathematics. At last we are trying to reduce their stress for solving problem in mathematics.

Keyword : stressful situation face students during the mathematics learning, some characteristics of students struggle during learning math, reduce their stress for solving problem in mathematics.

Introduction: Mathematics is complex subject including different domains such as arithmetic, arithmetic problem solving geometry, algebra, probability, statistics, calculus that implies mobilizing a variety of basic abilities associated with sense of quantity, symbol decoding memory, visuo spatial capacity , logics to name. a few students with difficulties in any of the these abilities or in their coordination, many experience mathematical learning difficulties is used broadly to descry be a wide variety of deficits in math skills, typically pertinent don't expiring the domains of arithmetic problem solving. In given paper we are using research methodology to take serve of nearest some ruler & city area, from this analysis we are finding, students with mathematics difficulties and disabilities lag significantly behind their peers Conservative estimates indicate that most of the student struggle with mathematics knowledge and application skills in general education classrooms, a student unable to recall basic math facts, procedures, rules, or formulas , lose appreciation of the final goal and over emphasize individual elements of a problem

Students fall below their expected level of mathematics achievement for a variety of reasons. However, students were reported to have difficulties in mathematics problem solving. when we asked when they were not as successful in learning mathematics they reply that they never

understood math. because they are unable to recall basic math facts, procedures, rules, or formulas, difficulties sequencing multiple steps they are trouble learning or recalling abstract terms. Also For getting assigned values or definitions in specific problems. They feel overloaded when faced with a worksheet full of math exercises. Also we have to find environmental factor affecting on students progress there is slot between learner & teacher, sometimes students change the school they did not catch up the new surrounding of a school. They have to difficult to memorize many formulae, solving equations. Students have poorly developed number sense. they have difficulty keeping information in their working memory. demonstrate slow or inaccurate recall of basic arithmetic facts; Sometimes we are see common characteristics of the students during teaching passive learning, cognitive, Metaconognitive thinking. Many students with learning disabilities possess processing deficits. In this situations they want succeed in math, student interactions with the mathematical skills and concepts. Teacher using technological accessories' like as calculator, DVD'S, Computer, projector for the students to explained difficult mathematics problem. Also explained concepts using game. for example probability using playing cards, dice, algebra explain using variety of shapes. Math anxiety can affect a wide range of students, despite those students actual knowledge & skill with math concepts.& overcoming math anxiety can seem as difficult to some as the tough test trigonometry & calculus problems of can't imagine. But we are providing the right approach & lots of support, we can make it simple & help child to overcome math anxiety.

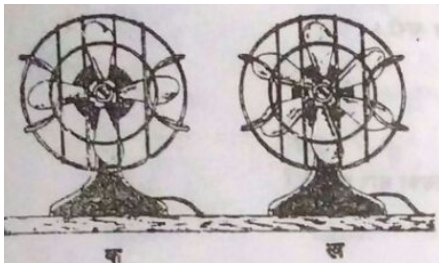
Research methodology : we are given some question paper to the students Of 5th, 6th & 7th class students, with different schools which situated in some ruler area, city area.

Questionnaires

To solve the following questions:

- 1) Addition of the following number $393+4658+3790+67=?$
 a) 7908 b) 8608 c) 8898 d) 8908 e) none of these.
- 2) Apply the division $69/46=?$
 a) $n13/46$ b) $23/46$ c) 1.5 d) 15 e) none of these.
- 3) $\frac{1}{4} \div \frac{1}{8}=?$
 a) $\frac{1}{32}$ b) $\frac{1}{8}$ c) $\frac{1}{2}$ d) 2 e) none of these.
- 4) $\frac{2}{7} \times \frac{3}{7}=?$
 a) $\frac{6}{49}$ b) $\frac{3}{7}$ c) $\frac{2}{3}$ d) $\frac{6}{7}$ e) none of these.
- 5) Find the square root of $\sqrt{.09}=?$
 a) .03 b) .3 c) 3 d) 9 e) none of these.

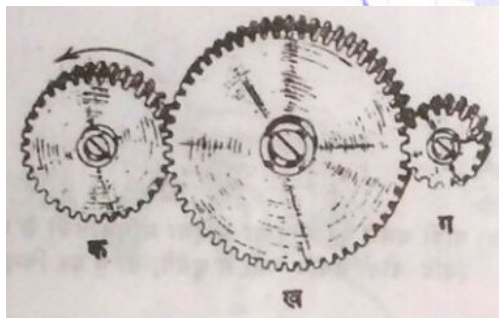
- 6) 648 of $\frac{4}{9}\%$ =?
 a) 1458 b) 72 c) 218 d) 1467 e) none of these.
- 7) 15 of 75% =?
 a) .20 b) 10.25 c) 20 d) 20.5 e) none of these.
- 8) $\frac{?}{8} = \frac{3}{24}$
 a) $\frac{1}{8}$ b) 1 c) 3 d) 4 e) none of these.
- 9)



which fan motors are very strong of above picture? tick The correct answer

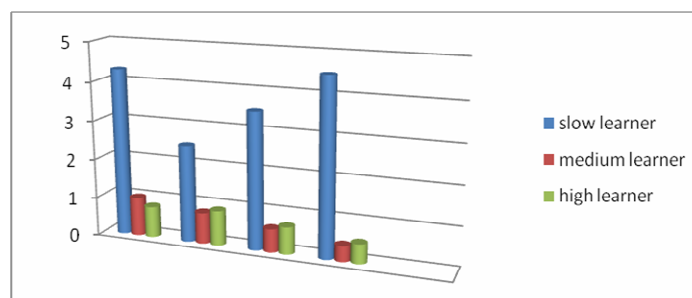
- a) A b) B c) none of these.

10)



Which of the wheels are fast rounde within 1 minitue?

- a) K b) kh c) G d) none of these.

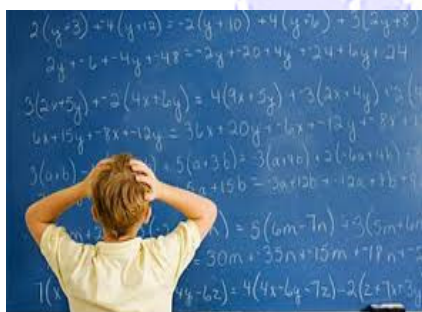


Graphical Analysis of students

Category	Slow learner	Medium learner	High learner
slow learner	4.3	1	0.8
medium learner	2.5	0.8	0.9
high learner	3.5	0.6	0.7

Above table shows student analysis of mathematical problem solving

Stress of students during problem solution mathematics: from above graphical analysis we are discuss with students their difficulties then we get stress of students in their mind during their problem solution explain g as below.



Output Stress

A student with problems in output may

- be very slow to retrieve facts or pursue procedures
- have difficulties maintaining precision during mathematical work
- have difficulties with handwriting that slow down written work or make it hard to read later
- have difficulty remembering previously encountered patterns
- forget what he or she is doing in the middle of a math problem

Organizational Stress:

A student with problems in organization may

- have difficulties sequencing multiple steps
- become entangled in multiple steps or elements of a problem
- not be able to identify salient aspects of a mathematical situation, particularly in word problems or other problem solving situations where some information is not relevant

- be unable to appreciate the appropriateness or reasonableness of solutions generated
- have difficulty remembering assigned values or definitions in specific problems

Attention Stress

A student with attention problems in math may

- be distracted or fidgety during math tasks
- lose his or her place while working on a math problem
- appear mentally fatigued or overly tired when doing math



Visual Spatial or Ordering Stress

A student with problems in visual, spatial, or sequential aspects of mathematics may

- be confused when learning multi-step procedures
- have trouble ordering the steps used to solve a problem
- feel overloaded when faced with a worksheet full of math exercises
- not be able to copy problems correctly
- may have difficulties reading the hands on an analog clock
- may have difficulties interpreting and manipulating geometric configurations
- may have difficulties appreciating changes in objects as they are moved in space

Stress with multiple tasks

A student with problems managing and/or merging different tasks in math may:

- find it difficult to switch between multiple demands in a complex math problem
- find it difficult to tell when tasks can be grouped or merged and when they must be separated in a multi-step math problem
- Cannot manage all the times demands of a complex problem, such as a word problem, even though he or she may know component facts and procedures.

Environmental Factors affecting during mathematics study:

The slot Between Taught & learners: few times we have to sporadic when instructor started new mathematics topic in class, & those students are absent to the lecture. they unable to

understand other problems of relating to consulting topic. Or if learners shifting school, transfer to other state during the academic year. they face new problems in new situations.

Curricular materials: There is no availability of teachings method, adds, computational materials during teaching. Less of curricular materials facilities so that no more knowledge to convey to the students.

Instruction: Mathematics instruction must provide many opportunities for concept building, relevant challenging questions, problem solving, reasoning, and connections within the curriculum and real-world situations. Students who are taught in a way that relies too heavily on rote memorization isolated from meaning have difficulty recognizing and retaining math concepts and generalizations

Personal or common Factors affecting during mathematics study:

Attention Span: every equations of mathematics are solve by using step method & student memorized each steps, but for less time they remember it.

Memory Ability: algorithmic, arithmetical other concepts in Mathematics are very hard to analyze to students for very short time they remember it. Some students lack well-developed mental strategies for remembering how to complete algorithmic procedures and combinations of basic facts.

Language of Mathematics: A student with language problems in math. They have difficulty with the vocabulary of math, to be confused by language in word problems, not know when irrelevant information is included or when information is given out of sequence, they are trouble learning or recalling abstract terms. Difficulty explaining and communicating about math, including asking and answering questions

Some Characteristics of student struggle with learning mathematics

Learned helplessness: Students who experience continuous failure in mathematics expect to fail, resulting both in reticence to try something new and reliance on others to help them.

Passive learning: Struggling learners often are not active learners. They do not actively look for and make connections between what they already know and what they are presently learning. When presented with a problem-solving situation, they do not implement strategies or activate previous knowledge to solve the problem.

Memory difficulties: Students with memory difficulties have difficulty with retaining and retrieving information, particularly related to basic addition, subtraction, multiplication, and division facts and multistep sequencing and problem solving.

Attention difficulties: Learning and doing mathematics requires a great deal of attention, especially when multiple steps are involved in the problem-solving process. During instruction, students who

have attention difficulties often miss important pieces of information. When doing mathematics, students may also miss a step due to distractibility, thereby reaching an incorrect solution.

Cognitive / metacognitive thinking deficits:

Metacognition has to do with students' abilities to monitor their learning, which involves 1) evaluating whether they are learning, 2) implementing strategies when needed, 3) knowing whether a strategy is successful, and 4) making changes when needed. These are essential skills for any problem-solving situation. Students with metacognitive deficits do not use these essential metacognitive thinking skills. Because problem solving is an integral part of mathematics, students who are not met cognitively a dept will have great difficulty being successful with mathematics.

Processing deficits:

Many students with learning disabilities possess processing deficits. Their vision and hearing are intact, but their central nervous system processes information differently, leading to misperceptions regarding what they learn. Students may require more time to process information that they hear. To them, the teacher seems to talk too fast, when in actuality, their central nervous system processes at a slower rate.

Low level of academic achievement:

Students who experience failure in mathematics often have holes in their knowledge base. Struggling learners often have these holes for a variety of reasons. For example, students with a visual or auditory processing deficit require a longer time to process visual and auditory information than typical learners. Because of this they often do not have enough time or opportunity to master the foundational concepts and skills that make learning more complex mathematics possible.

Math anxiety:

Struggling learners often approach mathematics with trepidation. Because learning and doing mathematics are difficult for them, "math time" often is an anxiety-ridden experience predisposing them to "shut down" when confronted with learning something new. What are the characteristics of students with learning difficulties in mathematics? Students who struggle with mathematics learning regardless of their motivation, past instruction, and mathematical.



Play math games: To encourage automaticity with math facts, students may benefit from playing math games (dice, playing cards) & listening to commercially available audiotapes that provide a fun way of learning math facts.

Boost your child's confidence: Struggling with math can affect your child's overall self-esteem and social life. Help your child recognize her strengths and build on them. Reminding her of what she does well can help improve her self-esteem and resilience.

Change our attitude toward math: first & foremost, make sure we are not communicating negative feelings about math. if feel that math is boring, take some steps to show students, how it can be fun. we have an abundance of activities & worksheet that put a fun spin on math.

Provide role models: students provide role model for enjoy math concept. so that they feel more comfortable with subject.

Lower pressure: talk to teacher about keeping ur students math experience as unpressured as possible. Make sure they has opportunities to perform well when the stakes are not quite so high.

Observe and take notes: The first step to finding help for your child is to observe her behavior and take notes on when she has difficulties. This can help you pick up on patterns and specific issues that you can begin to work on. Your notes will also be

Technology tools: From calculators to the internet to simple concrete objects, work to increase student interactions with the mathematical skills and concepts.

Invite outside speakers: for guidance of the students arrange seminar Outside Speakers. They give new knowledge of mathematics, new approach Toward Subject students asked question, they got information.

Poster publications of math's: at college level, state level....all types Arrange poster presentations competitions of mathematics because motivation For the students. Teacher gives new theme of subject to students & they explain their concepts to everyone.

Concept maps:

Graphic organizers may be used to help students make connections between what mathematical concepts and skills. Both instructional and assistive technology provides resources within the educational environment. Instructional technology is essentially tools for enhancing the delivery of appropriately designed research-based instructional strategies during mathematics instruction within the classroom setting.

Actions & procedures :

Algorithms ,procedural knowledge ‘knowing how to do’ things in mathematics, for example, subtract by decomposing, use a calculator to count down, Card games are especially useful as they are cheap, portable, and socially acceptable for all.

Try different strategies: There are things you can do at home to help your child build math skills. You may also want check out some of the advice from our experts in Parenting Coach. Get suggestions for helping your child with things like poor self-esteem and anxiety problems.

Connect with other parents: Although it may feel like you’re the only family dealing with these issues, you’re not. Different type of site can help you find parents whose kids are struggling with math. These parents know what you’re going through and can share insights and strategies.

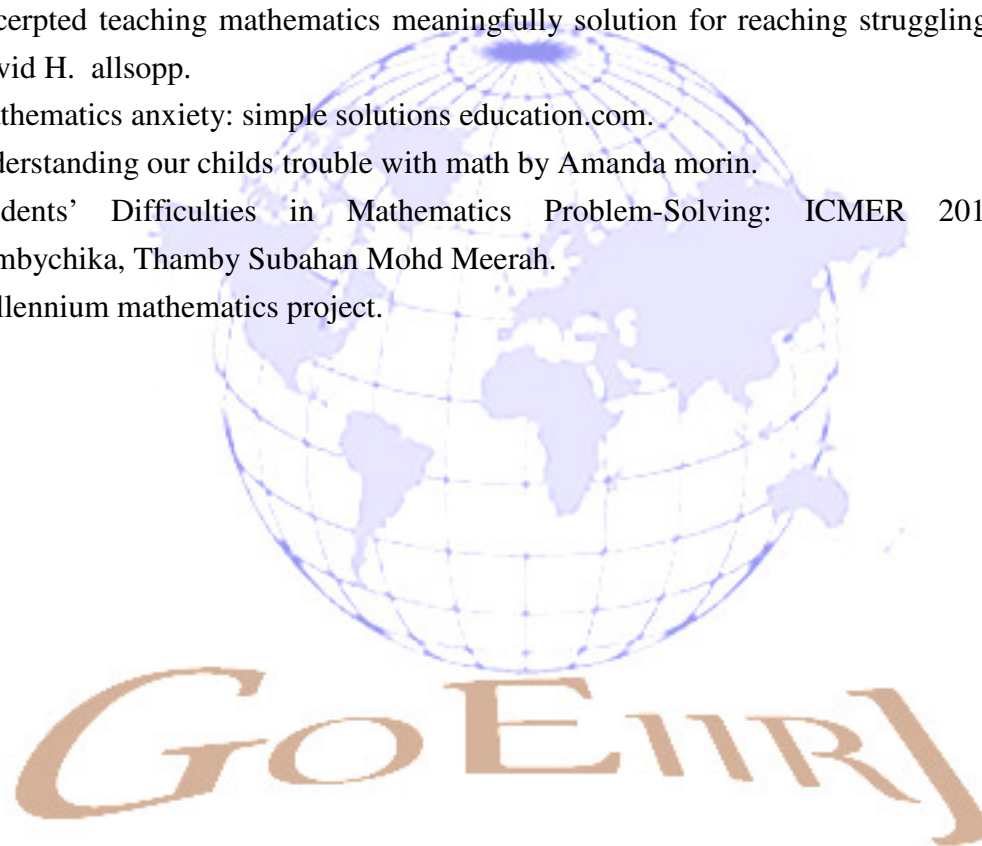
National Library of Virtual Manipulative: we are use national library of virtual manipulative site for offers samples, resources, lesson plans using the levels of learning and mathematics curriculum frameworks. Also National Council of Teachers of Mathematics offers lesson plans and resources describing Instructional technology in mathematics. Types of math Knowledge students are expected to learn across the entire content are as of math curricula usually required students to learn.

Conclusion:

This paper concludes that students faced many difficulties in mathematics, due to incompetency memory ability, to understand language of mathematics, lacking in cognitive abilities of learning. Generally, the majority of the students did not acquire this mathematics skill utterly. Due to this reason math anxiety, stress created in students mind but if we are boost up student knowledge, providing teaching adds model to explain them new concepts of mathematics .use wide range task & resources offer positive models of mathematician. Making enjoyable math challenges, competitions, puzzle of math, celebrate achievements parents use positive language for mathematics so that everyone solving problem they enjoy toward math

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TOP BENEFITS OF MEDITATION AND YOGA IN DAILY LIFE

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Yoga is a key to healthy life. It is full of positive energy which helps you to keep your body and mind in your control. As you continue to involve yourself in yoga, you will automatically notice the positive changes that it brings to your body. Regular meditation and yoga practice provides innumerable benefits. As such it is opted by most of the celebrities so that they can stay in perfect shape.

With all this and much more to offer, the benefits of meditation and yoga are felt in a profound yet subtle manner. Here, we look at the top benefits of Meditation and yoga practice.

- **All-round fitness.** You are truly healthy when you are not just physically fit but also mentally and emotionally balanced.
- **Weight Management:-** Yoga promotes strength in return helps shape your body by improving muscle tone. Also, the more experienced you are you can push yourself to burn more calories with the vigorous types of yoga. Sun Salutations and Kapal Bhati pranayama are some ways to help lose weight with yoga.
- **Stress Relief:-** Meditation and Yoga provides the nice opportunity for a well-deserved break away from our stress triggers. Yoga postures, pranayama and meditation are effective techniques to release stress.
- **Cool Factor:-** Meditation and Yoga has a ‘cool’ tag attached to it. And it seems everyone is doing it so you wouldn’t want to also feel left out.
- **Inner Peace:-** Meditation and Yoga promotes calmness and build mental strength and a positive outlook on life where you’ll find nothing will seem to faze you almost at all. oga is also one of the best ways to calm a disturbed mind.
- **Increase Strength, Flexibility, and Balance:-** When practiced on a frequent basis yoga will help improve your physical fitness and reduce the chances of injury, pain, and medical mishaps.
- **Improved immunity.** Our system is a seamless blend of the body, mind and spirit. An irregularity in the body affects the mind and similarly unpleasantness or restlessness in the mind can manifest as an ailment in the body. Yoga poses massage organs and strengthen muscles; breathing techniques and meditation release stress and improve immunity.

- **Living with greater awareness.** The mind is constantly involved in activity – swinging from the past to the future – but never staying in the present. Yoga and pranayama help create that awareness and bring the mind back to the present moment, where it can stay happy and focused.
- **Better relationships.** Yoga can even help improve your relationship with your spouse, parents, friends or loved ones! A mind that is relaxed, happy and contented is better able to deal with sensitive relationship matters. Yoga and meditation work on keeping the mind happy and peaceful; benefit from the strengthened special bond you share with people close to you.
- **Increased energy.** A few minutes of yoga and meditation everyday provides the secret to feeling fresh and energetic even after a long day. A 10-minute online guided meditation benefits you immensely, leaving you refreshed and recharged in the middle of a hectic day.
- **Better flexibility & posture.** You only need to include yoga in your daily routine to benefit from a body that is strong, supple and flexible. Regular yoga practice stretches and tones the body muscles and also makes them strong. It also helps improve your body posture when you stand, sit, sleep or walk. This would, in turn, help relieve you of body pain due to incorrect posture.
- **Better intuition.** Yoga and meditation have the power to improve your intuitive ability so that you effortlessly realize what needs to be done, when and how, to yield positive results. It works. You only need to experience it yourself.
- **Correct Body Posture:-** Through constant practice, our body will automatically align. And not only can it correct health issues such as neck and back pain when we hold ourselves upright we feel and look confident.
- **Sound Sleep:-** The slow movements of yoga help relax the mind and body and exhaust all its remaining energy from the day. It provides the perfect downtime that helps prepare the body into sleep mode. Sound sleep means you be more energized for the following day.

Conclusion:

Yoga is a key to healthy life. It is full of positive energy which helps you to keep your body and mind in your control. As you continue to involve yourself in yoga, you will automatically notice the positive changes that it brings to your body. Regular yoga practice provides innumerable benefits.

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PSYCHOLOGICAL FACTORS AFFECTING SPORTS PERFORMANCES

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Performing at your peak requires physical fitness, skill related fitness and mental preparation. Here we will be looking at how the psychological factors can affect the sports performance.

Athletes need to be aware of psychological factors in sport, the important role they play and how they contribute towards maintaining health and well being. Being aware of this will help ensure athletes training and performance is not affected.

1. Motivation:

Motivation is a force, a drive which prompts, compels, and energizes an individual to act or behave a particular manner, at a particular time, for attaining the specific goal or purpose. In the absence of motivation, either there will be no learning, or very little learning, and the learned activity or skill will be forgotten very soon.

2. Personality:

The human personality is a marvelously intricate structure, delicately woven of motives, emotions, habits and thoughts, into a pattern that balances the pulls and pushes of the outside world. It is the totality of his being, and includes his physical, mental, emotional, and temperamental makeup.

3. Anxiety:

Anxiety is an essential ingredient of any competitive situation and without certain level of anxiety, there cannot be competitive performance.

4. Aggression

Aggression is a desirable behavior in sports and games for maximum performance. Players have to be aggressive due to the nature of the games. Frustration is the cause of aggression. The amount of aggression is usually determined by the level of frustration produced by the particular situation.

5. Stress:

Stress is the non-specific response of the body to any demands made on it. The events that

produces stress (or) the source of stress are called stressors. In sports stress decreases one's performances like worrying about the performances.

We tend to experience stress when we face demands that are difficult to meet, but which carry serious on sequence, if we fail to meet them. If stress is a long term (or) chronic it can cause serious harm to both physical and mental health. The psychological problems such as fear, lack of confidence, inability to cope with situation etc. causes stress. If the stress goes beyond its normal level it leads to performance deterioration.

6. Tension

Tension is a nervous reaction to situations. Low level of anxiety is tension. Tension arises when a goal is not immediately attained. Minimum level of muscular tension is needed for best motor performance.

7. Mental Imagery:

Mental activity enables the athlete to improve the execution and precision of the given skill or task by thinking and imagining about it.

8. Intelligence:

Intelligence is the aggregate mental capacity or energy of an individual to act purposefully, to think rationally, and to deal effectively with one's environment. Intelligence involve awareness, is goal directed, and has value.

9. Arousal and Activation:

It is necessary to know what are the real activating forces that push and pull an athlete to move or act for achieving the goal.

10. Attention and Concentration:

Attention is the concentration of consciousness upon one object rather than upon an-other. There are number of factors which distract and reduce attention and concentration, which is turn will result in poor performance.

11. Group Dynamics:

Better performance will result if each member of the team merges his personal feelings and abilities into a total team effort.

12. Attitude:

Attitudes are developed through direct experience and interpersonal communication. Positive beliefs and values concerning physical activity result in development of good and positive attitudes, enabling the athlete to strive hard for better performance.

13. Individual differences among the athletes:

Each athlete is unique to oneself. Some athletes may be outgoing and extrovert whereas other may be shy, introvert and withdrawn, and they may also differ in their levels of perception.

Conclusion :

This has led coaches to take an increasing interest in the field of sport psychology and in particular in the area of competitive anxiety. That interest has focused on techniques that athletes can use in the competitive situation to maintain control and optimize their performance. Once learned, these techniques allow the athlete to relax and to focus his/her attention in a positive manner on the task of preparing for and participating in competition. Psychology is another weapon in the athlete's armory in gaining the winning edge.

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GREAT MENTAL HEALTH BENEFITS OF EXERCISE

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Sports psychology is a specific area of psychology that deals with the mental well-being of athletes and the mental and emotional factors that can affect sports performance.

Everyone knows that regular exercise is good for the body. But exercise is also one of the most effective ways to improve your mental health. Regular exercise can have a profoundly positive impact on depression, anxiety and more.

What are the mental health benefits of exercise?

Exercise is not just about aerobic capacity and muscle size. Sure, exercise can improve your physical health and your physique, trim your waistline, improves your sex life, and even adds years to your life. But that's not what motivates most people to stay active.

People who exercise regularly tend to do so because it gives them an enormous sense of well-being. They feel more energetic throughout the day, sleep better at night, have sharper memories, and feel more relaxed and positive about themselves and their lives. And it's also powerful medicine for many common mental health challenges.

First, let's check out just a few of the mental health benefits of regular exercise:

1. Reduce Stress:-

Exercising regularly has been proven to help reduce stress. One of the most common mental benefits of exercise is stress relief. Working up a sweat can help manage physical and mental stress. So go ahead and get sweaty - working out can reduce stress and boost the body's ability to deal with existing mental tension.

2. Reduces fatigue:-

Regular exercise has the ability to fight fatigue, increase your energy, improve your muscle strength and boost your endurance.

3. Boost Happy Chemicals:-

Exercise releases endorphins, which create feelings of happiness and euphoria.

4. Improves concentration:-

Exercise helps improve overall productivity and concentration. According to research, regular exercise releases brain chemicals which are keys for memory, concentration and mental sharpness.

5. Improve Self-Confidence:-

On a very basic level, physical fitness can boost self-esteem and improve positive self-image. Regardless of weight, size, gender or age, exercise can quickly elevate a person's perception of his or her attractiveness, that is, self-worth.

You just made it through an intense workout – you feel good, happy and accomplished. If your goal is to lose weight, once you start seeing results, you are likely to feel more confident.

6. Enjoy the Great Outdoors:-

Exercising in the great outdoors can increase self-esteem even more. Find an outdoor workout that fits your style, whether it's rock-climbing, hiking, renting a canoe or just taking a jog in the park.

7. Helps relieve symptoms of anxiety and depression:-

It is proven that exercise can help with depression. When you exercise your body releases endorphins. Endorphins are linked to your brain; they help reduce your awareness of pain by triggering positive feelings in your mind and body.

8. Boost Brainpower:-

Studies suggest that a tough workout increases levels of a brain-derived protein in the body, believed to help with decision making, higher thinking and learning.

9. Sharpen & Improve Memory:-

Regular physical activity boosts memory and ability to learn new things. Exercise has the ability to directly improve your brain function. It helps it function at its full potential. It has also been shown that exercise may help reduce the risk of dementia and Alzheimer's disease.

10. Help Control Addiction:-

On the bright side, exercise can help in addiction recovery. Short exercise sessions can also effectively distract drug or alcohol addicts, making them de-prioritize. Exercise can help reboot the body clock, helping people hit the hay at the right time.

11. Increase Relaxation:-

Moving around five to six hours before bedtime raises the body's core temperature. When the body temp drops back to normal a few hours later, it signals the body that it's time to sleep. Working out can have positive effects far beyond the gym. Gaining self-confidence, getting out of a funk, and even thinking smarter are some of the motivations to take time for exercise on a regular basis.

Conclusion:-

Most people start exercising as a physical fitness goal—usually to lose weight, improve physical health, or tone up. And this is great. But, many are unaware of the incredible mental health benefits to be gained through regular exercise. A number of studies show that making time for exercise provides some serious mental benefits.

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BENEFITS OF MEDITATION IN DAILY LIFE

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With all the scientific evidence coming out in the past several years, meditation is becoming something that can't be overlooked. As anyone who's ever played a sport knows, the biggest opponent is always inside. Meditation gives you ways to come to terms with this opponent.

It doesn't matter what sport you play, any athlete can benefit from the positive benefits of meditation. Meditation research on athletic performance is still very much in its infancy. However, meditation has been shown to help in other areas that could relate to athletic performance.

Benefits are cumulative with regular practice. More can be accomplished with less effort.

➤ **Physical Benefits**

Stimulates your parasympathetic nervous system, or the branch of your peripheral nervous system that helps your body return to a calm, relaxed state after the threat of danger, or even daily stress, has passed. When this branch is activated, your body can naturally rejuvenate, repair, and rebuild itself.

Improves athletic performance by refining your ability to focus on a goal or situation.

Slows your respiration for longer, deeper breaths.

Boosts your immune system by slowing the production of the stress hormone cortisol.

➤ **Mental and Emotional Benefits**

Reduces anxiety and depression by enabling your body to balance its own neurochemical system.

Allows you to make better decisions and improve critical thinking.

Breaks unhealthy habits by helping you detach emotions associated with an action from the action itself.

Improves communication with yourself. When you better understand your thought processes, you have more control over what you think.

➤ **Physiological Benefits**

Deep rest-as measured by decreased metabolic rate, lower heart rate, and reduced work load of the heart.

Lowered levels of cortisol and lactate-two chemicals associated with stress.

Reduction of free radicals- unstable oxygen molecules that can cause tissue damage.

Improved blood pressure.

Drop in cholesterol levels. High cholesterol is associated with cardiovascular disease.

Improved flow of air to the lungs resulting in easier breathing. This has been very helpful to asthma patients.

Slows down the aging process.

➤ **Spiritual Benefits**

The longer an individual practices meditation, the greater the likelihood that his or her goals and efforts will shift toward personal and spiritual growth. Many individuals who initially learn meditation for its self-regulatory aspects find that as their practice deepens they are drawn more and more into the realm of the "spiritual."

➤ **Emotional balance**

Emotional balance, means to be free of all the neurotic behavior that results from the existence of a tortured and traumatized ego. This is very hard to achieve fully, but meditation certainly is the way to cure such neurosis and unhealthy emotional states.

➤ **Stress control**

Most of the people who get on meditation do so because of its beneficial effects on stress. Stress refers to any or all the various pressures experienced in life. These can stem from work, family, illness, or environment and can contribute to such conditions as anxiety, hypertension, and heart disease.

➤ **Increased immunity**

Relaxation appears to boost immunity in recovering cancer patients. A study at the Ohio State University found that progressive muscular relaxation, when practised daily, reduced the risk of breast cancer recurrence.

➤ **Calmness**

The simple difference between those who meditate and those who do not, is that for a meditative mind the thought occurs but is witnessed, while for an ordinary mind, the thought occurs and is the boss. So in both minds, an upsetting thought can occur, but for those who meditate it is just another thought, which is seen as such and is allowed to blossom and die,

while in the ordinary mind the thought instigates a storm which rages on and on.

➤ **Pain management**

Chronic pain can systematically erode the quality of life. Although great strides are being made in traditional medicine to treat recurring pain, treatment is rarely as simple as prescribing medication or surgery.

➤ **Anti-inflammatory**

Stress leads to inflammation, a state linked to heart disease, arthritis, asthma and skin conditions such as psoriasis, say researchers at Emory University in the US. Relaxation can help prevent and treat such symptoms by switching off the stress response. In this way, one study at McGill University in Canada found that meditation clinically improved the symptoms of psoriasis.

➤ **Drug addiction**

The Transcendental Meditation technique has proven to be a successful coping strategy in helping to deal with drug addiction," a useful tool in psychoneuroimmunology (PNI) by helping to control the immune system, and an effective manager of stress and pain.

➤ **Heart Disease and High Blood Pressure**

Meditation is a key component of Ornish therapy, the only treatment scientifically proven to reverse heart disease, besides research has also proven TM to be very successful in treating various heart ailments and high blood pressure.

➤ **Respiratory problems**

Asthma, emphysema and chronic obstructive pulmonary disease (COPD) all restrict breathing and raise fears of suffocation, which in turn makes breathing even more difficult. Studies show that when people with these respiratory conditions learn breath meditation, they have fewer respiratory crises.

➤ **Lowers blood pressure**

A study at Harvard Medical School found that meditation lowered blood pressure by making the body less responsive to stress hormones, in a similar way to blood pressure-lowering medication. Meanwhile a British Medical Journal report found that patients trained how to relax had significantly lower blood pressure.

➤ **Prolonging life expectancy**

A strong link has also been established between the practice of Transcendental Meditation and longevity. Only two factors have been scientifically determined to actually extend life: caloric restriction and lowering of the body's core temperature. Meditation has been shown to lower core body temperature.

Conclusion:-

The benefits of meditation are endless. Besides relieving stress and boosting athletic performances, meditation can help you lead to a longer life and improve memory.

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IMPACT OF YOGA ON PSYCHOLOGICAL ATTRIBUTES

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ABSTRACT

Objectives to examine the effect of yoga on mental health and self esteem. Hypotheses: There was no significant difference between experimental group and control group of sportsmen dimension on mental health. There was no significant difference between experimental group and control group of sportsmen dimension on self esteem. Sample: Eighty participants were included for the study and aged mean 24.36 SD 4.58 years were randomly divided into two groups: first experimental group and second control group. Experimental Group participated in sessions regular 8 weeks gave the yoga Selected individuals were subjected to 30 min of yoga classes per day for a two months. Yoga classes were conducted in the morning between 6 am to 7 am. Were instructed to practice Asanas, Pranayama and Meditation. and the Control Group did not participate in any sessions. All the subjects were evaluated through the Self-Esteem Scale and mental health inventory for pre-and post-session. Tools Mental health inventory constructed by Dr. Jagdish and Dr. A K Srivastav. Self Esteem Inventory: developed and standardized by M S Prasad and G P Thakur for measuring self esteem. Result: Experimental group of sportsmen have significantly high mental health than the control group of sportsmen. Experimental group of sportsmen have significantly high self esteem than the control group of sportsmen. It was proving that the positive effect of yoga on our mental health and self esteem.

Introduction

Research has provided significant findings related to physical activity such as sport and exercise in improving areas of mental health and well-being (Greenberg & Oglesby, 1996). Engaging in physical activity has a positive impact on increasing mood and self-esteem. Physical activity can improve self-image, self-confidence, mood, relieve stress tension and premenstrual tension, increased alertness, increased energy and increased ability to cope with stress (Greenberg & Oglesby). Page and Tucker (1994) stated, “Physically active adolescents tend to feel less lonely, shy and hopeless”.

According to Horn and Clayton (1993) found exercise as a therapeutic intervention had the greatest positive impact on the self-esteem of emotionally disturbed youth. The psychological benefits of yoga include an increase in somatic and kinesthetic awareness, positive mood, subject

well-being, self acceptance, self-actualization, social adjustment, decrease in anxiety, depression and hostility. Temmi Sears, director of Yoga Buds, states, “The primary benefit of yoga is enhanced self-esteem. You can’t do yoga and not improve at it” (as cited in Peters, 2003, p. 110). Yoga also has physical benefits in improving strength and flexibility.

Yoga is an ancient Indian science which helps to improve physical, mental, social and spiritual health. Stress is a major factor affecting the mental health of a person irrespective of age. Presentation of the stress may vary from that of fight to flight phenomenon. Chronic stress is the major cause of many physical and mental disorders. Yoga has been effectively used in the management of stress. It has been observed that the practice of yoga decreases verbal aggressiveness compared to physical exercise. It is also useful against physical stress like cold exposure and stress due to diseases like epilepsy. Yoga has been found useful for mental disorders like depression. In a study conducted by Oken *et al.*, on healthy seniors participants were divided into three groups as yoga, exercise and waitlist control. The yoga group showed significant improvement in quality of life and physical measures compared to the exercise and waitlist control group.

Another intervention which has positive effects on physical fitness, cognition and psychosocial wellbeing is yoga. Yoga is one of the components of ‘Be a Fit Kid’ which aims at improving physical exercise and nutrition in children. Following the 12 week program, there was a significant improvement in body composition, fitness, nutrition knowledge, dietary habits and significant reductions in total cholesterol and triglyceride levels. This suggested that yoga based health promotion programs are well received by children and can favorably change being overweight and the development of adult life-style related diseases.

Methodology:

Objectives of the study:

To examine the effect of yoga on mental health and self esteem.

Hypotheses:

- There was no significant difference between experimental group and control group of sportsmen dimension on mental health.
- There was no significant difference between experimental group and control group of sportsmen dimension on self esteem.

Sample:

Eighty sportsmen were included for the study and aged mean 24.36 SD 4.58 years were randomly divided into two groups: first experimental group and second control group. Experimental Group participated in sessions regular 8 weeks gave the yoga. Selected individuals were subjected to 30 min of yoga classes per day for a two months. Yoga classes were conducted in the morning

between 6 am to 7 am. Were instructed to practice Asanas, Pranayama and Meditation. and the Control Group did not participate in any sessions. All the subjects were evaluated through the Self-Esteem Scale and mental health inventory for pre-and post-session.

Tools

Mental Health Inventory (MHI):

Mental health inventory constructed by Dr. Jagdish and Dr. A K Srivastav. 56 items are in the questionnaire and each of the items has four responses – 1. Almost always true, 2. Some time true, 3. Rarely true and 4. Almost never true. The reliability of the inventory was determined by split-half method using odd-even procedure. Overall mental health reliability coefficients is .73 and Construct validity of the inventory is determined by finding coefficient of correlation between scores on mental health inventory and general health questionnaire (Gold beig, 1978) it was found to be .54.

Self Esteem Inventory:

This test is developed and standardized by M S Prasad and G P Thakur for measuring self esteem. The test consisted of 30 Items. The subjects were required to respond to each item in terms of 7, 6, 5, 4, 3, 2,1. The test spit half Reliability Range from .82 to .78 and highly reliable.

Variable

Independent variable

a) Experimental

1) Type of Yoga group

b) Control

Dependent Variable

1) Mental Health

2) Self Esteem

Statistical Analysis and Discussion

Experimental group and control group of sportsmen shows the mean S.D and t value of mental health and self esteem

Dimensions	Experimental group		Control Group		DF	t
	Mean	SD	Mean	SD		
Mental Health	178.73	7.11	157.10	6.09	78	14.61**
Self Esteem	27.31	4.49	21.01	4.53	78	6.24**

The results related to the hypothesis have been recorded. Mean of experimental group of sportsmen 178.73 and control group of sportsmen 157.10 dimension on mental health the difference between the two mean is highly significant $t(78) = 14.61$, $P < 0.01$. null hypothesis there was no significant difference between experimental group and control group of sportsmen dimension on mental health have rejected and research hypothesis was accepted it mean that experimental group of sportsmen have significantly high mental health than the control group of sportsmen. It was prove

that the positive effect of yoga on our mental health.

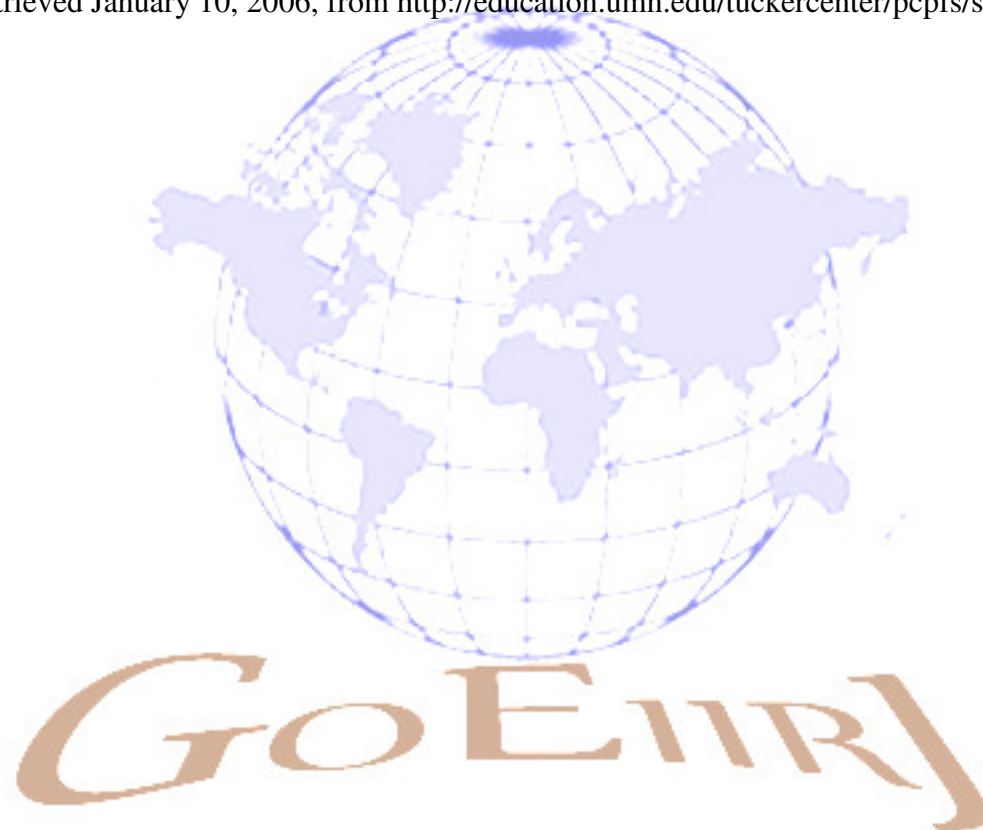
The second Mean of experimental group of sportsmen 27.31 and control group of sportsmen 21.01 dimension on self esteem the difference between the two mean is highly significant $t(78) = 6.24$, $P < 0.01$. null hypothesis there was no significant difference between experimental group and control group of sportsmen dimension on self esteem have rejected and research hypothesis was accepted it mean that experimental group of sportsmen have significantly high self esteem than the control group of sportsmen. It was prove that the positive effect of yoga on our self esteem.

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HOW MINDFULNES TRAINING MAY MEDIATE STRESS, PERFORMANCE AND BURNOUT

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ABSTRACT

The present work was carried out in order to explore the influence of mindfulness training on stress, perceived performance in school and sports, and athlete burnout among junior elite athletes. One goal was to determine the usefulness of mindfulness training in performance enhancement and burnout prevention in junior elite sports. A mindfulness-training program (MTP) was conducted with 29 junior elite athletes over a period of 12 weeks. Six of the athletes who were participating in the MTP were randomly chosen to voluntarily participate in a semi structural interview that explored possible effects from the MTP. Qualitative analyses showed that the mindfulness intervention had a positive impact on the athletes' awareness and recovery. The authors also discuss positive effects on the athletes' focus and performances. The findings are discussed against the Usefulness of mindfulness training in athlete burnout prevention.

Key words: Mindfulness, Stress, Athlete burnout, Sport

INTRODUCTION

Junior elite athletes often dream about a future in elite senior sports. The path towards elite sports consists of a wide range of challenges that can contribute to performance impairment, negative overload and eventually burnout (3). High degrees of stress have an impact on an athlete's ability for training adaption and performance (19). This in turn decreases their ability to reach elite levels in their sports. Possibly unfulfilled expectations within sports are also found to influence higher levels of stress (24, 20). Junior elite athletes are in a sensitive age for their athletic development (67). Athlete burnout is therefore especially problematic in junior sports and can be seen as a possible antecedent for early drop out from sports (47). Research to help prevent junior athletes from getting burned out is therefore of high importance. Due to the multidimensional nature of athlete burnouts and because of the contributing influence of stress on burnout syndromes (26,53), stress management and stress reducing training could be an interesting part of burnout prevention.

One widely used intervention method in stress reduction is mindfulness training (2). In addition to the stress reducing effect of mindfulness training (22), mindfulness is also found to be

negatively associated to burnout (44). Research on neural correlates of mindfulness and clinical sports psychology has further shown that mindfulness can be useful in a wide range of performance enhancement cases like performance development, performance dysfunction, performance impairment, and performance termination (42). This study seeks to explore if mindfulness training can be useful in stress reduction, performance enhancement and burnout prevention in junior elite athletes.

THEORETICAL FRAMEWORK

To reach an international level in elite sports requires training spans of 10 years or more with high quality training volumes (16, 62). The main purpose in all these years of elite training is to enhance performance level by adapting the physiology and mind to the specific requirements of the sport by using an optimal training load (49). Higher degree of adaptation to the training process increases the potential for performance enhancements (4). “Flow” is described as a state in which a person is completely absorbed in his or her actions and experiences a unity of body and mind that facilitates peak performance (14, 15, 27, 28, 59). Thus, the idea that mindfulness may improve athletic performance is supported by the theoretical overlap between mindfulness and “flow” (66, 17, 35, 36).

Mindfulness

Marks (42) suggested mindfulness practice to be relevant for athletes in cases of performance development, performance dysfunction, performance impairment, and performance termination. Mindfulness is described as paying attention on purpose in the present moment without judgment (34). It is also described as a non-evaluative, receptive moment-to-moment attention or awareness with three principal components – non-evaluation (non-judgment), open receptivity and present-centeredness (5). According to Weinstein and Ryan (69) these three components together characterize the mindful-awareness state and are believed to work together in producing beneficial outcomes. A tendency towards open-mindedness and curious introspection has also been shown to be integral in this beneficial process (43, 64).

Several mindfulness programs as for example Kabat-Zinn’s (31, 32) Mindfulness-based Stress Reduction (*MBSR*) or Segal, Williams, and Teasdale’s (59) Mindfulness-Based Cognitive Therapy (*MBCT*) have been developed. The first one (*MBSR* by 43, 70) is probably the most well-known of numerous mindfulness based interventions (66). This program is a group-based mindfulness intervention originally designed as an adjunct treatment for patients with chronic pain (37). The program consists of an eight-to-ten week course, in which groups of up to thirty participants meet twice a week for two and a half hours for mindfulness meditation training and

instruction (32). In addition to mindfulness exercises in class, participants are asked to engage in home mindfulness practices and attend an all-day intensive mindfulness meditation retreat. The assumption of MBSR is that individuals learn to be less reactive and judgmental toward their experiences, and more able to recognize and break free from habitual and maladaptive patterns of thinking and behavior (37).

Stress

Importantly, an optimal adaptation to training and competitions depends on the relationship between stress (physiological, psychological and social stress) and adequate regeneration (45,46). Chronic stress and maladaptation to stress over time can lead towards the impairment of training adaptation, the risk of underperformance, the development of overtraining syndrome, and ultimately athlete burnout (12, 23, 57). Therefore, it is of high importance that athletes and coaches consider these non-training stressors in combination with the training load (24).

Interestingly, mindfulness-based interventions are found to reduce stress symptoms (2, 21) and it is found that mindfulness is negatively associated with burnout (44). It has also been found that the practice of mindfulness can help improve wellbeing (5, 6), physical health (21), as well as to reduce pain, anxiety, and depression (33, 65).

Performance

An explanation of all the presented positive effects from the mindfulness programs could be that mindfulness practice provides an opportunity to enhance concentration and non-reactivity. The emotional experience of stressful events is not denied during the practice, but acknowledged and Accepted, while maintaining task-focus. Enhancement of continuous attention reduces rumination and facilitates shift of attention focus to desired targets and impedes thereby elaboration of unpleasant thoughts and feelings (42). This explanation fits well with the suggestions of Weinstein, Brown & Ryan (68) about two primary ways through which mindfulness training may produce beneficial effects. Firstly, mindfulness practice may promote a less defensive, more willing exposure to challenging and threatening events and experiences. This may reduce negative cognitive appraisals of those situations, thus leading to lower levels of perceived stress. Secondly, mindfulness training may foster an enhanced capacity to cope adaptively with situations, which are perceived as challenging, threatening, or harmful (68). They hypothesized that higher levels of mindfulness would be related to both, a lower tendency to appraise or interpret events as stressful and a more adaptive coping in stressful situations (68).

Athlete Burnout

Athlete burnout is a difficult and chronic state and it is demanding to recover from it (61). However, chronic stress from various sources seems to be the most important antecedent for athlete burnout (53, 58). Psychosocial factors (13), excessive training stress and lack of recovery (20, 22, 40), sport hassles (12), or perceived performance pressure from coaches (51) are only some of a wide range of stressors, which can contribute to the development of athlete burnout.

Athlete burnout is considered to be a multidimensional syndrome or construct (55, 8), which consists of three central dimensions: (1) *Emotional and physical exhaustion*, (2) *Reduced sense of accomplishment*, and (3) *Sport devaluation* (52). Emotional and physical exhaustion seem to be the most obvious manifestation of burnout and are characterized by feelings of emotional and physical fatigue associated with training and competing (55). Reduced sense of accomplishment is explained by perceived inefficacy and a tendency to negative evaluations of oneself, in terms of sports performance and own accomplishments. Athletes, who experience this phenomenon, perform below expectations and are unable to achieve personal goals (55). Sport devaluation is defined as a detached attitude towards the sport, reflected by negativity and a lack of concern regarding the sport itself and the performance quality (55). The most common consequence of high levels of burnout is lack of motivation (18), which may lead to the unwanted outcome of dropout from sports (47). Although the occurrence of athlete burnout still is not fully understood (29), it is suggested that the number of athletes, who are suffering from burnout, seems to be rising (19).

Because of the strong research support on the influence of from meditation on stress, performance and burnout syndromes (3, 25, 53, 54), mindfulness training should be seen as an interesting tool in stress management, performance enhancement and recovery (48).

Based on the presented theoretical background this study aims to investigate the influence of a 12-weeks mindfulness intervention on perceived stress, perceived performance in school and sports, and especially athlete burnout among junior elite athletes.

METHOD

In order to reach a deeper understanding of the influence and the mechanisms of mindfulness training in performance enhancement and burnout prevention in junior elite sports, a mindfulness training program was developed and offered to junior athletes in Bokaro (Jharkhand). Twenty-nine junior athletes from biathlon, cross-country skiing and shooting were asked to voluntarily take part in a 12-weeks mindfulness training intervention. Their average age were 18 ½ years and they all studied in high school specialized for elite sport. These athletes were all in an elite training group in their different sports and were considered to be the best athletes in their sports. The athletes' experiences from the mindfulness program were investigated qualitatively by semi- structured

interviews.

Mindfulness program

The mindfulness intervention lasted 12 weeks in total, divided into 4 continuous periods of three weeks. After each of these periods athletes, who agreed to take part in this intervention, were invited to a 2-hour mindfulness-class conducted by an experienced mindfulness coach. There, the training was discussed, the planning for the next period was made and mindfulness was trained. The mindfulness-intervention program consisted mainly of 2 different types of mindfulness training: a) sitting meditation with focus on breathing and b) body scanning (laying and standing position) with help of sound files in different length varying from 10-30 minutes. All participants received the audio files used in this intervention before the start of the first period. The mindfulness training-periods differed in content, volume and intensity. The details are depicted at Table - 1.

Table - 1

Overview of the 12-week mindfulness-intervention divided into 4 periods of 3 weeks.

Period	Training Plan	Goal
1	Minimum 5 times weekly: Mornings: Body-scanning (13 minute audio-file). Evenings: Meditation in sitting Position with focus on breathing (10 minute sound file).	To train on keeping concentration and focus over longer periods of time in a relaxed way.
2	Minimum 3 times weekly; Mornings: 3-5 minute mix of meditation – body - scanning – with focus on whole body in sitting or lying position (without use of audio files). Evenings: Body-scanning (30 min audio-file).	To get used to meditate individually without use of guiding of audio files. To train The change of direction and intensity of focus.
3	Monday: Body-scanning in laying position (30 min audio-file) Tuesday: meditation in sitting position with focus on breathing (6 min). Wednesday: body scanning, (13 min audio-file). Thursday: meditation in sitting position with focus on breathing (6 min). Friday: Body-scanning in laying position (30 min audio-file) Saturday: no mindfulness training Sunday: no mindfulness Training	To train the different mindfulness skills.
4	Athletes were guided to make individual mindfulness training plans. The minimum weekly training volume was 90 minutes of self-chosen meditations. In combination with this period's training plan on formal meditation, the athletes were asked to train non-formal meditation.	To maintain reached level of mindfulness and to teach participants to plan and train mindfulness individually.

Throughout the intervention, participants were asked to write a personal mindfulness training - diary, including type of training, training-volume, and personal thoughts and findings linked to the program to assure the program followed up as good as possible. These diaries were used to improve the follow-up of the athletes during the program. Additionally, the mindfulness classes every 3th week was observed by the author to secure the program-content and to gain deeper understanding of the influence of the intervention throughout the program. These observations also helped to gain wider understanding of athletes' thoughts about the program and their follow Up during the periods.

Qualitatively Interviews

After finishing the Mindfulness program, 6 athletes were selected semi-randomly to take part in qualitative semi-structured interviews. This ensured that all the important topics were explored, while flexibility in individual responses was still allowed. The sample consisted of 3 female and 3 male athletes, who ranged in age from 18 to 20 years (2 bi-athletes, 2 cross-country skiers, 2 shooters). In-depth interviews were chosen because they can provide greater breadth and allowed the athletes to articulate their own thoughts and feelings about the mindfulness training intervention (17).

Further, a production of storied communication, meaning extensive elaborations of a topic and how these topics influenced their lives as athletes were intended to be explored. All stories were spontaneous and the episodes spread throughout the interview were considered narratives and later given a Meaning analysis (39). The interview guide consisted of five main sections. The interviews started with: (a) demographic background; (b); an open question about how they experienced the intervention; (c) the athletes experience with the present during the period (mindfulness); (d) their perceived stress and amount of exhaustion; and (e) their performances in sport and in school. The participants were encouraged to express their views as fully and freely as they possibly could, both prior to and during the interview.

Data analysis procedures

The interview transcripts were analysed through Interpretive Phenomenological Analyses (IPA), a process conducted through six steps (62). First, the transcripts were read to ensure the focus of the participant involved. Second, initial coding, attaching one or more code words to the text paragraphs of relevance, was conducted to identify what mattered most to the participant (e.g. how the mindfulness training had enhanced the athletes' ability to recover). In this stage we stayed close to the participants' meaning in a descriptive way. Third, to develop emergent themes, we reduced the volume of transcripts and initial codes. Fourth, using a table with relevant utterances in one column and code words in another, we developed clusters of meaning bringing significant

statements into themes (e.g. how different utterances considering “sleep” and “calmer” were developed into the theme “recovery as it was experienced during the mindfulness training”). In the fifth step, the four first steps were repeated for all informants. Through the sixth step, bringing different tables with relevant utterances and code words together, we developed common patterns across the different interviews, a process of gathering information about the same theme within its respective category (e.g. how the athletes’ awareness had been developed through the mindfulness training). In the instant case, four categories were developed.

Trustworthiness

In accordance with Lincoln and Guba’s (41) criteria for trustworthiness, we spent prolonged time in the field to build trust with the participants. Furthermore, we used analysis triangulation to help establish accuracy in the interpretations (50). All participants were sent copies of their individual interview transcripts, and were asked to comment on the accuracy of the preliminary analyses. Second, following data analysis, they were sent a summary of the study findings and asked to comment on the degree to which the analyses were concordant with their own interpretations. Some of the athletes clarified some details during this process. Finally, a thick description of the context and other aspects of the research setting were made to provide evidence for transferability.

RESULTS

In examining how the junior athletes experienced the attention training we developed the categories *raised awareness*, *improved recovery*, *improved focus* and *improved performances*, as outlined below.

Raised awareness

Investigating the effects of the mindfulness training intervention qualitatively, the influence on awareness is prominent. All six athletes described their experience of raised awareness.

- (a) *I feel I have an improved awareness now... I discover more... I discover easier when my focus drifts away and then I’m able to refocus on what matters in the present moment (Athlete 3).*
- (b) *I feel I have an improved awareness for inner experiences now, such as nervousness. I don’t feel that it creates any stress; on the contrary, I feel I am calmer because of that (Athlete 4).*
- (c) *I am more aware of things than before... and my evaluations have improved because of that (Athlete 1).*

- (d) *I am more aware of my technique in skiing and how different solutions feel when I try these different technical solutions (Athlete 5).*

The first quotation illustrates how the programme has helped the athlete to become more aware of his attention. As a result from raised awareness this athlete is able to reallocate his attention when it “...drifts away”. In the second utterance we see how the athlete has increased his “...awareness for inner experiences now, such as nervousness”, which makes him calmer. In the third utterance raised awareness has resulted in improved evaluations. The fourth utterance illustrates how raised awareness makes the athlete become more aware of how she performs different techniques when skiing.

Although improvements in awareness generally were mentioned as something positive, it also seems to have the potential of causing higher rumination.

- (e) *I somehow feel like being more aware of my inner experiences... In the mornings I can for example make a body scanning and feel immediately what state the body is in... if I feel my body is very tired, that can stress me a little bit... It somehow lies there all the time and I ruminate about it (Athlete 3).*

This utterance illustrates that being aware of unwanted feelings “...if my body is very tired...” can stimulate the athlete to start ruminating about it.

Improved focus

All six athletes also mentioned changes in their focus abilities as a result from the mindfulness intervention.

- (a) *I'm able to keep concentration on more shots for example (Athlete 1).*
- (b) *Earlier my focus easily drifted away, now it's much easier to just keep the focus on the things that matters, as e.g. in shooting... If I've e.g. plan to focus on the way I pull the trigger, the focus on this task is much clearer and stronger (Athlete 2).*
- (c) *I am just much more focused... for example if I am reading school things I am much more focused on what I am actually reading... it's easier to remember things I read and I get things done in shorter time... It's easier to pay attention to- and listen to the teacher. When I am working in the class I don't get distracted by others (Athlete 4).*
- (d) *I now had some races where my shooting was crazy ... I was 100% focused on myself and Every single shot... I was only present in this one moment without thinking on possible outcomes... I was extremely determined and had a big self-confidence... I have never been like this before (Athlete 6).*

The first quotation illustrates how the programme has helped the athlete to stay focused “...keep concentration on more shots for example...” In the second utterance also illustrates improved focus “...the focus on this task is much clearer and stronger. In the third utterance we see how improved focus at school “... I am much more focused on what I am actually reading...”, and as a result “... it’s easier to remember things I read ...” The fourth utterance illustrates how the athlete has improved his ability to just focus on his shooting “... I was 100% focused on myself and every single shot...” without any rumination about possible outcomes “...without thinking on possible outcomes...” Interestingly, this experience is his first “...I have never been like this before...”

One athlete expressed that higher awareness in combination with a too poorly defined focus task in a performance situation could cause insecurity, stress and rumination.

- (e) *I got more aware of things now, but in shooting it feels like I haven’t found the key yet... and when I shoot badly I suddenly can lose my self-confidence in shooting... So in shooting I still struggle to accept and refocus (Athlete 3).*

This utterance illustrates how a poorly defined focus task could be a potential stressor in competition situations. This athlete struggled with insecurity about what to focus on to perform well, while he was aware about doing this. Such cases seem to have the potential to cause more rumination.

Improved recovery

Besides the positive influence of mindfulness training on changes in awareness, change in recovery (as mentioned by all athletes) seems to be another positive outcome of this training intervention.

- (a) *I feel a big difference in sleep. I fall asleep much easier. Earlier I struggled with falling asleep and I lay awake for a long time, ruminating about a lot of things... Now I don’t ruminate that much anymore, so it takes like 5 minutes and then I fall asleep... that’s strange... but feels very good (Athlete 1).*
- (b) *I felt the improved sleeping quality had an effect on how recovered I felt in the mornings... I could get up earlier and I was less tired... That’s really good (Athlete 2).*
- (c) *I slept better...and feel I wake up more recovered... maybe that’s because I don’t think so much anymore when I go to bed (Athlete 3).*

- (d) *I feel that I relate a little different to my expectations now than I did before... I don't put that much pressure on myself as before... I focus more on myself than on my opponents and therefore I feel less stressed...somehow I have become calmer and less anxious in according to my sports performance (Athlete 5).*

The first quotation illustrates how the programme has helped the athlete to sleep better, possibly because "...I don't think so much anymore when I go to bed..." In the second utterance we see how the athlete has increased his "... awareness for inner experiences now, such as nervousness", which makes him calmer. In the third utterance raised awareness has resulted in improved evaluations. The fourth utterance illustrates how raised awareness makes the athlete become more aware of how she performs different techniques when skiing. Interestingly, all four utterances indicate that the main effect on recovery seems to be rooted in less rumination, which then leads to improved sleep and relaxation.

Although all athletes expressed improved recovery, some of the athletes still experienced stress due to the combination of school, sports and eventually also the mindfulness-training program.

- (e) *I felt I was very low in energy levels true big parts of the season... Because I succeeded well in sports, I had very high expectations to myself in both sports and school, and I also felt high expectations from other people... During this period I also felt that the mindfulness program was intensive. However, I felt I had more energy thanks to the mindfulness training (Athlete 5).*

This quotation illustrates that the athlete experienced a high amount of exhaustion during the season. Still, the athlete believed that the mindfulness training had helped her to prevent even higher degrees of exhaustion, even though the mindfulness training was demanding itself.

Improved performances

The last category represents the athletes' experiences of better performances in both school and sports. Influences on performance have already been touched in the previous categories, but are presented more specific in this category.

- (a) *I feel that the program has helped me to perform better in shooting, my results are better now. I think that's because of the improved quality of the training sessions, in combination with my improved skills of being focused on just the one thing that matters at a particular moment (Athlete 1).*

- (b) *The improved ability of focusing has generally had a very positive effect on my school performance...Since my awareness in school is higher and since it's easier to focus and work well, my grades have improved...It's also easier to get interested and stay interested on what's going on at school (Athlete 2).*
- (c) *I feel being part of this program also paid off in school performance... If you work more focused, off course, it helps... I think I am better at school now than I was before... We didn't so many exams in this period, but I feel that all exams that we did have went pretty well (Athlete 4).*

The first quotation illustrates a positive effect on shooting performance "... I feel the results are better now..."The second and third utterances illustrates that the athletes believe that their school performances are improved "... positive effect on my school performance..." and "... I think I'm better in school now than I was before..."The perceived positive changes in both, school and sports performances seem to be mostly because of the improved attention awareness "... If you workmore focused, off course it helps..."

DISCUSSION

This study explored the influence of mindfulness training on stress, performance in school and sports, and athlete burnout. The existing literature has a lack of clarity concerning the link between mindfulness training and stress, performance and athlete burnout, and therefore we chose to explore the link between mindfulness training and burnout prevention and performance enhancement among junior elite athletes. Some of the major findings that emerged are enumerated below.

"Raised awareness" includes how the athletes have become more aware of the situation, and have been more able to relocate their attention. "Improved" focus is captured by athletes having a clearer and stronger focus, being able to focus on what they are doing without thinking of possible consequences. "Improved recovery" encompasses how the athletes have reported less Ruminant and increased sleep and relaxation. Finally, "improved performance" is reported through improved results in sport, in shooting, and in school, on exams.

Researchers seem to reach different conclusions as to the efficacy of mindfulness training, depending on the theoretical framework and the methods used for investigation. Our study takes a step forward to explore the experience resulting from mindfulness training. In the following, the opportunities and constraints regarding mindfulness training will be discussed.

Mindfulness training: Adding weight or improving recovery?

Our findings indicate that mindfulness training leads to lower perceived mind stress, lower rumination, improved sleeping quality and better recovery. However, several of these athletes

experienced high total loads due to the combination of school and sports. Several of the athletes also reported they had a period where they struggled with the motivation to train mindfulness. From here, the experience was twofold.

First, the athletes who mentioned these kinds of struggles with motivation during the program reported they restarted with mindfulness training after a short break. This was because they felt things had worked better in periods where they trained mindfulness. This may indicate that mental training methods, such as mindfulness training, have to be maintained. Otherwise the positive effects could decrease.

Second, the mentioned periods with a lack of motivation could also be viewed in the light of junior elite athletes' schedules, already having fully programmed days with academic and sport-related activities. If a mental training intervention takes too much space, it could cause more stress and thereby the beneficial effects could be weakened or entirely lost. It seems important that a mindfulness-training program is not too extensive, and is properly adjusted into the athletes' existing training programs. Thus, finding a balance between the mindfulness training itself and the athletes' total load seems to be important in making mindfulness training improve recovery rather than adding extra weight to an already heavy load. A possible difficulty regarding this balance, however, is illustrated by the words of St Francis de Sales: "A half-hour daily meditation is a must –except when you are very busy. Then you need an hour" (32).

Mindfulness training: improved awareness or more rumination?

Another highly important and often perceived outcome of the conducted mindfulness intervention seems to be the effect of athletes' improved awareness. This corresponds very well with the findings of De Petrillo et al. (15), who showed significant increases in the awareness in runners taking part in a Mindful Sports Performance Enhancement intervention (MSPE).

Although it seems that improved awareness offers several beneficial outcomes, it may also lead to more rumination, insecurity and mind stress. This is especially the case if athletes become aware of no beneficial feelings, which they do not know how to handle or if work- or focus-tasks are not defined clearly enough. Improved acceptance of stressful experiences was also reported by Kabat-Zinn et al., (33).

Mindfulness training: increased internal focus or lack of external focus?

Our findings also indicate that during mindfulness training the athletes had improved their focus abilities and all explained that they had increased the duration of time in which they could keep a strong focus. Therefore, it seems that the meditation training improves athletes' endurance in keeping a high level of attention and focus on specific tasks. Although athletes mentioned they are

better at focusing, there seem to be differences in how clearly they could e.g. explain what their focus was like when performing at their best. Therefore it is hypothesized that it is rather the change in awareness of their own experiences rather than the focus abilities, which has changed. It has to be considered that barely defined focus tasks in combination with higher awareness of one's own internal experiences, could lead to higher insecurity; creating more stress and rumination. Also, if the internal focus abilities are trained extensively through mindfulness meditation, there could be a lack of external focusing skills resulting in little clarity of one's own focus tasks. To improve both, internal and external focus, it could be useful to combine mental training methods such as mindfulness training (internal focus), with training methods focusing on improvement of external focus, such as attention training techniques (71).

Mindfulness training: happening or integrated through follow up processes?

Against our findings related to the mindfulness-training program, it is important to keep in mind that the athletes have been followed up over a 12-week period. Thus, the findings have to be judged in two directions. First, this follow-up process itself could have caused feelings of positive changes. Second, the close follow-up of mental training interventions by a coach seems to be important. This is due to positive influences on motivation and a more beneficial adaption of experiences. In addition, the analysis of this 12-week intervention shows that it is highly important that a possible mental training intervention, like this mindfulness program, in junior elite athletes should not be too extensive because of their already busy days. Too extensive programs could become a possible antecedent of even higher perceived stress levels, which in turn could affect athletes negatively.

CONCLUSION

Based on this study it can be concluded that mindfulness training is an interesting mental training method, which can possibly be used in both performance enhancement and especially burnout prevention in junior elite athletes; the latter is due to increased stress reduction and recovery. Mindfulness training seems to have a positive, but mostly indirect influence on levels of athlete burnout in junior elite athletes through the link of impaired perceived stress. Reductions in athletes' perceived mind stress seem to lead to lower perceived stress levels, less rumination, better sleep and improved recovery.

Positive effects of mindfulness training were found in athletes' awareness abilities (e.g. attention awareness, focus awareness, awareness on what is beneficial and no beneficial, present-oriented awareness). It seems that improved awareness is beneficial for enhanced recovery, school and Sports performance. Higher perceived performance led to higher satisfaction and improved

motivation, which also had a positive influence on burnout prevention. It seems as the possible positive effects of mindfulness training on school and sports performance also seems to be indirect as for e.g. true improved recovery or improved task awareness.

Higher awareness in combination with an insufficiently defined focus task can cause insecurity, higher mind stress and rumination in performance situations/tasks. For future use of mindfulness training in performance enhancement, it is, therefore, important that focus tasks are defined as clearly as possible. A close cooperation with the sports specific coach could therefore be highly interesting in future mindfulness training interventions in sports. For clarifying focus tasks and thereby minimizing the risk that improved awareness can lead to insecurity in performance situations, it could further be interesting to combine mindfulness training with other mental training programs, which focus more on external focus abilities.

APPLICATIONS IN SPORT

Mindfulness training has the potential to prevent athlete burnout because of stress reduction and increased recovery. It also has the potential to enhance performances. Mindfulness exercises could be beneficial for athletes who struggle with demands from several sources.

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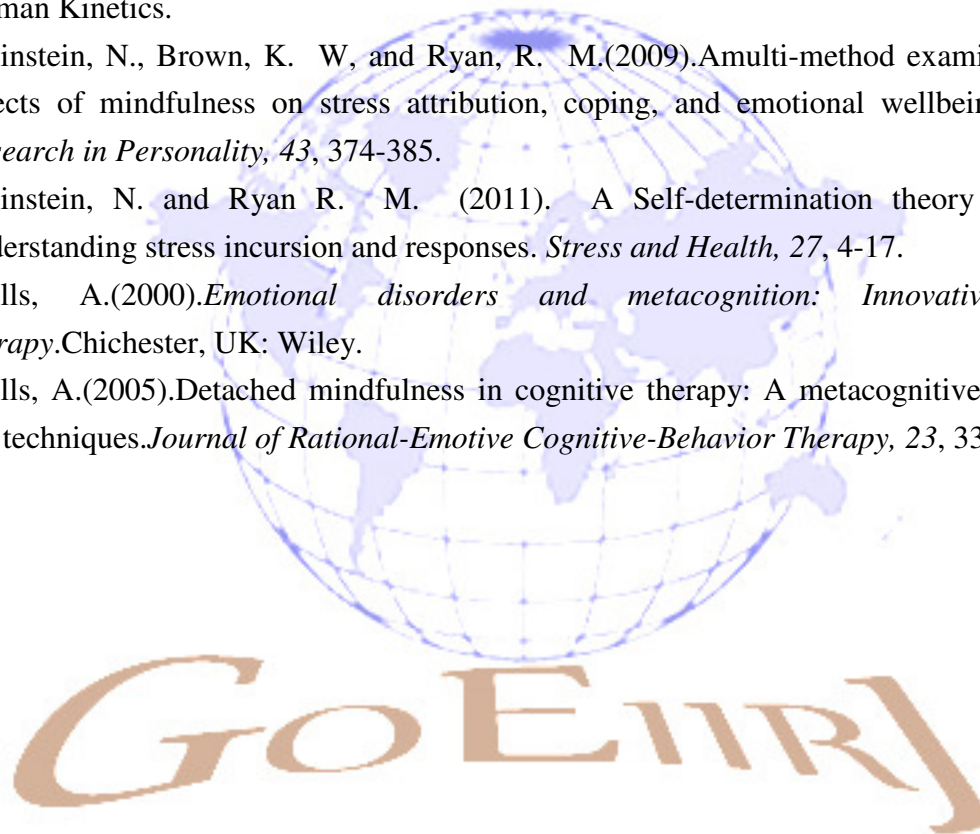
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THE IMPACT OF SOCIO ECONOMIC STATUS ON DEVELOPMENT OF SELF CONFIDENCE AND ACHIEVEMENT MOTIVATION AMONG SPORTS WOMEN OF JHARKHAND

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ABSTRACT

It is understood that the high socio economic status would be highly advantageous for an individual as an individual enjoys the better standard of living, quality education, high income, positive self-image, high dignity and status in the society, good training facilities and subsequent high self-confidence which invariably helps in gaining positive personality traits and higher achievement motivation. Whereas, an individual of low socio-economic status would inherit the motivational and personality characteristics like low achievement motivation, aspiration level, expectation, self-image, and neuroticism, insecurity, rigidity, conformity, anxiety, extroversion, alienation, past orientation, lack of future orientation, external attribution for success and internal attribution for failure and use of dysfunctional coping strategies like escape, helplessness, hopelessness and denial. Considering these typical characteristics of a low and high Socio Economic Status individual, the current research was undertaken with an aim to study the impact of socio economic status on development of self-confidence and achievement motivation while restricting the study to sports women only. To achieve the purpose of study 130 sportswomen from inter-collegiate athletic meet were selected. 68 sportswomen were later screened and convenient samples were selected for further studies. Socio-economic status scale developed by Bharadwaj and Chavan (1989), Self-confidence Inventory by M. Basavanna (1975) and Achievement Motivation Test developed by Dr. Beena Shah were applied. Thereafter, sportswomen were divided into two groups of 34 each as having high and low Socio Economic Status groups. Later, the Self-confidence Inventory by M. Basavanna (1975) and Achievement Motivation Test (Dr. Beena Shah) were administered. A positive and significant influence of socio-economic status on self-confidence and achievement motivation of sportswomen and significant differences in self-confidence and achievement motivation level between low and high socio-economic status sportswomen were noted during the study. The outcome of the present work is expected to influence policy decisions by various sports governing bodies.

KEYWORDS : Anxiety, Extroversion, Self-reliant, Self-assured, Optimistic

INTRODUCTION

The participation of women in sport has been of great concern especially because for many years in the past, our society has condemned women's participation in physical activities involving profuse sweating, building of muscles and competing with others in public. However, with changed time, women now find a place in sport avenues and acceptance, not only to participate but to compete in a wide range of activities including wrestling, weight lifting and marathon etc., which were once considered as only male dominated events. A change is also evident in the attitudes of parents and society, whereas women now participate in sport whole-heartedly without hazards, they are also found to be competing in sport for the same reasons, as are men. These changes have mainly been noticed due to change in attitude of all section of society over a period of time. Hence, today's women are found to be more self-reliant, self-assured and optimistic with respect to their role in the era of high competency in the field of sports.. Abraham P Sperling (1987) brought out that there exists a definite relationship between personality and achievement in the field physical activities be it sports or education. Further, Alderman, R.B. (1974) &Cratty, B.J. (1968) mentioned that psychological profiles of an individual cannot be studied in individuality and that these profiles are directly related to their performances in physical activities and sports. Although a specific relationship between social class and sports participation has been postulated, explanations for such a relationship have been relatively less empirically tested. Chaube, N.P (1974) tested various psychological profiles with special coverage to rural areas participants. Further, research is needed in such areas to gain greater insight into the factors aimed at motivating or discouraging female participation in sport and physical activities.

SIGNIFICANCE OF THE STUDY

In view of competitive sports gaining significance the study of socio-economic status assumes great importance in the context that,

1. The study of individual sportswoman to determine her performance, and persistence are result of her socio-economic status and its impact on their self-confidence and achievement motivation.
2. To know the self-confidence and achievement motivation correlates of the psychological profile differentiation among the low and high socio-economic status sportswomen and it would be greatly helpful for the coaches engaged in preparing the sportswomen for higher performance.
3. This would enable them to understand and know the psychological strengths and weaknesses

of players with respect to their participation in different sports.

4. To know about the extent of help in providing guideline to physical education teachers and coaches for selecting and preparing players for their psychological make-up.

VARIABLES

The socioeconomic status has been considered to be an independent variable. The dependent variables are Self-confidence & Achievement Motivation

HYPOTHESES

- There is a significant influence of socio-economic status on self- confidence and achievement motivation of sportswomen.
- There is a significant difference in self -confidence and achievement motivation level between low and high socio-economic status sportswomen.
- There is a significant relation between socio-economic status and self- confidence of sportswomen.
- There is a significant relation between socio-economic status and achievement motivation of sportswomen.

METHODOLOGY

The current study was undertaken during winter season sports camp at VinobaBhave University, Hazaribagh (Jharkhand, India). The participants in the present study were selected randomly using random sampling method. Further, descriptive and cross-sectional methods were employed for the purpose of study. Total sample consisted of 68 sportswomen belonging to high and low socio-economic status from those who participated in the inter-collegiate athletic meet and were selected to attend sports camp at VinobaBhave University, Hazaribagh (Jharkhand, India). Guidelines for ethical conduct of Behavioral projects involving human participants laid down by APA were strictly adhered to during the course of study. Personal data schedule were used to collect the information related to personal and socio-demographic status of the subject. The age level of participants were ranging from 19-25 years. These participants were students of postgraduate studies at different colleges under the university. Participants comprises of Hindu (18), Muslim (16), Christian (22) and Sikhs (12) and all of them were in physically and mentally sound condition to participate in their respective sporting events. Total 38 participants included in the study were tribal and remaining 30 were non-tribal. As evident, there have been very limited studies in the past on the current or allied topics. Hence, considering peculiarity of the subject; Socio-economic status scale developed by Bharadwaj and Chavan (1989), Self-confidence Inventory by M. Basavanna (1975) and

Achievement Motivation Test developed by Dr. Beena Shah have been used during the study. The reliability of the scales/ have been well tested earlier using test-retest method and the validity established. Answers were scored as per the scoring key provided in the respective manuals of test.

RESULTS

The Kolmogorov – Smirnov test was administered to ascertain normal distribution of data. The critical value was found to be $D_{n,\alpha} = D_{15,0.05} = 0.338$ and hence the data was found to have normal distribution. The high SES sportswomen were found to exhibit better adjustment than the low SES sportswomen. Also, it was found that the high SES sportswomen had low achievement motivation as compared to low SES sportswomen. During the course of study, a significant difference between the need for academic success and vocational achievement of high and low SES sportswomen were noticed. The low SES sportswomen were found to have high need for academic success and low need for vocational achievement as compared to high SES sportswomen.

DISCUSSION

The current study has been undertaken with an aim to find out the influence of socio economic status of sports women on their self-confidence and achievement motivation. The mean score of high SES sportswomen and low SES sportswomen was found to be 19.18 and 57.28 respectively. The obtained t-value of 111.05 significant at 0.001 level indicates that there is a significant difference of self-confidence between high and low SES sportswomen. This indicates that sportswomen belonging to high socio-economic status are more self-competent, emotionally, mature, intellectually adequate, successful, satisfied, decisive, optimistic, independent, self-reliant, self-assured, forward moving, fairly in their approach, when compared to the low SES sportswomen who generally have low self-confidence. Therefore, the hypothesis that the high SES sportswomen have better adjustment than the low SES sportswomen is accepted.

Table No.1

Table showing the Mean, SD and t-values of achievement motivation of high and low SES Sportswomen

Variables	High SES	Low SES
Mean	63.69	67.24
SD	10.73	11.88
T – value	2.74*	

* Significant at 0.05 level

As depicted in Table.No.1, the high SES sportswomen have the mean score of 63.69 whereas the low SES sportswomen have the mean score of 67.24. It suggests that the low SES sportswomen have more achievement motivation than the high SES achievement motivation. The obtained t-value is found to be 2.74 which is significant at 0.05 level indicating that there is a significant difference between achievement motivation of high and low SES sportswomen. In the above table, the low SES sportswomen have higher achievement motivation, which could have been a resultant of their strong desire to win and succeed. The fear and humiliations associated with failure, the urge to grow and develop might have influenced them to adopt the higher achievement motivation. On the contrary, the high SES sportswomen might have become complacent due to their higher standard of living, higher income, and secured environment. Thus, it becomes clear that the hypothesis mentioning of the high SES sportswomen having the high achievement motivation than the low SES sportswomen is not accepted.

TableNo.2

Table showing the Mean, SD, and t values of need for academic success of high and low SES sportswomen

Variables	High SES	Low SES
Mean	17.30	19.20
SD	4.70	3.92
t – value	3.51*	

** Significant at 0.01 level

As depicted in Table 2,the high and low SES sportswomen have mean scores of 17.30 and 19.20 respectively. The comparison of the mean score suggests that the low SES sportswomen have higher need for academic success than the high SES sportswomen. The obtained t-value is 3.51, which is significant at 0.01 level shows that there is a significant difference of need for academic success between the high and low SES sportswomen. In the above table the irrespective of their condition, the low SES sportswomen have the high need for academic success due to their strong desire to learn, will to win, and a strong desire to improve their condition in the society. Therefore, the hypothesis that there is a significant difference between high and low SES sportswomen in need for academic success is accepted. On contrary, the low SES sportswomen would be in a low need for vocational achievement due to deprived condition, low income, low standard of living, and education. They would make them to be pessimistic and results in low need for vocational achievement.

TableNo.3

Table showing the Mean, SD and t values of need for vocational achievement of high and low SES sportswomen

Variables	High SES	Low SES
Mean	15.01	16.00
SD	4.00	3.75
t – value	2.06*	

* Significant at 0.05 level

As depicted in Table 3, the high and low SES sportswomen mean scores are 15.01 and 16.00 on the need for vocational achievement respectively. The comparison of the mean scores reveals that the low SES sportswomen have the high need for vocational achievement than their counterparts. Moreover, the obtained t-value of 2.06 which is significant at 0.05 level shows the significant difference between the need for vocational achievement of high and low SES sportswomen. Therefore, the hypothesis that there is a significant difference between the need for vocational achievement of high and low SES sportswomen is accepted.

TableNo.4

Table showing the Mean, SD and t-values of need for social achievement of high and low SES sportswomen

Variables	High SES	Low SES
Mean	14.00	15.14
SD	3.88	3.18
t – value	2.59*	

* Significant at 0.05 level

As brought out in Table.No. 4, the high and low SES sportswomen mean scores are 14.00 and 15.14 respectively. It shows that the low SES sportswomen have the high need for social achievement than the high SES sportswomen. The obtained t-value 2.59 which is significant at 0.05 level indicates the significant difference between high and low SES sportswomen on need for social achievement. The findings of the table suggest that the low SES sportswomen have high need for social achievement might have been the result of their high self-confidence, high aspirations, internal locus of control and as well as their exposure to the good education, better training and mass media. Hence, the above hypothesis that there is significant difference between high and low SES sportswomen on need for social achievement is proved and accepted.

TableNo.5

Table showing the Mean, SD and t-values of need for skill achievement of high and low SES sportswomen

Variables	High SES	Low SES
Mean	16.00	17.20
SD	4.69	4.62
t-value	2.03*	

*Significant at 0.05 level

It is visible from Table No. 5 that the high and low SES sportswomen have the mean score of 16.00 and 17.20 respectively and it shows that the low SES sportswomen have the high need for skill achievement than their counterparts. The obtained t-value is 2.03 which is significant at 0.05 level indicates the significant difference of need for skill achievement between high and low SES sportswomen. Therefore, the hypothesis that there is a significant difference of need for skill achievement between high and low deprived sportsmen is proved and accepted at 0.05 level.

TableNo.6

Table showing the Mean, SD and t-values of self-confidence and achievement motivation of high and low SES sportswomen.

Variables	SC	ACMT	SC	ACMT
	High SES	Low SES	High SES	Low SES
Mean	19.18	63.69	57.28	67.24
SD	1.20	10.73	1.22	11.88
t-value	29.00**		4.79**	

** Significant at 0.01 level

It is clear from Table.No.6 that the high SES sportswomen have the mean score of 19.18 on self-confidence and 63.69 on achievement motivation respectively; whereas the low SES sportswomen are found to have mean score of self-confidence as 57.28 and on achievement motivation as 67.24.

The comparison of the mean score of self-confidence and achievement motivation of high and low SES sportswomen brings out the fact that the high SES sportswomen are having the positive self-confidence as indicated by their mean score of 57.28 and the lower score of low SES sportswomen informs that they lack in the positive self-confidence. On achievement motivation the high SES sportswomen have the lower mean score of 63.69 and low SES sportswomen is 67.24 which signifies that the high SES sportswomen have low achievement motivation when compared to

the low SES sportswomen who have higher achievement motivation. The obtained t-value for high SES sportswomen is 29.00 and for low SES sportswomen is 4.79 which are significant at 0.01 level. Hence, the above hypothesis that the good self-confidence sportswomen have good achievement motivation is accepted at 0.01 level.

The F ratio for self confidence was found to be 3.283 which is significant at 0.01 level suggests that SES is having a greater impact in changing the self-confidence of both high and low SES sportswomen. Because the family background of sportswomen and environment in which they are living largely influences their self-confidence. SES is an index of “ living standard” that capacitates the individuals to be exposed to various modernizing influences such as mass media, occupational mobility, more education etc., that enable them acquire modern dispositions. Since SES is a combination of education, occupation, caste and income individuals belonging to different levels of SES have differential exposure to the conditions of life and their by develop differential degrees of self-competent, emotionally, mature, intellectually adequate, successful, satisfied, decisive, optimistic, independent, self-reliant, self-assured, forward moving, fairly. The F ratio 2.964 on achievement motivation suggests the independent influence of SES on the achievement motivation levels of high and low SES sportswomen.

CONCLUSION

As concluded in preceding paragraphs of the current study, socio economic status was found to exhibit a positive and significant influence on self-confidence and achievement of sports women. Also, it was concluded that there exists a significant difference in self-confidence and achievement motivation level between low and high socio-economic status sports women. Further, it was concluded that there do exists a significant relation between socio-economic status and self-confidence of sports women. Besides, it was noticed that there also exists significant difference between socio-economic status and achievement motivation of sports women. Though the current study establishes a definite relationship between socio-economic status and self-confidence and achievement motivation among Indian sportswomen, it was limited to the state of Jharkhand only. Hence, there is a need to undertake further studies in different parts of the globe with more diverse variables to ascertain exact impact of socio-economic status on the different parameters affecting sports performance.

PERSECTIVES OF FUTURE RESEARCHES

The current study considering it's uniqueness and peculiarity could pave a foundation for various future researches on the same or allied subjects. A similar study taking a wider range of samples from sports women, sports man and from adolescents may be undertaken.

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ANALYSIS OF ANTHROPOMETRIC CHARACTERISTICS BETWEEN SENIOR SECONDARY SCHOOL PLAYERS OF TRIBAL AND NON-TRIBAL AREAS OF HIMACHAL PRADESH

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Abstract

The present study has been conducted on 300 players with an aim to find out the difference in selected anthropometric characteristics between tribal (n=150) and non-tribal (n=150) senior secondary school players of Himachal Pradesh. Tribal sample were taken from the two tribal district i.e. Lahaul- Spiti and Kinnaur and two tribal tehsil i.e. Bharmour and Pangi of Chamba district in Himachal Pradesh. Non-tribal sample were taken from the three districts i.e. Hamirpur, Bilaspur and Una of Himachal Pradesh. Each player was tested for various anthropometric measurements necessary for estimation of body weight, shoulder width, abdominal width and hip width of tribal and non-tribal players. To analyze the difference in selected anthropometric characteristics of two groups of tribal and non-tribal players were determined through 't' test. From the findings, it has been found that tribal players possessed significantly body weight, bicristal diameter and bitrochantric diameter. The non-tribal players possessed significantly higher biacromial diameter than tribal male players.

Key Words : Diameter

Introduction

It is the alternation of the speed of growth between body parts that leads to a diversification and differentiation of one part of body structure from another. So it may be considered that the human body during development and growth changes in three ways: by increase in size, by differentiation of structure, and finally by the alteration of shape. These changes present three factors by which we may measure growth. The factors are three different types of dimensional increase: increase by length, increase by area and increase by weight. Between birth and maturity the approximate increase overall in each of the three dimensions is height, an increase of three and a half times: skin area, an increase of seven times: weight an increase of twenty times. Although these increases are dissimilar from one another there is a typical mode of growth increment in each case.

Anthropometrical techniques are useful to study the body sizes and shape of the masses. This information is helpful in acquiring in greater understanding of those attributes which contributes to performance in sports. Physical performance e.g. speed, strength, power, endurance depends strongly on the amount of free producing tissues, the application of forces through the levers of the limbs and the adaptation of training. Anthropometry has greatly contributed to sports medicine management. Physiotherapist in sports medicine clinics uses anthropometry in the everyday treatment and rehabilitation of the injured. Measurement of body size include such descriptive information as height, weight and surface area while measurement of the body proportion describe the relationship between height and weight and among length, width and circumference of various body segments. It has been bound that top athlete in some sports tend to have those proportional that biomechanically aid the particular performance required.¹

The measurements of various dimensions of human body have long been used by different researchers all over the world for different purposes. In their simplest form these measurements are used to describe the human body and to the proper evaluation of increase in the size of the human body during various stages of post-natal development, i.e. from birth to old age, and also to study the changes during pre-natal period of growth, i.e. from conception to birth. The researchers in the field of human growth and development, euro logical anthropometry as it is referred at present, use these anthropometric measurements to precisely study the age specific changes in the main body segments and the components of these segments. Through these changes the amount and rate of growth can be assessed for a specific child or a group of individuals at community or national level to formulate the respective health standards to assess the growth of children at both the levels.

Objectives of the study:

The following objectives have been laid down for the present study:

To study and find out the difference in anthropometric characteristics of Senior secondary school male players of tribal and non-tribal areas of Himachal Pradesh in respect of their anthropometric characteristics i.e. general body measurement: weight and diameters: shoulder width, abdominal width and hip width.

Hypotheses

It is hypothesize that there would be no significant difference between senior secondary school tribal and non-tribal male players in respect of their anthropometric characteristics i.e. general body measurement: weight and diameters: shoulder width, abdominal width and hip width.

Methodology

To achieve the purpose of the present study 150 players i.e. tribal (n=150) and non tribal (n=150) were selected randomly from the six district of Himachal Pradesh i.e. tribal (Kinnaur, Lahaul & Spiti and two tribal tehsil i.e. Bharmour & Pangi of Chamba) and non-tribal (Hamirpur, Bilaspur and Una) are used as subjects in this study. Age group ranged from 14 to 19 Years. Each player was tested for various anthropometric measurements necessary for estimation of. General body measurement: weight and diameters: shoulder width, abdominal width and hip width. Weighing machine was used for the weight measurement and anthropometric compass and sliding caliper was used for the diameters measurements. To test the significance of mean difference between tribal and non-tribal male players, statistical technique of 't' test was applied.

Results and Discussion

Table 4.1

t-value for tribal and non-tribal male players with respect to their mean score on body weight component of anthropometric variable

Group	Variable	N	Mean	S.D	M.D	S.E.M	d f	T
Tribal	Body weight	150	52.32	6.035	.167	.493	298	.190
Non-Tribal		150	52.15	8.918		.728		

Not significant at 0.05 level of confidence.

Not significant at 0.05 level of confidence

Table value of 't' at 0.05 level = 1.97 for df 298

Table value of 't' at 0.01 level = 2.59 for df 298

As per table No.4.1 the mean value of body weight of senior secondary school tribal male players is 52.32, the mean value of senior secondary school non-tribal male players is 52.15. The mean difference is .167 and S.D of tribal male players is 6.035 and non-tribal male players is 8.918. The calculated 't' value came out to be .190, which is statistically insignificant at 0.05 level of significance, (Table value of 't' at 0.05 level = 1.97 for df 298.)

This indicated that tribal and non-tribal senior secondary school male players are more or less the same on the variable of 'body weight'. Hence the formulated hypothesis that *"there would be no significant difference between tribal and non-tribal senior secondary school male players in the variable of body weight"* null hypothesis stand accepted.

Table 4.2

t-value for tribal and non-tribal male players with respect to their mean score on shoulder width component of anthropometric variable

Group	Variable	N	Mean	S.D	M.D	S.E.M	d f	T
Tribal	Shoulder width	150	31.07	1.686	2.653	.138	298	**9.174
Non-Tribal		150	33.72	3.115		.254		

**Significant at 0.01 level of confidence.

As per table No.4.3 the mean value of shoulder width of senior secondary school tribal male players is 31.07, the mean value of senior secondary school non-tribal male players is 33.72. The mean difference is 2.653 and S.D of tribal male players is 1.686 and non-tribal male players is 3.115. The calculated 't'-value came out to be 9.174, which is statistically significant at 0.01 level of significance, (Table value of 't' at 0.01 level = 2.59 for df 298.)

This indicated that tribal and non-tribal senior secondary school male players differ significantly in the variable of 'shoulder width'. Hence the formulated hypothesis that *"there would be no significant difference between tribal and non-tribal senior secondary school male players in the variable of shoulder width"* null hypothesis stand rejected.

Table 4.3

t-value for tribal and non-tribal male players with respect to their mean score on abdominal width component of anthropometric variable

Group	Variable	N	Mean	S.D	M.D	S.E.M	d f	T
Tribal	Abdominal Width	150	24.58	1.594	.273	.130	298	1.340
Non-Tribal		150	24.31	1.925		.157		

Not significant at 0.05 level of confidence

As per table No.4.4 the mean value of abdominal width of senior secondary school tribal male players is 24.58, the mean value of senior secondary school non-tribal male players is 24.31. The mean difference is .273 and S.D of tribal male players is .130 and non-tribal male players is .157. The calculated 't'-value came out to be 1.340, which is statistically insignificant at 0.05 level of significance, (Table value of 't' at 0.05 level = 1.97 for df 298.)

This indicated that tribal and non-tribal senior secondary school male players are more or

less the same on the variable of ‘abdominal width’. Hence the formulated hypothesis that “*there would be no significant difference between tribal and non-tribal senior secondary school male players in the variable of abdominal width*” null hypothesis stand accepted.

Table 4.4

t-value for tribal and non-tribal male players with respect to their mean score on hip width component of anthropometric variable

Group	Variable	N	Mean	S.D	M.D	S.E.M	d f	T
Tribal	Hip Width	150	28.23	1.261	.240	.103	298	1.241
Non-Tribal		150	27.99	2.005		.164		

Not significant at 0.05 level of confidence

As per table No.4.5 the mean value of hip width of senior secondary school tribal male players is 28.23, the mean value of senior secondary school non-tribal male players is 27.99. The mean difference is .240 and S.D of tribal male players is 1.261 and non-tribal male players is 2.005. The calculated ‘t’-value came out to be 1.241, which is statistically insignificant at 0.05 level of significance, (Table value of ‘t’ at 0.05 level = 1.97 for df 298.)

This indicated that tribal and non-tribal senior secondary school male players are more or less the same on the variable of ‘hip width’. Hence the formulated hypothesis that “*there would be no significant difference between tribal and non-tribal senior secondary school male players in the variable of hip width*” null hypothesis stand accepted.

Discussion of findings

It has been found that tribal male players possess greater value for body weight, biacristal diameter and bitrochantric diameter than non-tribal male players. There was significant difference established between tribal male players and non-tribal male players in biacromial diameter. This indicates that non-tribal male players have greater diameter of biacromial diameter than tribal male players.

Conclusions

1. Tribal and non-tribal senior secondary school male players do not differ significantly on the variable of body weight.
2. Tribal and non-tribal senior secondary school male players differ significantly on the variable of biacromial diameter.
3. Tribal and non-tribal senior secondary school male players do not differ significantly in the

variable of bicristal diameter.

4. Tribal and non-tribal senior secondary school male players do not differ significantly in the variable of bitrochantric diameter.

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A STUDY OF INTEREST TOWARDS SPORTS PARTICIPATION WITH RELATION TO SOCIO-ECONOMIC STATUS

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Abstract :

Sports which gained a social nature show a relationship that cannot be isolated from social and cultural events. Sports which today reach a wide audience have increasingly become the occupation of a majority. Sports holding a different meaning for individuals from different income groups different income groups showing interest in different sports practices. So, the researcher wants to investigate the relationship of interest with socio-economic status on participation in various sports. Researcher estimated the data of interest and socio-economic status from 5 different game players i.e., Basketball, Volley ball, Handball, Cricket and Football. To fulfil the purpose the researcher has selected 10 male players from each game of inter-university level by simple random sampling method from Amravati University and Nagpur University. The researcher has collected the data by using self-made questionnaire of interest and standard questionnaire of socio economic status and analyzed it by Product Moment Correlation. At last it was found that there is no significant relationship in interest towards sports participation and socio-economic status in 0.05 level of significance.

Key Words : *Interest, Socio-economic status, Sports participation, Relation, Inter-university Players.*

Introduction:

Sports develop and encourage the spirit of healthy competition. The, competitive instinct is natural in man and demands outlets. Sports have wide scope for the competitive instinct. Matches and tournaments and contests are held to put to test the skill, toughness, stamina and endurance of values of participants. Medals and awards are an incentive to players to achieve excellence and a high standard of performance in their respective fields. The healthy spirit of rivalry and competition constantly leads to improvement in the performance and previous records are constantly excelled or surpassed.

Sports have been of great interest to people from times immemorial. Even today sports are on the world map. Olympic Games, World Cup Tournaments, Asian Games, Test matches and

Nationals occupy the headlines in newspapers. Everyday columns after columns are developed the news. The importance and the recognition which the sports have received from government, press and public clearly indicate that sports are taken up for mere reaction or prestige purpose but the participation in sports, rather influences the whole personality of the athlete. Beside that Socio-economic status is an important factor in sports success and sport is an important ingredient in a democratic society. Because the socio-economic status of a group or an individual influences his competitive and co-operative behaviour.

Interest:

Boredom and depression are frequent companions of one, in lack of personal goal and interest. So, in every work interest is needed to achieve the success. Interest builds up by past satisfaction or by an anticipated future satisfaction. It is important to note that even failure win hope leads to continued interest. Individual develops different interests according to their disposition, attention, economic, social or political status etc. Acquired interest depends to a large extent on one's experience.

A sense of direction and enthusiastic concern stabilizes one's life. It gives impetus and interest to daily activities and keeps one going when difficulties are encountered. Interest is not an activity. It is a permanent tendency or a mental structure which supplies sufficient motivating power to maintain the motor activity interest can be the cause of an activity and the result participation in activity interest may refer to the motivating force it compels us to attend to a person, a thing or an activity, or it may be the effective experience that has been stimulated by the activity itself. Prof. James Drever has defined interest by stating that "An interest is a disposition in its dynamic aspects." Acquired interest depends to a large extent on one's experience. A Child's interest reflects the structure of his personality, particularly of the way previous experiences influence his perception of himself. While children pursue their interests in group activities, they simultaneously develop their social and technical skills. They find opportunities for outlets in creative expressions and social interactions while exploring their own interests.

Socio-Economic Status:

Many factors influence participation in sport. It is well established that socio-economic status (SES) is a critical factor. Index of socio-economic status comprises of occupational status, area of residence, monthly income, type of housing, condition of house, house ownership or rental status, level of living and formal social participation. Socio-economic status of an individual may influence his opportunity, his desire to excel, his choice of activity and his success.

Socio-economic status is an economic and sociological combined total measure of a person's

work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. An individual's socio-economic status may influence his opportunity for opportunity, his desire to excel his choice of activity and his success. A player's progress may enhance his social prestige and acceptance by his peers. The home environment of the influences motivates him to succeed in sports and the degree to which success in this endeavor leads to inner satisfaction.

Objectives:

The objectives of this study are as under:

1. The purpose of study was to find out the interest level of the inter-university players of Basketball, Volley ball, Handball, Cricket and Football.
2. The purpose of study was to find out the socio-economic status of the inter-university players of Basketball, Volley ball, Handball, Cricket and Football.
3. The purpose of study was to find out the relationship between interest level and socio-economic status of the inter-university players of Basketball, Volley ball, Handball, Cricket and Football.

Hypothesis:

On the basis of experience and knowledge it was hypothesized by the researcher that there is a significant relationship between the interest towards sports participation and socio-economic status of the inter-university players of the selected game.

There are also two sub-hypothesis. These are,

- i. The interest level of Cricket players is higher than other four game players.
- ii. Also, the socio-economic status of the Cricket players is higher than other remaining game players.

Methodology:

Source of Data: For the present study the subjects were selected from inter-university Players of Amravati University and Nagpur University of Maharashtra State. Only those players were selected, who were participated in university level at least one time.

Selection of the Subject : Total 50 male players were selected, among them 10 players from Basketball, 10 players from Volley ball, 10 players from Handball, 10 players from Cricket and 10 from Football of Amravati University and Nagpur University, Maharashtra.

Name of the Game	No. of Players		Total
	Amravati University	Nagpur University	
Basket Ball	05	05	10
Volley Ball	05	05	10
Handball	05	05	10
Cricket	05	05	10
Football	05	05	10

Sampling Method : The subjects were selected by using Purposive sampling method.

Tools used for collection of data:

By keeping in consideration the present study and hypothesis the researcher to determine the relationship of Interest and Socio-economic status by use the following questionnaires:

Interest:

The data pertaining to interest of inter university players was collected though self-designed Questionnaire. The researcher develops and validated self-made questionnaire by the experts for the collection of data to measure the interest of inter-university players. The questionnaire consists of 30 questions. Each item provided two responses i.e., 'Yes' and 'No'. The respondent gave their opinion on two points scale. The reliability co-efficient of the instrument (questionnaire) was calculated with the help of test re-test method and it was found 0.72. All the possible statements that are relevant to interest of inter-university players were collected from sources and included in the questionnaire, it can be reasonably assumed to have count validity. The researcher give 1 to the answer 'Yes' and 0 to the answer 'No'.

Socio-economic status:

The data pertaining to Socio-economic status of inter collegiate players was collected though standard questionnaire prepared by (Rajbir Singh, Radhey Sham and Satish Kumar, "Socio-economic status" and it contains 25 items).

Collection of Data:

The subjects were first explained about the aim of the research study; thereafter the questionnaires were administered and finally, the subjects were assured about the confidentiality of

their responses. The data was collected in the presence of investigator to avoid consultation with each other and to remove the doubts raised. No time limit was fixed for filling in the questionnaire. No motivational technique was used to filling the questionnaire.

Statistical Analysis:

After the collection of data from the players, the filled up questionnaires were marked according to the key. Then, the raw data were converted into standard one by using statistical technique 'Product Moment Correlation' Method in the Inter-Correlation Matrix to find out the relationship of interest of inters-university players with their socio economic status for testing of hypothesis.

Table 1: Relationship of Interest and Socio-economic status of Inter-University Players

Relationship	Mean of Interest	Mean of Socio-economic Status	Obtained 'r'	Tabulated 'r' (df = 48)
Relationship between interest and socio-economic status of inter-university players	22.04	86.58	0.043	0.211

Table 2: Interest Level of Inter-University Players of Different Game

Name of the Game	Sum of Interest	Mean
Basket Ball	227	22.7
Volley Ball	209	20.9
Handball	210	21
Cricket	238	23.8
Football	218	21.8

Graph 1: Interest Level of Inter-University Players of Different Game

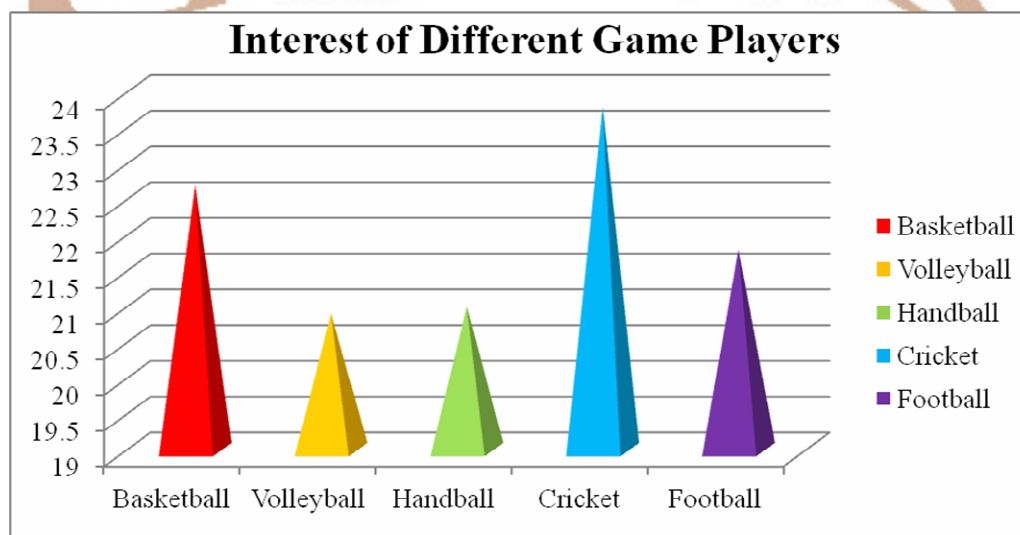
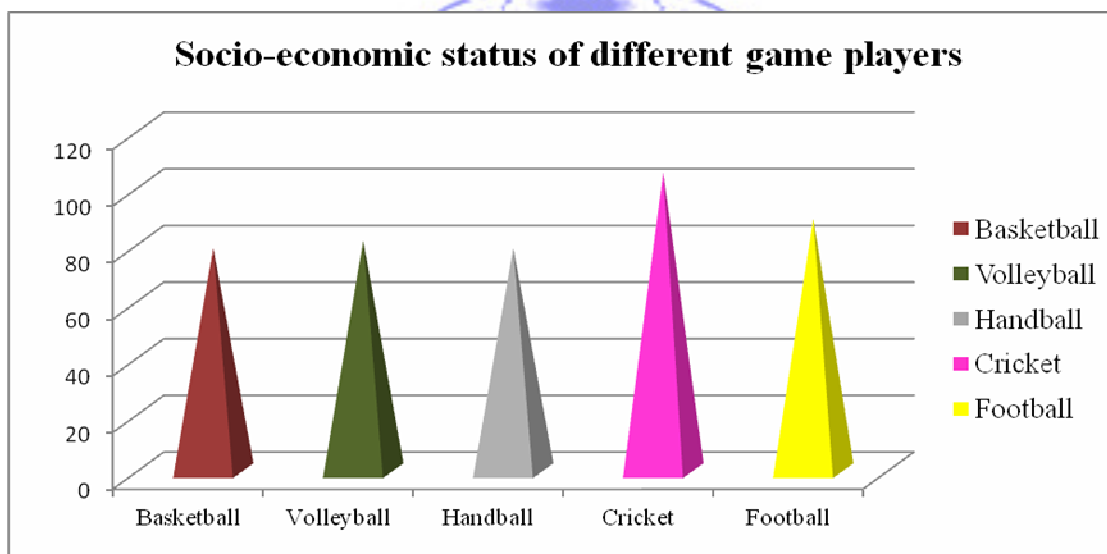


Table 2: Socio-economic Status of Inter-University Players of Different Game

Name of the Game	Sum of Socio-economic Status	Mean
Basket Ball	786	78.6
Volley Ball	813	81.3
Handball	787	78.7
Cricket	1053	105.3
Football	890	89

Graph 2: Socio-economic Status of Inter-University Players of Different Game



Testing of Hypothesis:

Main Hypothesis: There is a significant relationship between the interest towards sports participation and socio-economic status of the inter-university players of selected games.

In Table1, the correlation coefficient of interest towards sports participation and socio-economic status of selected players 0.043, which is more less than the tabulated value i.e., 0.211 in 0.05 level of significance. So, it is finally said that there is no significant relationship between interest towards sports participation and socio-economic status of the Inter-University players of selected games and the researcher's hypothesis is rejected.

Sub Hypothesis 1: The interest level of Cricket players is higher than other four game players.

In Table 2, the mean of the Interest level of Inter-University Cricket player is 23.8 which is higher than others i.e. Basketball 22.7, Volley Ball 20.9, Hand ball 21 and Football 21.8. So, it can be finally said that the interest level of Cricket players is higher than other four game players and the researcher's hypothesis is accepted.

Sub Hypothesis 2: The socio-economic status of the Cricket players is higher than other remaining

game players.

In Table 3, the mean of the socio-economic status of Inter-University Cricket player is 105.3 which is higher than others i.e. Basketball 78.6, Volley Ball 81.3, Hand ball 78.7 and Football 89. So, it can be finally said that the socio-economic status of Cricket players is higher than other four game players and the researcher's hypothesis is accepted.

Conclusion:

From the above study it is concluded that,

1. There is no significant relationship between interest towards sports participation and socio-economic status of the Inter-University players of selected games.
2. The interest level of Cricket players is higher than other selected four game players.
3. The socio-economic status of the Cricket players is higher than other remaining game players of this study.

Discussion:

During the collection of data researcher found that there is more facilities available for cricket than other games. So, it is natural for the individuals to grow interest towards Cricket. Researcher also found that the investment in cricket is comparatively higher than other games. So, there is an attraction grows in individuals towards Cricket. Hence, in this study it was found that the interest level towards sports participation and Socio-economic status of cricket players is comparatively high than other selected game players.


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EFFECT OF GAME WINNER AND GAME LOOSER ON MENTAL HEALTH, STRESS AND ANXIETY

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ABSTRACT



An Aim of the study was to search the mental health, stress and anxiety among team Game Winner Player and team Game Looser Player. Hypotheses: first there is no significant difference between team Game Winner Player and team Game Looser Player dimension on mental health. Second was there is no significant difference between team Game Winner Player and team Game Looser Player dimension on stress. Third there is no significant difference between team Game Winner Player and team Game Looser Player dimension on anxiety. Sample: For the present study 120 Sample were belongings to and Aurangabad, and Jalna district. Total 120 team game winner players among them 60 subjects were team Game Winner Player. And 40 subjects team Game Looser Player. The age range of subjects was 20-25 years (Mean = 22.36, SD = 3.87). Purposive non-probability sampling technique was used. Tools: 1) Mental Health Inventory (MHI): Mental health inventory constructed by Dr. Jagdish and Dr. A K Srivastav. 2) Singh Personal Stress Source Inventory (SPSSI): This test is developed and standardized by Arun Kumar Singh. 3. Sinha's Comprehensive Anxiety Test (SCAT-SS): This scale was constructed and standardized by A. K. P. Sinha and L. N. K. Sinha. Results: 1. Team game winner player had significantly good mental health than the team game loser players. 2. Team game loser player had significantly high stress than the team game winner players. 3. Team game loser player had significantly high anxious than the team game winner players.

Introduction:

Mental training is beneficial provided the athlete is interested, enthusiastic, and aggressive about the challenge. As in physical training, changes in performance may not occur overnight. Initially the learning process may produce almost imperceptible changes. This training should be performed in association with the physical training. As with physical training, mental training is not effective on a haphazard basis but should be practices almost daily. Unlike physical training, mental training must be individualized to complement the athlete's unique personality and may be abused if it is not individualized. For example, some athletes may have to learn to become relaxed and less

tense prior to a match; others may have to learn to do just the reverse.

There's no question that sports competition can be a powerfully evocative, emotional experience ranging from the roller coaster high that comes with the thrill of victory to the crushing agony of defeat. As a consequence, the outcome of winning or losing frequently generates powerful waves of emotions in athletes, their parents, and the coaches and of course let's not forget the sports fan. Many athletes, parents and coaches have learned through experience how to successfully ride these strong emotional currents. As a result, their behaviors in response to them are both effective and appropriate. On the other hand, some athletes, parents or coaches get completely overwhelmed by these emotional waves and as a consequence, their behaviors are ineffective, inappropriate and, at times, quite infantile. The fact of the matter is that your emotions always influence the way that you act. Why you're in control of these emotions, your actions are timely, classy and thoughtful. However, when your emotions control you, your actions are clumsy, tacky and not at all burdened by logic or intelligent thinking.

Stress is described by the Canadian researcher Selye as the "psycho-physiological responses of the individual to any influence which disturbs his inner-balance". These psycho-physiological changes do however depend on the individual's tolerance to stress. Stress as mentioned earlier can be due to many environmental factors although illness and nutrition can also play a role. The individual players' reaction to stress can involve aggression and anger or inversely, inhibition, regression and fear. Players are more at risk of injury when stressed due to their attention levels being disorientated. Sports Psychologists can measure stress levels through specially designed questionnaires and by using measurements of heart rates to discover the psycho physiological stress levels. The body prepares for stress through the *fight-flight* reaction which is the response of the body preparing for action via increased heart and breathing rate and the secretion of adrenaline.

Anxiety involves a feeling of fear or a perception of threat and which may be specific to a particular situation. Possible symptoms are nausea, loss of composure, reduced motor coordination and aggression. Potential stressors are the climate - temperature/humidity, circadian body rhythms - maximum effort is harder in the morning, jet-lag, playing environment - stadium, spectators, surface, game officials and finally stress created by opponents or between players and the coach. The intensity of these influences on stress depends on the individual perception or inner experience of the player. When players are alert but relaxed, they can make better, quicker decisions during a match. An over-anxious player will often make incorrect decisions. Athletes can as well be more motivated when they realize that they can control their anxiety and are then free to play at their top level.

Aim of the study:

- 1) An Aim of the study was to search the mental health, stress and anxiety among team Game Winner Player and team Game Looser Player.

Hypotheses:

- 1) There is no significant difference between team Game Winner Player and team Game Looser Player dimension on mental health.
- 2) There is no significant difference between team Game Winner Player and team Game Looser Player dimension on stress.
- 3) There is no significant difference between team Game Winner Player and team Game Looser Player dimension on anxiety.

Methods:

Sample:

For the present study 120 Sample were belong to Aurangabad, and Jalna district. Total 120 team game winner players among them 60 subjects were team Game Winner Player. And 40 subjects team Game Looser Player. The age range of subjects was 20-25 years (Mean = 22.36, SD = 3.87). Purposive non-probability sampling technique was used.

Tools

1) Mental Health Inventory (MHI):

Mental health inventory constructed by Dr. Jagdish and Dr. A K Srivastav. 56 items are in the questionnaire and each of the items has four responses – 1. Almost always true, 2. Some time true, 3. Rarely true and 4. Almost never true. The reliability of the inventory was determined by split-half method using odd-even procedure. Overall mental health reliability coefficients is .73 and Construct validity of the inventory is determined by finding coefficient of correlation between scores on mental health inventory and general health questionnaire (Gold beig, 1978) it was found to be .54.

2) Singh Personal Stress Source Inventory (SPSSI):

This test is developed and standardized by Arun Kumar Singh. The test consisted of 35 Items. The subjects were required to respond to each item in terms of 'Seldom', sometimes, and frequently. Internal Consistency Reliability by odd – even method was found to be .784 which was highly significant.

3) Sinha's Comprehensive Anxiety Test (SCAT-SS):

This scale was constructed and standardized by A. K. P. Sinha and L. N. K. Sinha. It consists of 90 sentences and each item provides two alternatives. The inventory can be scored accurately by hand and no scoring key or stencil is provided so far. For any response indicated as 'YES' the testee should be awarded the score of one, and zero for 'NO'. The sum of the entire positive or yes responses would be the total anxiety score of the individual.

Procedures of data collection

Mental health inventory, stress inventory and anxiety scale were administered individuals as well as a small group of team game winner players and team game loser players. While collecting the data for the study the later approaches was adopted.

Variable

Independent variable-

Type of Players a) Team Game Winner b) Team Game Looser

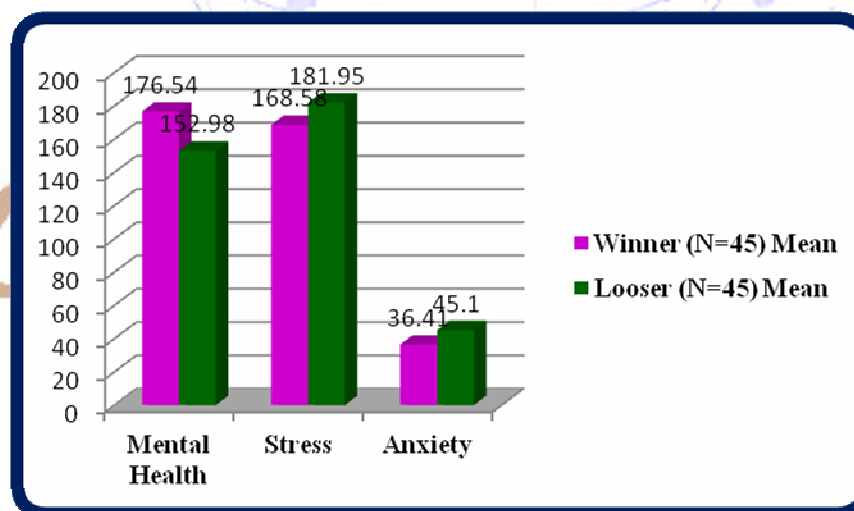
Dependent Variable

- 1) Mental Health
- 2) Stress
- 3) Anxiety

Statistical Analysis and Discussion

Mean Std. Deviation and *t* values of team Game Winner Player and team Game Looser Player respect to mental health, stress and anxiety

Dimension	Winner (N=45)		Looser (N=45)		't'	df	p
	Mean	SD	Mean	SD			
Mental Health	176.54	7.15	152.98	6.87	18.40**	118	< .01
Stress	168.58	6.50	181.95	6.12	11.60**	118	< .01
Anxiety	36.41	5.09	45.10	4.72	9.69**	118	< .01



Result showed that the Mean of Team Game Winner Player on dimension mental health was 176.54 and mean of team Game Looser Player was 152.98, the difference between the two mean was highly significant $t(118) = 18.40$, $p < .01$. Null hypothesis had been rejecting there is no significant difference between team Game Winner Player and team Game Looser Player with respect to mental health. And alternative hypothesis was accepted team Game Winner Player had

significantly high mental health than the team Game Looser Player.

Result showed that the Mean of Team Game Winner Player on dimension stress was 176.54 and mean of team Game Looser Player was 152.98, the difference between the two mean was highly significant $t(118) = 11.60$, $p < .01$. Null hypothesis had been rejecting there is no significant difference between team Game Winner Player and team Game Looser Player with respect to stress. And alternative hypothesis was accepted team Game Winner Player had significantly high stress than the team Game Looser Player.

Result showed that the Mean of Team Game Winner Player on dimension anxiety was 176.54 and mean of team Game Looser Player was 152.98, the difference between the two mean was highly significant $t(118) = 9.69$, $p < .01$. Null hypothesis had been rejecting there is no significant difference between team Game Winner Player and team Game Looser Player with respect to anxiety. And alternative hypothesis was accepted team Game Winner Player had significantly high anxiety than the team Game Looser Player.

The mind and the body work as a unit and cannot be separated into distinct entities. Whatever affects one, affects the other. Optimal achievements will be obtained only if the body and mind are educated, programmed, or trained. The mental aspect is more important than most athletes realize. To achieve optimal results the emotional and mental skills must be trained and developed just as the physical skills. The winner is not necessarily the one with the greatest physical strength or agility. Often, a player's motivation, determination, concentration, and confidence decide the winner or loser. Of two equally skilled players or teams the one with the superior mental attitude is more likely to win. An athlete must not only battle an opponent, he/she must also conquer complexities and conflicts in his/her own mind. He/she must confront such obstacles as self doubt, nervousness, and lapses of concentration, and similar abstraction which prevent optimal performance.

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ROLE OF SPORTS PSYCHOLOGISTS IN PHYSICAL EDUCATION

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Abstract :

The most common role for the sports psychologists is to touch mental skill for enhanced performance a mental game aspect can help to improve confidence, focus, composure, intensity, and trust in athletes performance this mental skill helps athlete improve performance and can help in all other areas of an athlete's life.

Today, a sports psychologist can do several things to help athletes with sports and performance. A sports psychologist role is more accepted today as a part of the regular coaching staff for teams and for individual athletes—than 10 years ago. A sports psychologists can do are numerous, but they primarily teach athletes mental game skills to improve their performance and learning.

Sports psychology Coaching helps athletes to understand how the mind influences performance and apply mental strategies to help perform their best in competition. We also help athletes improve practice efficiency and focus. You'll learn how to mentally prepare for competition and how to take your practice game to competition. Sports psychology is not for problem athletes. We help you improve your performance using mental training strategies from sports psychology.

Key Words : sports psychologists, mental skill, mentally prepare

Introduction

The most common role for the sports psychologists is to touch mental skill for enhanced performance a mental game aspect can help you improve confidence, focus, composure, intensity, and trust in athletes performance this mental skill helps athlete improve performance and can help in all other areas of an athlete's life.

Mental game coaching is that segment of sports psychology that concentration specifically on helping athletes breakthrough the mental barrier that are keeping them from performing up to their peak potential by focusing on the mental game coaching seeks to achieve the overall goal of performance improvement.

Question you need to ask yourself is this: Am I performing up to my capability? I'm sure that know some fellow athletes who have "great talent" or physical skills, but haven't played up to their potential.

One of the myths athletes buy into is that you first must develop "perfect" technique or knowledge about ones sport before you can work on the so-called mental game. But, from my perspective, you cannot separate the mental from the physical when it comes to motor skills. Decisions, thoughts, images, and feelings

set up each action you take.

Sports psychology helps athletes develop confidence and focusing skills as they master the technical aspects of the game.

Athletes often ask the this question: “How do I know when a poor performance or error is a physical or a mental problem?” From experience, the flowing question come spors Psychologists to here are a few hints that it may be a mental breakdown:

1. You perform much better in practice than during competition
2. You have a tough time performing well when others are watching you
3. You maintain many doubts about your sport before or during games
4. You feel anxious or scared when you perform in competition
5. You are not sure why you play your sport or what motivates you
6. You only participate in sports to feel better about yourself as a person
7. You lose focus or have mental lapses during critical times of the game
8. You can't perform the way you did pre-injury, but are physically 100%
9. Everything is fine, but you just want to improve your mental attitude

Sports psychology sometimes gets a bad reputation because of the association of psychology with pathology. Prefer to call what I do mental game coaching or mental training, which athletes understand. Mental game coaching is for athletes who want to improve upon their current performance and take their games to the next level with the help of a mental coach like .

But most athletes, unfortunately, seek out services because of an particular performance barrier or decrease in performance. As a mental game coach, often become the last resort after athletes have tried other means to get beyond performance slumps. wish it wasn't this way, but athletes wait until some needs to be “fixed” and they have exhausted all other resources before they commit to mental game coaching.

How can sport psychology help you perform better? Here is the most obvious list:

1. Improve focus and deal with distractions.
2. Grow confidence in athletes who have many doubts.
3. Develop coping skills to deal with setbacks and errors.
4. Find the right zone of intensity for your sport.
5. Help teams develop communication skills and cohesion.
6. To install a healthy belief system and weed out irrational thoughts.
7. Improve and balance motivation for optimal performance.
8. Get back into competition after an injury is healed fully.
9. To develop game-specific strategies and game plans.
10. To identify and enter the “zone” more often.

Sport psychology may not be for every single athlete. Not everyone involved in sport wants to “improve performance.” Sport psychology is probably not for recreation athletes who just like the social component of sport. Most of my students are committed to excellence and seeing how far they can go. They love competition and testing themselves against the best in their sport. They want every possible advantage

they can learn including the mental edge over the competition.

7 Things Sports Psychologists Can Do

Today, a sports psychologists can do several things to help athletes with sports and performance. A sports psychologist role is more accepted today as a part of the regular coaching staff for teams and for individual athletes—than 10 years ago. A sports psychologists can do are numerous, but they primarily teach athletes mental game skills to improve their performance and learning.

The Sports Psychologist Do

The areas sports psychologists teach vary from one person to another depending on their experience and qualifications. Below are the top roles of an applied sports psychologist, a mental game coaching who helps athletes improve performance via mental training

The first step Help Athletes Cope with Performance Fears

Sports psychologist can help athletes overcome fears, such as fear of failure, fear of embarrassment, and general performance anxiety. This is common among athletes who are perfectionists or highly dedicated athletes that worry too much about what other people think about their performance.

The Second step Help Athletes Improve Mental Skills for Performance

The most common **role for a sports psychologist** is to teach mental skills for enhanced performance. A mental game expert can help you improve confidence, focus, composure, intensity, and trust in athletic performance. These mental skills help athletes improve performance and can help in other areas of an athlete's life.

The third step Help Athlete Mentally Prepare for Competition

Another common **role of a sports psychologist** is to help athletes mentally prepare for competition and practice. This includes many of the mental skills mentioned above, but applied to specific situations on the athletic field.

The fourth step Help Athletes Return after Injury

Returning to play after an injury can sometimes be difficult for many athletes depending on the nature of the injury. Athletes are often left with “mental scars” long after an injury is physically healed. A sports psychologist can help injured athletes cope better with the pressures associated with returning to a prior level of performance—pre-injury.

The fifth step Help Athlete Develop Pregame Routine

As part of mental preparation, the role of a sports psychologist includes helping athletes develop mental skills used during pregame or prerace routines. Athletes learn how to focus on the process instead of results and be more proactive with their confidence prior to competition.

The sixth step Help Athletes Develop Pre shot Routines

Preshot (2001, Karen Lee Hill , Frame work for sport Psychologists: enhancing sport performance.) routines are another common role of a sports psychologist. Here, athletes learn how to use mental skills to prepare for a specific motor skill, such as a golf shot, free throw, or field goal kick.

The seven step Help Athletes Improve Practice Efficiency

Another common **role of a sports psychologist** is to help athletes improve the quality or efficiency of

their practice. Many athletes, such as collegiate athletes, have limited practice time. Coaches want to help these athletes get the most out of their practice time by understanding principles of motor learning and performance.

What is sports psychology?

[Sports psychology coaching](#) helps athletes understand how the mind influences performance and apply mental strategies to help perform their best in competition. We also help athletes improve practice efficiency and focus. You'll learn how to mentally prepare for competition and how to take your practice game to competition. Sports psychology is not for problem athletes. We help you improve your performance using mental training strategies from sports psychology.

Mental game coaching or mental training:

Mental Game Coaching (also known as mental training or mental toughness training) is the practical aspect of sports psychology. Mental toughness training helps athletes improve mental skills and overcome mental barriers, such as confidence, concentration (focus) or composure related issues. It requires replacing unhealthy attitudes and beliefs with healthy ones in order to achieve peak performance in sports.

Difference between sports psychology and therapy:

Unlike psychotherapy or therapy, sports psychology doesn't use couches, prescribe medicines, or work with abnormal behavior. Instead, the goal of mental game coaching and/or sports psychology is to teach athletes how to be more confident, improve focus, stay composed under pressure, practice more efficiently, and develop better pre-performance routines. The main difference between a mental game coach and a therapist is that mental game coaches work with athletes on sports performance enhancement and not personal challenges.

Sports psychology expert :

The most common sign that an athlete needs to work with a mental coach is when he or she is unable to perform up to maximum ability level in competition. This is often characterized when an athlete is able to perform well in practice, but seems to flounder or freeze up in competition. Smart athletes and coaches recognize the warning signs—an inability to cope with the pressures of competition, becoming easily distracted, or having difficulty with performance anxiety or fear of failure.

Another situation in which work with a sports psychologist is appropriate is when an athlete is performing after an injury or in the recovery stage of injury and needs help working through issues, such as diminished confidence, which may manifest during the healing process.

After mental training result improve:

Sports psychology and mental toughness coaching is not a one-size-fits-all solution to performance issues in sports. Results vary from athlete to athlete and are contingent upon factors such as a desire to improve mental game skills, the ability to implement sports psychology strategies, and willingness to overcome the mental obstacles that get in the way of performance.

However, anticipated outcomes include improved confidence; greater composure; keener concentration because of increased ability to cope with distractions; and entering the zone faster and staying there longer.

Mental game coaching :

A great candidate for mental game coaching if you have the physical talent and skills for your sport and are motivated to perform your best in competition, but have realized:

- You should be consistently performing better in competition.
- You perform better in practice than in competition.
- You've lost confidence or are in a performance slump
- You can't concentrate in the now or are frequently distracted.
- You get upset with yourself easily after mistakes.

Sports psychology help to parents and child to perform better in sports : Mental training for sports parents and kids can help you identify the areas in your child's mental game that are holding back his or her performance. It will also teach you the mental game skills, practice routines, and communication skills to positively impact your child's performance.

Mental game coaching to improve performance : Mental toughness coaching and sports psychology are helpful for teams who simply want to improve overall performance. As a coach, you likely know the symptoms that indicate that your team is not performing up to its potential, and mental coaching is needed, such as when athletes lack confidence, lose motivation, commit more mental errors than usual, or perform better in practice than during competition.

Sports psychology help the team : Sports psychology can help team athletes by enhancing confidence, improving focus, increasing practice efficiency, and building team unity. We can also help the slumping team identify why performance is below potential and how implementing mental game strategies can positively impact performance.

CONCLUSION:

The importance of sport psychology has been realized for decades. However many coaches and athletes pay too little attention to how it can help them perform better. Within the principals of sport psychology are various concepts such as how do athletes prefer to learn, the importance of sports psychology has been realized for decades, however many coaches and athletes pay too little attention to how it can help them perform better. To conclude we can say that sports psychology plays a vital in enhancing the performance of the players. As a coach, you likely know the symptoms that indicate that your team is not performing up to its potential, and mental coaching is needed, such as when athletes lack confidence, lose motivation, commit more mental errors than usual, or perform better in practice than during competition.

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मानवी जीवनात योगाचे महत्त्व

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सारांश :-

आजच्या धावपळीच्या युगात वाढते प्रदूषण सकस अहाराची कमतरता आणि कामाचा वाढता ताण यामुळे प्रत्येकाला आरोग्याशी संबंधित समस्या भेडसावत आहे त्या समस्या व्यक्तिमत्त्व सोडविण्यासाठी व्यक्ती 'योगा कडे वळू लागल्या आहेत. योगामुळे मानवाचा सर्वांगीण व्यक्तीमत्त्व विकास म्हणजे शारीरिक, मानसिक, बौद्धिक, नैतिक, सामाजिक व भावनिक विकास होतो. योग, विविध आसने व प्राणायाम व ध्यान द्वारे संपूर्ण जीवन बदलून जाऊ शकते. त्यामुळे व्यक्तीचे जीवन निरोगी, आनंदी, उत्साही आणि सकारात्मक बनविण्यासाठी २१ व्या शतकात योगाची नितांत आवश्यकता आहे.

प्रस्तावना :-

विज्ञान युगामध्ये मानवी जीवन हे धकाधकीचे, बदलेला काळ, बदलत चाललेले विचार बदलते जीवन इ. गोष्टींचा विचार करता आपली जरी तंत्रज्ञानक्षेत्रात प्रगती होत असली तरी आपण आपले संस्कार, जीवनमूल्य हरवून बसलो आहोत. कारण जीवनाचा खरा अर्थ समजावून घेण्यापेक्षा आपण भौतिक सुखाच्या मागे धावत आहोत. व्यक्तीच्या शारीरिक, मानसिक, बौद्धिक विकासाबरोबर सामाजिक व नैतिक विकास होणे गरजेचे आहे. या विकासातूनच व्यक्तीचा व्यक्तिमत्त्व विकसित होते. हा व्यक्तिमत्त्व विकास घडून आणण्यासाठी योगभ्यास हा महत्त्वपूर्ण आहे.

योगा हा शब्द 'युज' या शब्द संस्कृत शब्दावरून घेतलेला आहे. योग या शब्दात 'युज' हा धातु आहे याचा अर्थ जुळणे, एकात्म होणे. योगा मध्ये अंतरात्मा आणी परमात्मा यांचे मिलन अभिप्रेत आहे. याचाच अर्थ असा की आत्म्याचे परमात्म्यात विलीन होणे होय.

“ योग म्हणजे सुख, शांती, समाधानाने जगण्याची कला आहे ”

“ योग म्हणजे बाह्य व आंतरीक शरिर, ज्ञानेंद्रीय, कर्मेंद्रीय, मन, बुद्धी, अहंकार, वासना या सर्वांवर विजय मिळवून, अंतरात्माचा शोध घेणे होय ”

योग हे मानवी जीवनाच्या विकासाचे साधन आहे

योग आणि ध्यान प्राणायाम याद्वारे मानवी वर्तनामध्ये सुधारना घडवून आणणारे सर्वात महत्त्वपूर्ण यंत्र मानले जाते योगामुळे व्यक्तीला अनके शारीरिक व मानसिक व्याधी दूर करता

येतात. व्यक्तीच्या सर्वांगीण विकासासाठी योगची आवश्यकता असते. योग करण्याच्या मागचा हेतु म्हणजे व्यक्तीचे आरोग्य रक्षण करणे व त्यांचे आरोग्य मान उंचावणे होय. तसेच शारिरीक व मानसिक आरोग्य प्राप्त करण्यासाठी, त्याच्या रक्षणासाठी आणि टिकविण्यासाठी योगाचा उपयोग होतो. योग साधनेचा उद्देश व्यक्तीच्या जीवनामध्ये शिस्तबद्धता आणि शुद्धता यावी हा असतो. योगशास्त्र हे सगळ्या जिवनाची सार असलेली जीवन शैली आहे. योग हे मन शांती देणारे उत्तम साधन आहे. याग हे शारिरीक मानसिक आरोग्यासाठी मानवजातीला मिळालेले वरदान आहे.

योगाची उद्दीष्टे :-

- १ मानवी मनाचे व वर्तन व्यवहाराचे नियोजन करणे.
- २ मन शांती प्राप्त करणे.
- ३ अवधान केंद्रित करणे.
- ४ शारिरीक व मानसिक स्वास्थ्य प्राप्त करून उत्साह टिकविणे
- ५ इंद्रिय, मन, आत्मा या सर्व घटकांमध्ये एकसुत्रीपण आणून समतोल व संतुलनप्राप्त करणे, तसेच योगसाधनातुन सौख्य, समाधान आणि चांगले आरोग्य प्राप्त होते.

योग व्याप्ती :-

योग हे अष्टांग सुत्रावर अवलंबून आहे.

पतंजलीकृत अष्टांग योग ही योगाची सर्वोत्कृष्ट व प्रामाणित पद्धत आहे.

योगाचे अंतिम उद्दीष्ट केवळ तनावविरहीत, चिंतामुक्त स्थिती प्राप्त करणे नसून समाधिच्या अवस्थेपर्यंत पोहचून आत्म्याचे परमात्म्याशी एकरूप होणे होय. योगाच्या माध्यमातुन आत्मज्ञान, मोक्ष प्राप्त करू शकतो या अष्टांग योग मध्ये यम, नियम, आसन, प्राणायाम, प्रत्याहार, धारणा, ध्यान, समाधी आदीचा सामावेश आहे. या अष्टांग सुत्रापैकी पाच सुत्रामुळे बहिरंग विकास होतो. ज्यामुळे शरिराला वळन लागते, तर शेवटच्या तीन सुत्रापैकी व्यक्तीचा अंतरंग विकास होतो. म्हणजेच मनाचा विकास होतो.

या अष्टांगयोग मधील प्राणायाम व ध्यान याविषयी माहिती पुढील प्रमाणे आहे.

प्राणायाम :-

प्राणायाम म्हणजे आपल्या श्वासोच्छ्वासविस्तारीकरण आणि नियंत्रण होय. योग्य तंत्राचा सराव केल्यास रक्तातील व मेंदुला होणारा ऑक्सीजनचा पुरवठा वाढतो. त्यामुळे प्राणशक्ती/ऊर्जा यांच्या नियंत्रणास मदत होते. प्राणायाम व योग हे एकमेकांस पुरक आहेत. ह्या दोन योग तत्वाचा मिलाप हे मन आणी शरिराचे सर्वाच्च प्रतीचे शुद्धीकरण व अनुशासन समजले जाते. प्राणायाम ही

ध्यानातील गहनतम अनुभवाची तयारी असते संतुलीत , नियमित श्वासोच्छ्वासहा योगाचा गाभा आहे श्वास व उच्छ्वाश याच्या गतीवर ताबा मिळवणे म्हणजे प्राणायाम होय श्वासोश्वास व मानसिक वर्तन यातध्ये अत्यंत धनिष्ट संबंध आढळतो. जेव्हा व्यक्ती अंत्यंत क्रोधावस्तेत असते तेव्हाश्वासोच्छ्वासअधिक गतिने तर याउलट जेव्हा व्यक्तीचे मन शांत, संतुलीत असते तेव्हा श्वासोच्छ्वास संथ गतीने होतो. हृदयस्पंदन नियमित ठेवण्यासाठी आणि मनोव्यापारामध्ये नियमितता आणण्यासाठी प्राणायाम खुप उपयोगी पडते.

ध्यान :-

मनास व शरिरास आराम वाटावा यासाठी ध्यान उपयुक्त साधन मानले जाते. व्यक्तीने ज्या ध्येयावर चित्त एकाग्र केले आहे ती एकाग्रता अखंडीतपणे राहते म्हणजे ध्यान होय. सुजनात्मक

शरिर व मन स्वस्थासाठी या ध्यानाचा उपयोग होतो.

“ध्यान म्हणजे एखादी वस्तु, प्रक्रिया, अंक, शब्द, मंत्र,शरिराचा एखादा भाग अथवा श्वासावर उत्तरीत्व यावर अधिक लक्ष केंद्रीत करीत जाणे त्यातून सुक्ष्म अती सुक्ष्म ध्याणाची स्थिती अनुभवण्याची स्थिती म्हणजे ध्यान होय.”

आजच्या काळात ध्यानाचा उपयोग तनावविरहीत शांत, शिथिल स्थिती प्राप्त करण्यासाठी आणि निरोगी शरिराप्रकृतीसाठी केला जातो.

नियमित ध्यान केल्यामुळे तनाव मुक्तीचा आनंद उपभोगता येतो. व्यक्तीच्या भिती, चिंता, अस्वस्थता बेचैनी व उदासिनता दुर होऊन शांतचित्ताचा अनुभव घेता येतो. मनाची एकाग्रता वाढुन जीवनविषयक नवीन दृष्टीकोन प्राप्त होतो. व्यक्तीच्या सुजनशक्तीत वाढ होते,तसेच आत्मविष्काराच्या दिशेने वाटचाल होऊन शरीर निरोगी होते. व्यक्तीला दिर्घ आयुष्य जगता येउ शकते.

योगाचे फायदे :-

शरिराचे मानसिक व शरिरीक आरोग्यासाठी योगाचा उपयोग केला जातो. योगासनामुळे केवळ शरिरच नव्हे तर. मन, व मेंदुचेही संतुलन राखले जाते. शरिराचे वजन कमी होण्याबरोबर मानसिक स्थिती खंबीर होते. योगासनामुळे केवळ शरिराचा नव्हे तर मनाचाही विकास होतो. ज्यामुळे सहज रागावर नियंत्रण ठेवता येते. शारिरीक व्याधी कमी होण्याबरोबरच मानसिक स्थिती देखील खंबीर होते. सकारात्मक विचार मनामध्ये निर्माण होऊन मानसिक ताण कमी होतो.

योगाव्दारे सुदृढ शरिर व मन प्राप्त करता येते.

योगामुळे रक्त संचलन प्रक्रिया सुधारते, पचनक्रिया व मानसिक शांतता लाभते, त्याच प्रमाणे

राहणीमानात बदल होऊन आत्मविश्वास वाढतो. आजचे जिवनमान धकाधकीचे असल्याने मनुष्याला राग येऊन त्याची मनस्थिती बिघडून त्याच्या मानसिक ताण वाढत आहे. मानसिक ताण कमी करण्यासाठी योगाची भुमिका महत्वाची आहे.

योगामुळे ताण—तणाव चिंता कमी होऊन संपूर्ण शरीरामध्ये धनात्मक बदल होतात. व्यक्तीची सर्जन शिलता उत्साह वाढविण्यास मदत होऊन आत्मिक शांतता लाभते. स्व:आदर भाव वाढतो.

योग, ध्यान आणि प्राणायाम यामुळेही ताण—तणाव कमी होण्यास मदत होते. योग ही स्वास्थ प्रसन्नता स्फुर्ती व आनंद प्राप्त करण्याची एक कला आहे. त्यामुळे व्यक्तीची कार्यकुशलता, ईच्छाशक्ती दृढ होऊन अवघड कामे सहज करण्याची क्षमता निर्माण होते. योग व ध्यानामुळे मन सतत आनंदी , प्रसन्न व शांत राहते. व्यक्तीच्या अस्वस्थ झालेल्या मनाला काबुत आणण्यासाठी योग सारखा दुसरा उपाय नाही. योगाचा उपयोग केल्यामुळे ताण निर्माण करणारे ‘हार्मोन्स’ कमी केले जातात.

योग, ध्यान व प्राणायाम यामुळे शरीरातील मज्जासंस्था, स्नायु व विविध ग्रंथाची कार्यक्षमता सुधारते. स्नायुसंस्था व मज्जासंस्था यांच्यामध्ये संतुलन साधले जाते. त्यामुळे शरीर व मन उत्साही राहते. शरीरातील कंप कमी केला जातो. यामुळे मनाची अस्वस्थता कमी होऊन मनाला शांती लाभते. सभोतालच्या परिस्थितीचे वास्तव ज्ञान होउन जगाकडे पाहण्याचा वस्तुनिष्ठ दृष्टीकोण तयार होतो.

योगामुळे स्मरण शक्ती उत्तम होऊन शारिरीक, मानासिक व भावनिक आरोग्याचे संवर्धन आपोआप केले जाते. योग व्यक्तीचा आत्मविश्वास वाढवतो. योगामुळे शरिराच्या प्रत्येक अंगाचा व्यायाम होउन शरिर धष्ट पुष्ट आणि निरोगी बनते. योगा आणि प्राणायाम यांच्या मदतीने आपल्यातीलसजगता वाढून इकडे —तिकडे पळणाऱ्या मनाला आपण वर्तमानक्षणात आणु शकतो. तसे केल्याने व्यक्ती आनंदी आणि एकाग्र बनतो.

निष्कर्ष:

योगा प्राणायाम व ध्यान ही ताण—तणाव नष्ट करणारी प्रभावी तंत्रे आहे.मानसिक ताण सहन करून शारिरीक कार्यक्षमता वाढवण्यासाठी योगाचा उपयोग होतो. योग, ध्यानामुळे ताण—तणावाचे नियमन करता येणे शक्य झाले. प्रत्येक व्यक्तीने आपल्या आरोग्याकरिता योग जाणून घेण्याचा संकल्प करणे आवश्यक आहे. आजच्या धकाधकीच्या जीवनात योगाचा वापर करणे आवश्यक आहे. योगामुळे अनेक आजार व मनोविकार दूर करता येतात.

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STRESS MANAGEMENT

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Introduction:

Stress is a common component of everyday emotional life and it consists of a number of emotional responses. Although the term stress has negative connotations, a moderate level of stress is beneficial. Different levels of stress are optimal for different people and learning how much stress you can handle is essential for recognizing its effects on your mental, physical and emotional well-being.

Stress involves both physical and psychological factors. It has direct effects on the body, but how stressed people feel depends on factors such as how people perceive the stressful event, their tolerance for stress and their personal beliefs about the resource they have to cope with the stressor. A stressor is an environmental event or stimulus that threatens an organism and that leads to a coping response which is any response made by an organism to avoid, escape from or minimizes an aversive stimulus.

Physical and mental balance plays vital role in the life of human being. This balance is needed to develop our personality and progress. It is rightly said 'sound mind in sound body' physical and mental health is very essential in our day to day activities. Our ability of work or potential is depended on our physical and mental balance. These two factors cause in our progress of any work. As far as sport is concerned, physical and mental balance is most required thing. Physical and mental sound person brings good result in their sports activity. The person well balance mental and physical gives good results in his sports activity. Mental and physical sound person is successful in his every sphere of life such as sports cultural activities, so applied psychology plays a vital role in our success of life.

Stress is a mental activity which affects our day to day activities. Nobody is escaped from the clutches of stress in this modern world. Everybody wants to reduce his or her stress to work positively. Stress management is becoming the need of the modern society. There are different ways to control stress.

Stress management-

Coping strategies:-Developed by Folkman and Lazarus,suggests that there are two general categories of coping style. Emotion focused coping involves trying to prevent having an emotional response to the stressor. It includes strategies such as avoidance minimizing problem, trying to

distance oneself from the outcomes from the problem or doing things such as eating or drinking. These are often passive strategies that are used to numb the pain. They do nothing to solve the problem or prevent it from recurring in the future. By contrast, problem-focused coping involves taking direct steps to solve the problem people generate alternative solution, weigh them in terms of costs and benefits and choose between them. Problem focused behavior is used when the stressor is perceived as controllable and there is only a moderate level of stress. Conversely, Emotion-focused behavior enable people to continue functioning in the face of an uncontrollable stressor or a high level of stress.

There are many ways to cope up stress but it is best to match your coping strategy with your stress response. Physiological coping strategies:-one way to reduce stress if you respond to stress physiological is to use breathing techniques with muscle relaxation. When using breathing techniques, you want to inhale and exhale deeply. While inhaling, you can tighten the muscles. Be sure to recognize the difference between the tense muscle and the relaxed muscles. Usually, it is best to do a consistent count for each inhale exhale such as count of two or three. This will help slow down your heart rate and breathing rate. It will also help relax your muscles and your mind as you are increasing the amount of oxygen to both. Behavioral coping strategies:-there are both positive and negative coping strategies that people use. Some people may drink or smoke because of stress these are obviously negative coping strategies. Some positive coping strategies are writing goals to tackle the problem, writing 'to do' lists exercising or doing the things that increase eustress. Writing goals and lists help to organize thoughts and actions so that you know how to fix the problem or possibly remove the stressor if possible. Exercise increases endorphins in our body or gives us the 'runner's high' while also releasing the tension in our body and feelings of anxiety, depression, anger and frustration. Cognitive coping strategies:- Along with using some of the previously stated coping strategies, you may want to use positive self-talk or give yourself reaffirming statements. It is very easy for people to tell themselves. 'I stink!' and believe it when problems happen. Instead, recognize the times that you use the negative statement that decrease your confidence and use a cue word such as relax or stop to remind yourself to stop saying these statements. Then use positive, reaffirming statements of aspects at which you are good to replace those negative thought. If you are struggling with your defense during a game, you may want to say that you are good at the offence while also reminding yourself about the good aspects of your defensive game.

Social support:-Social support plays important role to control the stress of the person, family member friends and others are always supportive and helpful in our stress. They are the social support in controlling the stress of the person. Social support helps to reduce or balance our stress. The social support provides emotional support, the essential guidance to control on our stress, it searches possible causes of stress in our life. Social support brings into our notice the causes and

consequence of the incidents, so we are always inspired and motivated by the social factors. The person emotionally collapsed can be supported by their family member and friends to live peaceful life. Thus, health and social support are interrelated in our way of life.

Biofeedback:- is a technique used to understand the behavior of stressed person in their physical response. The changing temperature, blood pressure, stress on body and heart rate is calculated in physical response. It also makes aware to the stressed person of their physical changes. So biofeedback is based on person's thinking. If thinking is changed, we have experience of changing in physical response. The person can be trained to think positively by biofeedback.

Yoga and Meditation: Another technique to cope up with stress is Yoga or meditation. These Indian techniques are extensively used all over the world to cope up mental stress. Especially, *Brhamari* is suggested as an effective tool to manage stress. The closing of eyes by hands and pronouncing a long “om” leads one in a deep trance and relieves of the mental burden.

Stress is a common component of everyday emotional life and it consists of a number of emotional responses. Although the term stress has negative connotations, a moderate level of stress is beneficial. Different levels of stress are optimal for different people and learning how much stress you can handle is essential for recognizing its effects on your mental, physical and emotional well-being

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IMPACT OF PRO-NATURE THERAPY PROGRAM AND YOGA ON SELECTED PHYSIOLOGICAL VARIABLES

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Introduction

Transcendental Meditation is a Pro Nature Therapy which is an experience of wholeness and expression of together with deeper inner contact with nature and the assertion that procedures and practices exist to develop such state that are common in the globe of almost every human culture. The true aim of Transcendental Meditation program is to enable the individual to unfold his full potential. Wallace (1970) in his study practiced deep and relaxation techniques produced by Transcendental Meditation and found that it has improved the physical and mental health of the subjects. T.M. state is likewise necessary to relieve deep rooted stress free from stress and become familiar with its higher states which utilizes the finer portion of the nervous system and therefore allows for greater enjoyment and fulfillment of life.

Yoga has become one of the popular lifestyle of the people world over. It is a way of life which can be practiced by any human being regardless of age, condition of health, religion or nationality, for it is based on general and spiritual laws which operate on all mankind alike (James, 1998).

Yoga means "to Join" or to "Yoke". Yoke was the basic symbol of India from its pre historic age. Yoking the oxen has been described as a primitive deed of Harappa and pre historic civilization of India (Moorthy & Raj, 1997). Yoga is a system of physical, mental and spiritual discipline development by the sages of India and has been practiced down the ages. Daily scheme of yoga practice should be well balanced to exercise every part and organ of the body including spine and abdomen. Yoga is a Sanskrit word which means 'Union'. It is both the discipline leading to and the experience of reunion of the embodied individual expression which is the endeavour and goal of human life. Yogic way of life helps a person directly to hold his physical forces in balance and directly develop his mental and spiritual power; it helps students in leading to changes to physiological harmony, mental peace and adds to the general positive outlook. Yoga is a science which teaches the methods to attain the above components (Yogeswar, 1998).

Asanas are the postures for the full development of the nerves, blood circulation and all the organs of the body. They are practiced while standing, sitting, lying down, balancing or in an

inverted position. The performance consists mostly in the stretching, contractions, twisting the muscles and tendons aimed at securing a steady posture for a given time. During the performance of Asanas the body bends forward, backward and sideward besides twisting the various parts of the body to the right and left (Yeolekar, 1990).

The aim of the study was to find out the effect of transcendental meditation program and yoga on the Physiological variables of weight, vital capacity and flexibility of men.

Method

The subjects selected for the study were Alternate therapy and yoga therapy course heterogeneous subjects and their age ranged between 20 to 60 years. All the subjects were given yoga and transcendental meditation & rekhi daily in the morning and evening for two hours except on Sundays. The total duration of the study was six weeks and a pre and post test was taken to find out the training difference in the subjects. The physiological variables measured were weight in Kgs by a weighing machine, vital capacity in liters by a wet spirometer & flexibility in which forward bending measured in centimeters by a sit and reach apparatus, backward bending measured in the degree and also the shoulder bend measured in degree by a goniometer. Mean and standard deviation were the statistical tools used to analyze the data.

Results and Discussion

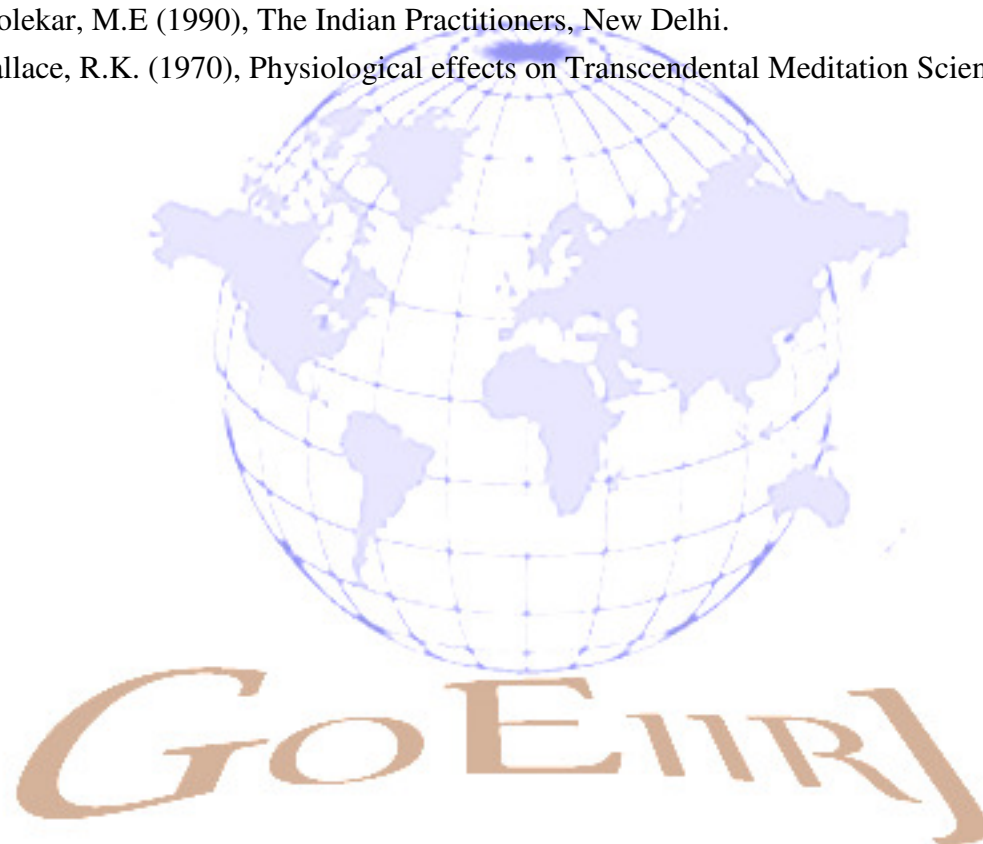
The data was analyzed and the results point out that the weight of the female subjects decreased from 1 to 4 kgs due to asana, but the weight of the male subjects did not change which may be due to the consumption of rice in the diet of the male subjects. The vital capacity of the subjects increased from 50 milliliters to 300 milliliters which is due the reason that pranayama practice increases the vital capacity which substantiates the results by Bhole and Karambelkar (1974). With regard to the flexibility there was an increase in the forward bending from 1.00 cm to 5.5 cms and an increase from 5 to 15 degrees in the backward bending and shoulder flexibility which is supported by the previous study by Robson (1972).

Conclusion

On the basis of the results of the study it is concluded that pro nature therapy program and yoga increases vital capacity and flexibility of the individuals and hence is very useful for the lungs and also to make the body supple and flexible.

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आजच्या स्पर्धात्मक युगामध्ये क्रीडा क्षेत्रात समायोजनाचे अनन्य साधारण महत्त्व आहे. व्यक्तीमध्ये ज्ञान, क्षमता, पात्रता ही किती प्रमाणात आहे यास महत्त्व नसून अशा क्षमतांचा अर्थात नैसर्गिक क्षमतांचा वापर जीवन जगतांना कशाप्रकारे करू शकते. यावर तीचे अस्तित्व अवलंबून असते. जन्मतः प्राप्त होणाऱ्या क्षमतांचा सुव्यवस्थितरित्या वापर करून दैनंदिन जीवनातील समस्या व आव्हाने सोडविता आली पाहिजे. आज संपूर्ण जग हे माहिती व तंत्रज्ञानाच्या प्रभावामुळे आणि संगणकीय वैज्ञानिक क्रांतीमुळे जवळ आलेले आहे. विश्वाला एका खेड्याचे, एका लहान समुहाचे स्वरूप प्राप्त झाले आहे. अशा वैज्ञानिक प्रगतीचा समाजावर सकारात्मक परिणाम झाल्याचा दिसतो. मात्र, याचा नकारात्मक परिणाम म्हणजे उपस्थित होणाऱ्या नवनवीन आव्हानामुळे व्यक्तीच्या जीवनाची गुणवत्ता दिवसेंदिवस ढासळत आहे. कारण, प्रत्येक उद्दीपकांशी घटकांशी आपणास सामना करतांना काही वेळेस यश येते तर, काही वेळेस अपयश येते. अशा अपयशांमुळे चक्र सातत्याने अनुभवयास मिळाल्यामुळे व्यक्तीच्या मानसिक संतुलनात बिघाड होण्याची शक्यता नाकारता येत नाही. याचाच अर्थ असा की, स्वस्थ व आरोग्यमय जीवन प्रणालीचा उत्तम मार्ग म्हणजे यशस्वी समायोजन होय समायोजनाच्या विविध क्षेत्रांनी व्यक्ती जीवन व्यापलेले आहे. म्हणून व्यक्ती या नात्याने मनुष्य प्राण्यांच्या समायोजनाचा अभ्यास करणे हे विविध अभ्यासकांसमोरील एक आव्हान आहे म्हणून, समायोजनविषयक अभ्यासाची हाताळणी करण्याकरीता सदरील संशोधन वस्तू निर्मित करण्यात आली आहे.

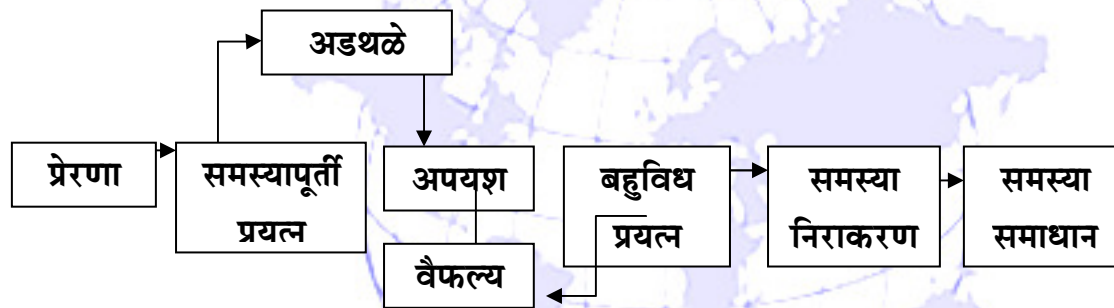
समायोजनाची व्याख्या (Defination of Adjustment)

समायोजन ही निरंतर चालणारी प्रक्रिया असून ही व्यक्तीगत वर्तन पातळी आहे. बऱ्याच वेळा समाजात वावरतांना परिस्थितीनुसार इच्छा असतानाही अनेक गरजा व मागण्यांकडे दुर्लक्ष करावे लागते. यावरून “वैयक्तिक आवडीनिवडी, गरजा तसेच सामाजिक घटक यांना अनुसरून योग्या त्या समाजमान्य प्रतिक्रिया देणे म्हणजेच समायोजन होय.” बऱ्याच वेळा समस्यातून, प्रसंगांना घटनांना व्यक्तीस सामोरे जावे लागते. समस्या यशस्वीपणे सोडविणे हा समायोजनाचा भाग आहे. “समस्यातून परिस्थितीतून बाहेर पडण्यासाठी स्वतःमध्ये व परिस्थितीमध्ये योग्य ते बदल घडवून आणणे म्हणजे समायोजन होय.” त्याच बरोबर वर्तनाचा महत्त्वपूर्ण म्हणजे उद्दिपकास प्रतिक्रिया देणे होय. असे उद्दिपक हे बाह्य तसेच

आंतरिक स्वरुपाचे असतात. त्यावरून “समायोजन म्हणजे बाह्य (भौतिक व सामाजिक) व अंतर्गत उद्दिपकांना अनुरूप प्रतिक्रिया करणे होय.” आपण ज्या परिसरात राहतो त्याचा व्यक्ती वर्तनावर व्यापक व दुरगामी प्रभाव पडतो अर्थात व्यक्ती व परिवेश यामध्ये सातत्याने विशिष्ट आंतरिक्रिया होतात. यावरून एकूण परिस्थितीचा सारासार विचार करून व्यक्ती व वातावरण यामध्ये अनुरूप संबंध प्रस्थापित करण्याचा प्रयत्न करणे म्हणजे समायोजन होय.

समायोजन प्रक्रिया (Process of Adjustment):-

समायोजन ही मानसिक पातळीवर निरंतर घडून येणारी प्रक्रिया आहे. प्रत्यक्ष वर्तन किंवा कार्यवाही हे समायोजनाचे दुसरे टोक आहे. समायोजन कशाप्रकारे घडून येते याचे थोडक्यात सार पुढील आराखड्यामध्ये नमूद केले आहे.



वरील चौकानामध्ये नमूद करण्यात आलेले घटक हे समायोजन प्रक्रियेचे उपघटक म्हणून ओळखले जातात.

१) प्रेरणा :

वर्तनामागील मूळ कारण म्हणजे प्रेरणा होय, प्रत्येक कृती प्रेरणामुळे कार्यप्रवृत्त होत असते. यावरून विविध शारीरिक व मानसिक घटकांमुळे व्यक्ती उद्दिष्ट प्राप्तीसाठी प्रयत्नशील राहते.

२) वैफल्य :

प्रेरणानिर्मितीमुळे व्यक्ती उद्दिष्टे प्राप्तीकडे प्रवृत्त होते प्रेरणा जितकी प्रबळ तेवढे अधिक प्रयत्न केले जातात. पण काही वेळेस उद्दिष्टे प्राप्तीमध्ये अडथळे निर्माण होवून व्यक्तीला वैफल्याचा अनुभव येवू लागतो. त्यातून व्यक्तीच्या वाट्याला निराशा येते.

३) बहुविध प्रतिक्रिया :

वैफल्यग्रस्त अवस्थेमधून बाहेर पडण्यासाठी व्यक्तीकडून वेगवेगळे प्रयत्न केले जातात व त्यानुरूप पर्यायी प्रतिक्रियांचा शोध घेतला जातो. तात्पर्य, कोणत्याही समस्येच्या उगमानंतर व्यक्तीला त्याच्या निराकरणाकरीता अनेक संभाव्य प्रतिक्रिया देणे अपरिहार्य ठरते.

४) समस्यापूर्ती :

विविध प्रयत्न केल्यानंतर हेतू साध्यता होते व समस्याचे निराकरण होते. समस्यापूर्ती अथवा समस्या समाधान ही

समायोजनाची शेवटची पायरी असून प्रयत्नांना शेवट मिळतो.

स्टैनफिल्ड जेस. ए. रीड व सहकारी : यांनी आफ्रिकन, अमेरिकन हिस्टोरिकल ब्लॅक कॉलेज आणि विद्यापीठ कॉम्पसमधील फुटबॉल खेळाडू आणि ॲथलेटिक्स खेळाडू यांच्या समायोजन विषयक अभ्यासातून असे निष्कर्ष मांडले की, ज्या खेळाडूंना लोकप्रियता कमी असते, अशा खेळाडूंमधील समायोजन पातळी अधिक लोकप्रिय असणाऱ्या खेळाडूपेक्षा निम्न आढळून येते. त्याच बरोबर विशिष्ट संस्थेकडून (संघटनेकडून) खेळणाऱ्या खेळाडूंमध्ये समायोजन क्षमता अधिक असते. या संशोधनातून संशोधकांनी विशिष्ट संस्था व संघटना आणि विद्यापीठ क्षेत्र यावर समायोजन शैली अवलंबून असते, असे निदर्शनास आणून दिले आहे.

फेड्रीक्स, जेनिफर ए. व सहकारी : यांनी शालेय क्लब आणि क्रीडा संघटनांमधील विद्यार्थ्यांच्या समायोजनाविषयी असे निष्कर्ष मांडले की, अल्कोहोल व ड्रग्स घेणाऱ्या मुलांमध्ये समायोजन शैली निम्नप्रकारची आढळून येते. या संशोधनातील निष्कर्ष हे खेळाडूंच्या मानसशास्त्रीय स्थितीचे विश्लेषण करते.

जॉन्सन व जे सॅम्यूल : यांच्या ३६५ शालेय खेळाडूंच्या (१२वी सी ग्रेड स्टूडंट) समायोजनाचा अभ्यास करण्याकरिता “मॅथ्यू कुसमायोजन शोधीका” वापरून असे निष्कर्ष मांडले की, अनियमीत स्पोर्ट्स ग्रुप मधील मुलांमध्ये कुसमायोजन प्राप्तांक अधिक आढळतो.

ओलमन व सहकारी: यांनी स्थानिय नियंत्रण प्रकृतीचा वैयक्तिक, भावनिक, सामाजीक समायोजनावर होणारा परिणाम अभ्यासाकरिता निवडण्यात आलेल्या महाविद्यालयीन खेळाडूंच्या संशोधनातील निष्कर्ष असे दर्शवितात की, स्थानिय नियंत्रण प्रकृती आणि सामाजिक, वैयक्तिक आणि भावनिक समायोजन हे घटक लक्षणीय रित्या सहसंबंधीत आढळतात. बाह्य स्थानिय नियंत्रण असणाऱ्या व्यक्तींमध्ये उत्कृष्ट समायोजन आढळते. असे निष्कर्ष सांघिक खेळ खेळणाऱ्या खेळाडूंच्या संशोधनावरून मांडण्यात आले होते.

हार्ले आणि रुडाल्फ के : यांनी रिटायर्ड मेजर लीग बेसबॉल खेळाडूंच्या व्यावसायीक समायोजनाविषयी अभ्यास करून असे निष्कर्ष मांडले की, व्यावसायिक जीवनामध्ये समायोजन करतांना विविध परिवर्तकांसंदर्भात समस्या जाणवतात.

ब्लाईस ईवा के. : यांच्या घटनोत्तर संशोधनात २४ ऑलिम्पीक खेळाडूंच्या ईव्हेंटस् वर मानसशास्त्रीय आणि समाजशास्त्रीय परिवर्तकांचा होणारा अभ्यासामधील निष्कर्ष असे दर्शवितात की, बऱ्याच खेळाडूंमध्ये उच्च उपलब्धी, आणि उच्च स्वायत्तेची गरज आढळते. तर भावनिक स्थिरता असणाऱ्या खेळाडूंमध्ये वैयक्तिक समायोजन अधिक प्रमाणात आढळून येते.

संशोधन समस्या :-

“डॉ.बाबासाहेब मराठवाडा विद्यापीठाच्या आंतरविद्यापीठीय वैयक्तीक व सांघिक खेळाडूंच्या समायोजन पातळीचा तुलनात्मक अभ्यास करणे”

संशोधनाचा हेतू/ उद्दिष्टे :-

संशोधनाकरीता निवडण्यात आलेल्या समस्येचे स्वरूप पाहता संशोधनाची काही ठळक उद्दिष्टे मांडण्यात आली आहेत, ती पुढीलप्रमाणे.

१) आंतरविद्यापीठीय वैयक्तीक व सांघिक खेळाडूंच्या समायोजनाचा तौलनिक अभ्यास करणे.

संशोधन गृहीतके :-

संशोधनाची उद्दिष्टे आणि संशोधन समस्येचे स्वरूप केंद्रस्थानी ठेवून संशोधनाची सिध्दांतकल्पना किंवा गृहीतके पुढीलप्रमाणे मांडण्यात आलेली आहे.

- १) आंतरविद्यापीठीय सांघिक खेळ खेळणाऱ्या खेळाडूंमधील समायोजन पातळी वैयक्तीक खेळ खेळणाऱ्या खेळाडूंपेक्षा उच्च दर्जाची आढळून येईल.
- २) आंतरविद्यापीठीय वैयक्तीक खेळ खेळणाऱ्या आणि सांघिक खेळ खेळणाऱ्या खेळाडूंच्या समायोजनाबाबत भेद दिसून येणार नाही.

नमुना व नमुना निवड :

प्रस्तुत संशोधन हे तुलनात्मक संशोधन प्रकारात मोडते. संशोधनासाठी निवडण्यात आलेला प्रतिनिधीक नमुना केवळ डॉ.बाबासाहेब आंबेडकर मराठवाडा विद्यापीठ औरंगाबाद येथून निवडण्यात आलेला आहे. विशेषतः विद्यापीठांतर्गत काही ठळक अनुदानित महाविद्यालयातील केवळ बी.ए., बी.एस.सी. व बी.कॉम. शाखेमधील प्रथम, द्वितीय, तृतीय वर्ष वर्गामध्ये शिकणाऱ्या व ज्यांनी वैयक्तीक व सांघिक खेळामध्ये विशेष प्राविण्य मिळवले आहेत अशाच २०० विद्यापीठीय खेळाडूंची निवड उपलब्धता नमुना निवड तत्वानुसार समावेश करण्यात आलेला आहे. एकूण २०० विद्यापीठीय खेळाडूंपैकी १०० सांघिक निवड विविध महाविद्यालयातून करण्यात आली आहे. निवडण्यात आलेल्या खेळाडूंचा वयोगट १९ ते २१ या दरम्यान असून केवळ पुरुष खेळाडू की, ज्यांचे कमीत-कमी एका आंतरविद्यापीठीय स्तरावर सहभाग किंवा प्रतिनिधीच केलेले असावे.

संशोधनाची साधने :-

खेळाडूंच्या समायोजनाविषयी माहिती संकलनाकरीता करण्याकरीता पुढील मानसशास्त्रीय चाचणी वापरण्यात आली आहे. या चाचणी विषयी माहिती पुढीलप्रमाणे होत.

बेल्स यांची समायोजन शोधिका –

बेल्स या मानसशास्त्रज्ञाने विद्यापीठीय, महाविद्यालयीन विद्यार्थ्यांच्या समायोजन पातळीचा अभ्यास करण्याकरीता १९३४ मध्ये ही मुळ चाचणी इंग्रजीमध्ये तयार केली. प्रस्तुत संशोधनामध्ये या चाचणीचे आकलन खेळाडूंना व्यवस्थित व योग्य रितीने व्हावे या हेतुन ही चाचणी तज्ञांदारे अर्थ व संदर्भ न बदलता मराठी भाषेत रुपांतरीत करण्यात आली

आहे. सामाजिक, भावनिक, कौटुंबिक आणि स्वास्थ्य विषयक समायोजन ही महत्वाची समायोजन असे आहेत. उपरोक्त प्रत्येक चार विभागांमध्ये एकूण ३५ विधाने आहेत. एकूण चाचणीमध्ये १४० विधानांचा समावेश करण्यात आलेला आहे. प्रत्येक विधानाच्या पर्यायी उत्तराकरीता 'होय', 'नाही' अशा प्रतिक्रियांच्या आधारे चाचणीची निर्मिती करण्यात आलेली आहे.

संशोधन आराखडा :-

तक्ता: “एकमार्गीय घटक विश्लेषण आराखडा”

स्वतंत्र परिवर्तक/परतंत्र परिवर्तक	समायोजन प्रकार (DV _s)			
खेळाडूंचे स्वरूप IV _s (A)	Family Adjustment	Emotional Adjustment	Social Adjustment	Health Adjustment
वैयक्तीक खेळाडू (A ₁)	AB ₁	AB ₂	AB ₃	AB ₄
सांघिक खेळाडू (A ₂)	A ₂ B ₁	A ₂ B ₂	A ₂ B ₃	A ₂ B ₄

सांख्यिकीय विश्लेषणाच्या पद्धती :-

प्रस्तुत संशोधनामध्ये वर उल्लेखल्याप्रमाणे एकमार्गीय घटकविश्लेषण आराखड्याचा वापर करण्यात आलेला आहे. संशोधनामध्ये दोन प्रमुख गट/समूह (उदा. सांघिक व वैयक्तीक खेळाडू) असून प्रत्येक समूहाच्या समायोजनाची तौलनिक चिकित्सा करण्याकरिता सर्वप्रथम केंद्रीय प्रवृत्तीचे परिमाणे उदा :- मध्यमान प्रमाण विचलन या तंत्राचा अवलंब करण्यात आला व त्यानंतर दोन गटाच्या समायोजनामधील भेद लक्षणीयरित्या पडताळण्याकरीता “टि मुल्ये” तंत्र वापरण्यात आलेली आहे. समायोजनाच्या प्रत्येक उपप्रकारामधील भेद/ फरक जाणून घेण्याकरीता संपूर्ण समूहाचे एकत्रित ‘एफ’ मुल्याचे मापन करण्यात आले. थोडक्यात आंतरविद्यापीठीय वैयक्तीक व सांघिक खेळाडूमधील समायोजनामधील भेद सिध्द करण्यासाठी संपूर्ण प्रदत्तांचे सांख्यिकीय विश्लेषण करण्यासाठी वर्णनात्मक संख्याशास्त्र विश्लेषण करण्यासाठी वर्णनात्मक संख्याशास्त्र व इनफ्रंशीयल संख्याशास्त्रीय पद्धतीचे उपयोजन करण्यात आलेले आहे.

गृहीतक:-

“आंतरविद्यापीठीय सांघिक खेळ खेळणाऱ्या खेळाडूंमधील समायोजन पातळी वैयक्तीक खेळ खेळणाऱ्या खेळाडूंपेक्षा उच्च दर्जाची आढळून येईल”.

मांडण्यात आलेल्या गृहीतकाचे परिक्षण करण्यासाठी खालील कोष्टकांची मांडणी करण्यात आलेली आहे.

कोष्टक:- सांघिक व वैयक्तीक खेळाडूंचे समायोजन मध्यमान मुल्य दर्शविणारे कोष्टक

खेळाडूंचे गट	नमुना	मध्यमान	प्रमाण विचलन
सांघिक खेळाडू	१००	४०.२०	११.४४
वैयक्तीक खेळाडू	१००	५२.६८	८.६४

कोष्टकमध्ये सांघिक खेळाडू व वैयक्तीक खेळाडूंचे समायोजन विषयक मध्यमान व प्रमाण विचलन मांडण्यात आलेले आहे. सांघिक खेळाडूंमधील समायोजन बाबतचे मध्यमान मुल्य ४०.२० इतके असून त्यांच्या समायोजनावरिल प्रमाण विचलन ११.४४ इतके दर्शविण्यात आलेले आहे. तर वैयक्तीक खेळाडूंच्यासमायोजन बाबतचे मध्यमान मुल्य ५२.६८ एवढे असून प्रमाण विचलन ८.६४ इतके आहे. दोन्ही मध्यमान मुल्यांची तुलना केली असता दोघांमध्ये १२.४८ इतकी तफावत (वैयक्तीक खेळाडू व सांघिक खेळाडू) आढळते. वरील दोन्ही मध्यमानांची तुलना केली असता असे निदर्शनास येती की, खेळाडूंच्या समायोजना बाबत भिन्नता आढळते. वैयक्तीक खेळाडूंचे मध्यमान मुल्य (५२.६८) हे सांघिक खेळाडूंच्या मध्यमान मुल्यापेक्षा (४०.२०) अधिक आढळून आलेले आहे. चाचणीच्या प्रामाणिकरण मानदंडानुसार उच्च मध्यमान मुल्यनिम्न समायोजनाची पातळी दर्शविते याचाच अर्थ असा की, बेल्स यांच्या समायोजन शोधीके मधील उच्च प्राप्तांक निम्न समायोजन पातळी दर्शविते. यावरून असे सिध्द करण्यात येते की, सांघिक खेळाडूंची समायोजन पातळी वैयक्तीक खेळाडूंपेक्षा उच्च दर्जाची आढळते. असे निष्कर्ष दोन मध्यमानांची तुलना करून मांडण्यात आलेले असते तरी या दोन्ही गटांच्या मध्यमानातील मुल्यांचे लक्षणीय प्रमाण निश्चित करण्याकरीत एकमार्गी प्रसरण विश्लेषण करण्यात आले आहे.

कोष्टक:- समायोजना बाबत वैयक्तीक व सांघिक खेळाडूंचे एकमार्गी प्रसरण विश्लेषण

एकमार्गी प्रसरण विश्लेषण	प्रसरण (एकत्रित)	वर्गाची बेरीज	डि.एफ.	मध्य वर्ग	एफ मुल्य	लक्षणीयता
समायोजन	समुहान्तर्गत (Between Group)	७७८७.५२	१	७७८७.५२	७५.७५	०.०१ वरील लक्षणीय
खेळाचे स्वरूप	आंतरसमूह (Within Group)	२०३५३.७६	१९८	१०२.७९		
	एकूण	२८१४१.२८	१९९	-		

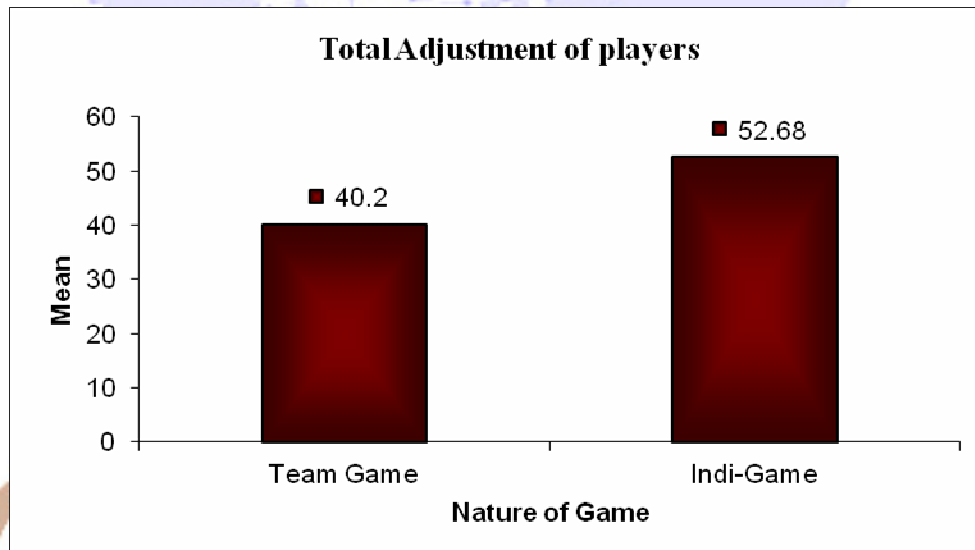
$$P : 0.01, = 6.76, 0.05 = 3.89$$

वरील कोष्टकामधील एकमार्गी प्रसरण विश्लेषण दर्शविण्यात आलेले आहे. यामध्ये दोन्ही परिवर्तकांच्या मुख्य प्रभावाचे प्रमाण (समायोजन x खेळाचे स्वरूप) सिध्द होते. स्वतंत्र परिवर्तकाचे घटक जसे की, वैयक्तीक खेळ व सांघिक

खेळ समायोजनावर परिणाम करणारे असून, समायोजनाबाबत दोन्ही गटांचे 'एफ' मुल्य ७५.७५ इतके आढळून आलेले आहे. सदरील मुल्य सार्थकता स्तरावरील (Level of Significance) ०.०१ पातळीवर लक्षणीय असल्याचे सिद्ध होते. ($F = 75.75$, $df = 1, 198$: $P < 0.1$) याचाच अर्थ असा होतो की, दोन्ही गटामधील मध्यातील फरक (१२.४८) हे लक्षणीय आहे. यावरून असे निष्कर्ष मांडण्यात येते की, वैयक्तीक खेळाडू व सांघिक खेळाडू यांच्या एकुण समायोजना बाबत भिन्नता आढळते. प्राप्त फलितावरून गृहीतक क्रमांक १, "आंतरविद्यापीठीय सांघिक खेळ खेळणाऱ्या खेळाडूंमधील समायोजन पातळी वैयक्तीक खेळ खेळणाऱ्या खेळाडूपेक्षा उच्च दर्जाची आढळून येईल". स्विकारणीय आहे. म्हणून असे निष्कर्ष मांडण्यात येते की, आंतरविद्यापीठीय सांघिक खेळ खेळणाऱ्या खेळाडूंमधील समायोजन पातळी उच्च दर्जाची आढळून येते.

आलेख

वैयक्तीक खेळाडू व सांघिक खेळाडूंच्या समायोजनावरील मध्यमानाचे विवरण



वरील आलेखामध्ये वैयक्तीक खेळाडू व सांघिक खेळाडूंच्या मध्यमान मुल्याचे प्रमाण दर्शविण्यात आलेले आहे. वरील आलेखामध्ये सांघिक खेळाडूंचे समायोजनावरील मध्यमान मुल्य वैयक्तीक खेळाडूपेक्षा निम्न असून, निम्न मध्यमान मुल्य हे उच्च समायोजन पातळी दर्शविते.

प्रस्तुत संशोधनामध्ये मिळालेल्या निष्कर्षांचे काही सैद्धांतिक पुरावे म्हणून पुढील संशोधनांचा उल्लेख करून निष्कर्षांना पुष्टी देण्यात आलेली आहे. गोर्सच (१९६९), भुल्लार (१९७४) जे.पी.शर्मा (१९९२), शर्मा व यादव (२०००), स्टॅनफिल्ड जे.ए. व रीड (२०१०) यांनी सांघिक व वैयक्तीक खेळाडूंच्या समायोजन क्षमता आणि खेळाडूंच्या विविध पैलूबाबत संशोधने करून असे सिद्ध केलेले आहे की, वैयक्तीक खेळाडूपेक्षा सांघिक खेळाडूंमध्ये समायोजन क्षमतेचा विकास उच्च प्रतीचा झालेला असतो. सांघिक खेळाडूची समायोजन पातळी वैयक्तीक खेळाडूपेक्षा उच्च

दर्जाची दिसून येते असे निष्कर्ष हे सामाजिक व आंतरवैयक्तीक घटकांच्या परिणामाचे फलित असू शकते. व्यक्तीच्या जन्मापासून ते विकासाच्या अंतिम चरणामध्ये विविध जैविक व अजैविक घटकांशी संबंध येतो व त्यातून समायोजनाची व वर्तन पैलूची कौशल्य हस्तगत करून परिस्थितीशी समायोजन साधण्याचा प्रयत्न करित असतो. जितक्या मुबलकपणे इतरांशी परस्पर आंतरक्रिया घडून येतात तितक्या अधिक प्रमाणात नवनवीन तंत्र व पद्धतीचे ज्ञान अवगत होत जाते. सांघिक खेळामध्ये अनेक खेळाडू एकत्रित येऊन समान हेतुने, उद्देशाने एखादी स्पर्धा करतात. अशावेळी परस्पर खेळाडूंमध्ये सहकार्य, त्याग, सर्वांगीण निर्णय, समन्वय, एकात्मता आणि परस्पर भावनिक जिक्हाळा निर्माण होऊन प्रत्येक खेळाडू परस्परांमध्ये एकरूप होऊन पाठींब्याची/सहकार्याची भूमिका दर्शवितात. अशावेळी प्रत्येक खेळाडूच्या गुणवैशिष्ट्यांचा नकळतपणे प्रभाव परस्परांवर पडतो व एक विशिष्ट अशी संघभावना निर्माण होऊन परस्परांना मिळते-जुळते घेण्याचे प्रारूप (Model) निर्माण करतात. मात्र वैयक्तीक खेळामध्ये केवळ स्वतःचे हित लक्षात घेऊनच खेळ खेळण्याची भूमिका अशा खेळाडूंमध्ये असते असे याबाबत स्पष्ट केले तरी चुकीचे ठरणार नाही.

निष्कर्ष (Conclusion) :-

संशोधनामध्ये मांडण्यात आलेली समस्या व गृहीतकांची पडताळणी (परिक्षण) एकमार्गी प्रसरण विश्लेषण तंत्राद्वारे करून काही ठळक निष्कर्ष पुढीलप्रमाणे:- आंतरविद्यापीठीय सांघिक खेळ खेळणाऱ्या खेळाडूंमधील समायोजन पातळी वैयक्तीक खेळ खेळणाऱ्या खेळाडूंमधील समायोजन पातळी वैयक्तीक खेळ खेळणाऱ्या खेळाडूंपेक्षा उच्च दर्जाची असते.

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SPORT PSYCHOLOGY : SKILL APPLIED AND CAREER

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Abstract: -

Today, there is a general agreement that sport psychology is a scientific and applied domain, particularly centered on advancing knowledge in field of sports. In 1898 Norman Triplett's study formed the base for sport psychology and since it has grown by great work by various psychologists and kinesiologists. In this paper we would cover various points like defining sport psychology, areas of study, skills used in sport psychology, sport psychology as a career.

Introduction:-

In 1898, Norman Triplett a study on bicycle riders and observed that cyclists tend to have better performance times when riding in the presence of another cyclists than riding alone. Triplett's study considered the first in the sport psychology domain, has since developed in various sub domains. Over the past century sport psychology domain has attracted an impressive quantity and quality of work from psychologists and kinesiologists alike. Today, there is a general agreement that sport psychology is a scientific and applied domain. In 1925 Coleman Griffith set up the Athletic Research Laboratory at the University of Illinois and published two books and is called the father of sport psychology. Sports psychologist's help athletes perform at peak levels. They may function as trainers, consultants, or therapists. Sports psychologists may offer therapy for issues like eating disorders or career transitions. In some cases, the job includes helping athletes work through off-field problems and assisting them with rehabilitation after injury.

Psychologists may offer therapy for issues like eating disorders or career transitions. This can entail helping them with group dynamics, social perception, and leadership issues.

Definition of Sport Psychology:-

- 1) **American Association of Sport psychology** is an interdisciplinary science that draws on knowledge from many related fields including biomechanics, physiology, kinesiology and psychology. It involves the study of how psychological factors affect performance and how participation in sport and exercise affect psychological and physical factors.
- 2) **Sport psychology** is a proficiency that uses psychological knowledge and skills to address optimal performance and well-being of athletes, developmental and social aspects of sports participation, and systemic issues associated with sports settings and organizations.

- 3) **Sport psychologists** help professional and amateur athletes overcome problems, enhance their performance and achieve their goals.
- 4) **FEPSAC:-** Sport Psychology is the study of Psychological basis, processes and effects of sports.

Common Psychological Skills in the Field of Applied Sport Psychology

- 1) **Anxiety or Energy Management:-** Skill most commonly used to help individuals who experience arousal at a level that is not effective (i.e., too high or too low) for optimal performance..These techniques can be used for anxiety, stress, and anger management. Common treatments include: (a) breathing exercises (e.g., diaphragmatic breathing, rhythmic breathing), (b) progressive relaxation, (c) meditation, (d) imagery or visualization, and (d) cognitive techniques (e.g., thought stopping and cognitive restructuring).
- 2) **Attention and Concentration Control (focusing):-** Being able to focus one's awareness on relevant cues so they can deal effectively with their current situation. These skills help them maintain their mental intensity within a situation. Common techniques include: (a) attention control training (to avoid distractions) and (b) techniques to expand awareness (e.g., attending to performance cues and bodily sensations).
- 3) **Communication: -** Skill used to help improve group cohesion and individual interactions in a sport setting (e.g., athlete–athlete, athlete–coach, coach–parent). Techniques used with this skill include: (a) teaching active listening and communicating skills (reflecting, clarifying, encouraging, paraphrasing), (b) helping individuals create a free and open environment, and (c) assertiveness training.
- 4) **Goal Setting:-** Skill commonly used for enhancing motivation, focusing attention on the aspects of performance that are most in need of improvement, or facilitating rehabilitation from injury. The establishment of a goal-setting program often includes several common components, including: emphasis on skill development (not the outcome, such as winning), identifying target dates for attaining goals, identifying goal achievement strategies, and providing regular goal evaluation.
- 5) **Imagery, Visualization, Mental Practice:-** Skill using all of the mind's senses (e.g., sight, sound, taste, touch, hearing, kinesthetic/muscular feel) to re-create or create an experience in the mind. Uses include: (a) mental preparation, (b) anxiety control, (c) attention, (d) building self-confidence, (e) learning new skills, and (f) injury recovery. Common components include the evaluation of imagery ability, the establishment of the proper physical and mental setting (i.e., relaxed and quiet), and practice creating vivid and controllable images.
- 6) **Self-talk:-** This is what you say or think to yourself. Self-talk patterns are related to how

people feel and act. Changing self-talk is commonly used for (a) prompting a specific behavior, (b) improving self-confidence, (c) attention control, (d) motivation, and (e) arousal control. Common components include the identification of negative or irrelevant thoughts, challenging these thoughts, the creation of positive thoughts, and the substitution of positive thoughts for the negative thoughts.

- 7) **Team Building:**-This is the process of helping the members of a group enhance their ability to work cohesively through the improvement of communication, group objectives, trust, and respect. Team building strategies are often used at the beginning of a season to help group members become more familiar and trusting of each other. Common techniques include group introductions of each other, ropes courses, and individual and team goal setting.
- 8) **Time Management/Organization:**-This is the ability to plan and maintain one's regular schedule in a way that avoids confusion, conflict and undue stress. Common time management techniques include: (a) teaching how to use a planner, (b) learning about the demands of a task, (c) setting legitimate goals for tasks, (d) understanding the demands of one's life (managing role conflict), and (e) developing pre-performance routines.

Professional Role Related to the Field of Applied Sport Psychology

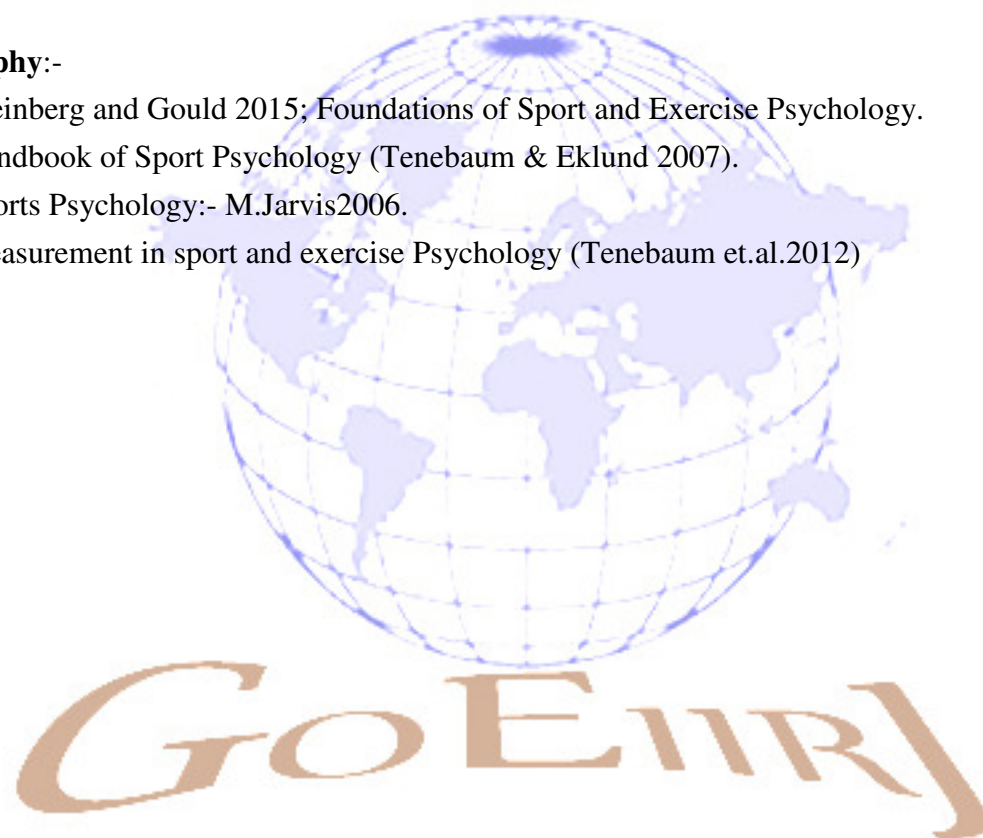
- 1) **Athletic Trainer:**-Athletic Trainers work to prevent, assess, and treat injuries in athletes and exercisers. They provide acute and long-term care for injured physically active people, as well as design and monitor rehabilitation programs.
- 2) **Physical Therapist:** - The Physical Therapist typically works in a sports medicine or hospital clinic to provide acute and long-term care for a variety of sport and work-related injuries. Designs and monitors rehabilitation programs.
- 3) **Coach:** - The Coach is the organizational leader of a specific sports team. Often manages team affairs (travel, recruiting, scheduling) in addition to having a primary role as a teacher of sport-specific skills and strategy.
- 4) **Psychologist:**- The Psychologist is trained in clinical or counseling psychology to provide individual or group therapy relative to a broad range of behavioral and emotional issues. Typically works in a public clinic or private practice.
- 5) **Consultant Performance Enhancement:** - Performance Enhancement Consultants are professionals trained in sport and exercise but are not licensed psychologists or counselors. Also known as sport and exercise psychology consultants or mental coaches. Provides individual or group consultations geared towards performance-related issues

Conclusions:

Sport psychology field has today developed to a new dimension and become very important to us at the grass root level, today due the amount of stress and various psycho-social problems being faced by the athletes like massive competition, training method advancement, cultural diversions, expectations of peers and audiences and so on. Sport psychology as on today has been a great domain for the human factor and has led to various sub domain and helped in advanced studies related to various factors of human performance and the remedies for the failure to achieve the same.

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STRESS : TYPES, CAUSES, EFFECTS AND REMEDIES

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Abstract:

Stress in today's world is an important field of study and knowing its meaning definitions and its causes, effects and remedies. It is long since Hun Salie was the first major researcher of stress and since it has become an important field of study by research conducted by researchers and experiments leading to much deeper understanding of the subject Stress can positive and also negative positive stress will lead to acquisition of skills like kicking a ball repeatedly and achieve mastery over the given skill. Negative stress can hamper performance of an individual, athlete and could put his life to test which could result in death due to depression and nervous disorders at large..It is also crucial to study stress due its detrimental and lasting effects on our life which can also lead to situations of life and death. Walter Buchanan, a physiologist at Harvard, began the groundwork for the modern meaning of stress, and in 1932, defined it as the fight or flight syndrome.

Introduction: Stress is the way in which we react physically, mentally, and/or emotionally to various conditions, changes, and demands of life. Walter Buchanan, a physiologist at Harvard, began the groundwork for the modern meaning of stress, and in 1932, defined it as the fight or flight syndrome. The stress we experience is rooted in the fight or flight response, during which our bodies undergo physical changes that prepare us to respond to an exciting or dangerous situation. Once the situation has passed or is under control, our stress response subsides, allowing us to relax. However, the constant demands of academic or personal life can prevent us from becoming fully relaxed and can lead to stress overload.

Stress can positive and also negative positive stress will lead to acquisition of skills like kicking a ball repeatedly and achieve mastery over the given skill.

Whereas as negative stress can hamper performance of an individual, athlete and could put his life to test which could result in death due to depression and nervous disorders at large.

Stress leads to:

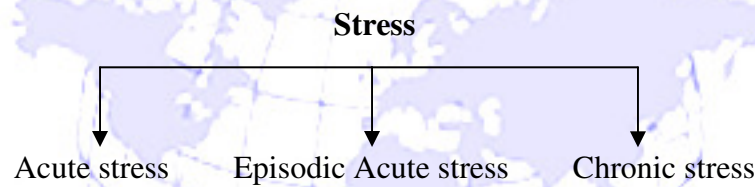
- Increase in heart rate
- Rise in blood pressure
- Muscle contractions
- Increase in breath

- Uneasy sharpening of senses

Definitions:-

- Hun Salie, the first major researcher of stress, described stress as a non-specific response of the body to any demand made upon it, whether it was caused by, or results in, pleasant or unpleasant conditions.
- Stress can also be described through other definitions. For example, stress is the physiological and psychological state of disruption caused by the presence of an unanticipated, disruptive, or stimulating event, or, in more simple terms, stress is when you do not have the ability or skills to deal with things that you see as frightening or unpleasant; for example, taking a test that you did not study for.

Types of stress:-



1) Acute Stress:-

- ✓ Most common type of stress
- ✓ Is body's immediate reaction to a new challenge
- ✓ It trigger's your fight or flight responses.
- ✓ Can also be helpful to train your mind.

2) Episodic acute stress:-

- ✓ Repeated acute stress is called episodic stress.
- ✓ People in crisis tend to have episodic acute stress.
- ✓ Are short- tempered, irritated, and anxious.
- ✓ People who always tend to see only the negative side tend to have episodic acute stress.
- ✓ Hard to change lifestyles.
- ✓ Accept stress as part of life.

3) Chronic stress:-

- ✓ If acute stress is not resolved and begin to increase or lasts for long period of time.
- ✓ Stress is constant and does not go away
- ✓ Can stem from poverty, unhappy marriage, a bad job

Causes of stress:

The situations and pressures that cause stress are known as stressors. However anything that puts high demand on you can be stressful. Causes of stress can be explained in two types.

1) Internal Factors causing stress:-

- Chronic worry
- Pessimism
- Negative Self-Talk
- Unrealistic
- All or nothing attitude

2) External Factors causing stress:-

- Major life changes
- Work or school
- Relationship
- Financial problems
-

Remedial Measures to Overcome Stress:-

- 1) **Physical Exercise:** - Doing physical activity activates hormones which reduces stress eases muscle and builds self confidence.
- 2) **Meditation:-** Meditation has gained wide acceptance all over the world today due its positive and long lasting effects for overcoming stress.
- 3) **Time Management:-** poor time management is also a important factor which causes stress so proper time management will surely be helpful to reduce stress e.g.:-daily work chart.
- 4) **Connecting with people:** - People who are more social tend to have been able to cope with stress more easily than those who are unsocial so meeting friends, sharing views, trying to be outspoken can help cope stress positively.
- 5) **Healthy Diet:** - A healthy diet having rich source of anti-oxidants, avoiding too much sugar and stimulants, fatty acids like omega3 could also be helpful in coping with stress.
- 6) **Sleep:** - Right amount and timely sleep acts a repair mechanism for the brain and helps to cope with stress.

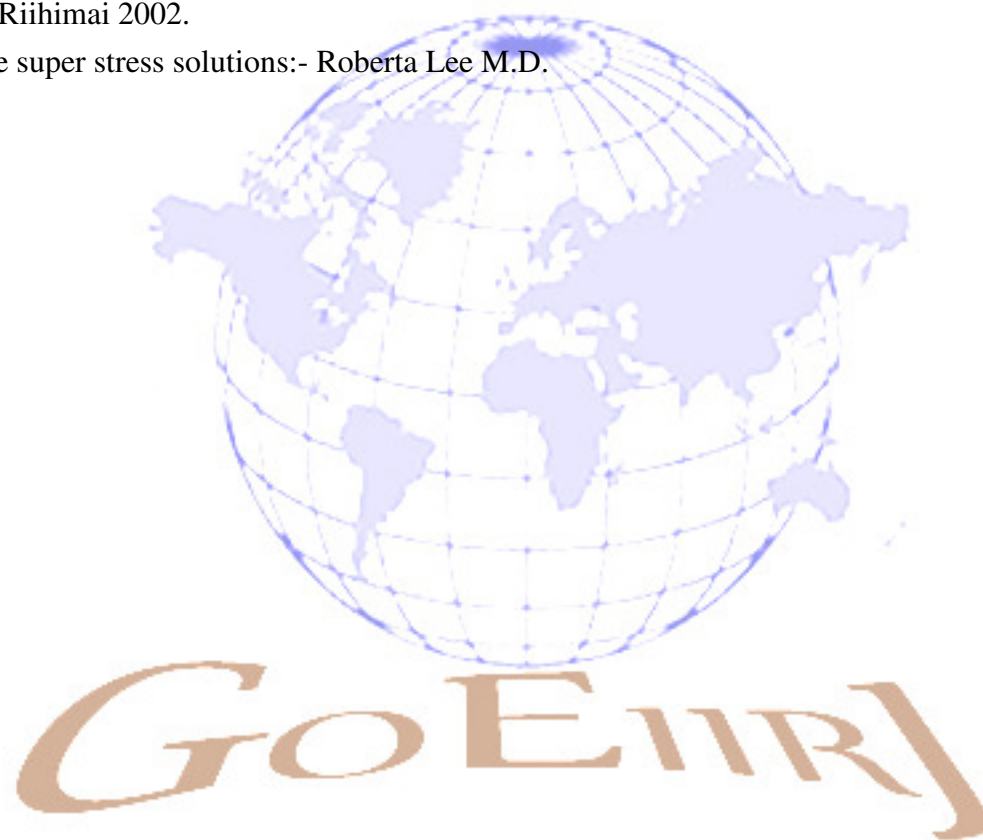
Conclusions:

The above points discussed help us in various ways to cope with stress and is an important point from the views of psychologists to develop plans to form remedies in tackling situations of

stress and thus increase performance .Studying stress can be very useful to coaches, parents, educators ,and general people to live healthy life .

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A STUDY OF IMPORTANCE OF GOAL SETTING IN SPORTS:A THEORETICAL APPROACH

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ABSTRACT

Goal setting is a valuable aspect of everyday life. Every successful person whether that be an artist, sports person or leader has set goals which driven and directed their efforts in their mission to be the best they can be. Goal setting is an extremely powerful technique for enhancing performance so it is one of the most important strategies one can implement for success in any environment. Goal setting can be used to increase an individual's commitment towards achieving a personal goal, whether it may be a short or long term goal. It encourages an individual to work harder, to be more focused on the task and to overcome setbacks more easily. Goal setting is one of the most important skills taught to athletes in order to help them achieve optimal performance as well as to achieve other positive effects. A mental skills training consultant or sport psychologist can teach an athlete how to set systematic goals that are focused on the process and performance rather than focused on the outcome of competition. Each athlete sets particular goals which are integral to his successes and failures. Goal setting is always present regardless of the difficulty of the sport or the level at which the athlete is competing. There are several benefits of goal setting in sports.

Key Words: Goal Setting, Sports

➤ INTRODUCTION:

Goal setting is not just about deciding what you want to achieve but also how you will achieve it and measure that achievement. When challenging goals are broken down into realistic steps and then systemically achieved motivation, commitment and [self-confidence](#) will grow. Goals must be set according to the age, stage of development, confidence, ability and motivation of the individual. Beginners require very short term easily achieved goals to boost their self-confidence whereas the experienced individuals need more challenging yet realistic goals. We can define psychology as the study of the human mind, emotions and behavior. Psychology is an academic and applied field.

➤ **OBJECTIVES OF THE STUDY:**

1. To know the definition of sports psychology.
2. To know the nature of goal setting in the context of sports psychology.
3. To know about how goal setting works.
4. To know the different types of goal setting.
5. To know the basic principles of goal setting.
6. To know the Benefits of Goal Setting in Sports.
- 7.

➤ **DATA COLLECTION:**

This study is purely theoretical. So, researcher has used secondary data collection techniques for the collection of the information about sports psychology and goal setting. In this research various sources of secondary data such as reference books, journals and internet are used.

1. Concepts of Sports Psychology:

Sports psychology is specifically aimed toward helping athletes gain focus and maintain a “winning” attitude in competition. Specific areas of concentration may include visualization of activities that will help with scoring (shooting baskets, good kicking body position, hitting the ball, etc.), overcoming performance anxiety, positive self-talk and other activities that increase an athlete’s or team’s aspiration to compete well.

The American Psychological Association (APA) states that sport psychology is the “scientific study of the psychological factors that are associated with participation and performance in sport, exercise, and other types of physical activity.”

The most important certifying body in sport psychology, the Association for Applied Sport Psychology (AASP), states that they “promote the ethical practice, science, and advocacy of sport and exercise psychology”.

Sports psychologists instruct their clients on the use of psychological techniques such as goal setting, energy management, relaxation skills, self talk and positive imagery in order to maximize performances.

2. Goal Setting and Its Importance in Sports:

Every successful person whether that be an artist, sports person or leader has set goals which have driven and directed their efforts in their quest to be the best they can be. Goal setting is an extremely powerful technique for enhancing performance so it is one of the most important strategies one can implement for success in any environment.

Setting goals is a powerful motivator in sports performance. Goals give individual players

and sports team's targets and numbers to strive for, and they can also be used as a measuring stick to monitor progress. Goals should be agreed upon between a coach and player and revisited as the competitive season progresses.

Goal setting is one of the most important skills taught to athletes in order to help them achieve optimal performance. The goal-setting process helps athletes understand where they are currently and also where they want to go. A mental skills training consultant or sport psychologist can teach an athlete how to set systematic goals that are focused on the process and performance rather than focused on the outcome of competition. It is a mental training technique that can be used to increase an individual's commitment towards achieving a personal goal. Having a short or long term goal can encourage an individual to work harder, to be more focused on the task and to overcome setbacks more easily.

Goal setting is a technique pioneered by Locke (1968) effects performance in four ways: focuses attention, mobilises effort in proportion to the demands of the task, enhances persistence, encourages the individual to develop strategies for achieving their goals.

❖ **How does Goal setting work?**

1. Goals direct attention to tasks at hand and highlights what needs to be completed. It allows you to implement strategies to develop specific elements of the business that need to be utilized to complete the goal.
2. Goals mobilize your efforts. You will put your efforts into moving towards the goal as you are provided with the incentive of completing the goal.
3. Goals prolong your persistence because you are rewarded with incentives as you achieve your goals. People who set goals stick at tasks for longer as they are achieving smaller goals that combined forms larger goals.
4. Goals foster the development of new learning strategies In order to achieve the goals you may need to develop new strategies to complete the task at hand.

❖ **Types of goals:**

Leith (2003) described following goals.

- I. **Subjective goals:** Subjective goals are not related to a specific performance in sport; these may be related to just going out and trying one's best.
- II. **Objective goals:** Objective goals are based on an athlete's performance.

For example, an objective goal of decreasing time by 2 seconds in the 50-meter freestyle event is focused on what needs to be done in order to become more successful at a specific sport. This specific objective goal would then help the athlete be more focused on the task at

hand in order to improve technical and tactical skills.

- III. **Outcome goals:** Outcome goals are related to winning and losing or specific results of a competition. Outcome goals are to do with winning or performing better than someone else. They refer to the desired end result e.g. selected to represent your national team. These can be highly motivating long term goals but as they not under the individuals control and are affected by how others perform, they are limited without related process and performance goals.
- IV. **Performance goals:** Performance goals are related to various statistics that can help a person improve at what he or she is trying to do. Performance goals specify a specific standard to be achieved. Performance goals are about personal standards (for a runner this might be a time for a specific distance {30 minutes for 10km}) and as such are unaffected by the performance of others and so totally under the control of the individual. Performance goals can be used to monitor achievement of Process Goals and progress towards the desired outcome goal. Performance goals encourage the development of mastery and can make a performer feel satisfied with a performance even if they do not win. For example, a golfer may analyze her game and realize that she has to hit more greens in regulation. Thus a performance goal for the season may be to improve from hitting 50 percent of the greens in regulation to hitting 60 percent of the greens in regulation.
- V. **Process goals:** It is a very important type of goal for athletes to set which are related to performance goals; they are what the athlete should focus on while performing a sport skill. These are the goals, over which the individual has complete control, deal with the technique or strategy necessary to perform well. Process goals can also be established to map the route to achieving the desired Performance Goals.

For example, in addition to setting a performance goal of increasing the number of greens hit in regulation by 10 percent, a golfer may also set a goal to go through the same routine before every shot. It is thought that the more one focuses on process goals, the less that person will worry about how she performs and hopefully will then perform better. Thus, the athlete, through learning to set process and performance goals rather than outcome goals, is setting goals that she has control over.

❖ **Principles of goal setting:**

- I. **Make goals specific, observable and in measurable terms** – Setting general goals such as improving specific task in sports (ex.shooting percentage in basketball) is easy but it becomes hard to determine without specific criteria or directives. Specifying how and when to do things can help to this end. Observable goals are those that can be measured and are

specific. Thus, identifying what comprises a general goal can help develop specific criteria that are observable and measurable, especially if the terms of a specific date or number of trials.

- II. **Clearly specify the time constraints** – Asking players to improve their specific task (ex. shooting) percentage will be ineffective unless you have a specified date or event to work towards. Is this goal to be accomplished by the end of practice? The end of the week? By playoffs? Well stated goals should be timely.
- III. **Use moderately difficult goals** – Moderate goals are better than easy or very difficult goals because it pushes athletes to work hard and extend themselves in order to meet the goals.
- IV. **Use short term goals to achieve long term plans** -Goal setting is much like climbing a mountain. To achieve long term goal of reaching your main goal requires strategic short-term goals setting.
- V. **Set practice goals as well as competition goals** – It is important for the team and the coach to be aware of the importance of effective practices to prepare for competition. Practice goals should match competition performance goals as much as possible. It is necessary that goals should be related to work ethic and attitude. In addition to this complementing one another on good effort can promote team cohesion and a supportive environment. Practice goals should also involve using mental skills such as imagery which can help with skill learning, strategies, presentation and working through competitive anxiety.
- VI. **Make sure goals are internalized by the athlete** – It is important that athletes feel in control (self-determined) of their goals. Ensuring that athletes accept and internalize goals is one of the most important features of goal setting. If athletes set their own goals, they will most likely internalize them. Sometimes goals set by coaches aren't taken seriously by athlete.
- VII. **Consider personality and individual differences in goal setting** – Coaches should consider that athletes' personality characteristics can determine the effectiveness of goal setting. Whether a player is ego oriented (compares their performance to that of others) or task oriented (compares her performance to herself) could determine the extent to which he or she will be able to internalize goals. When athletes define success as beating others, they have little control over the outcome. Ego oriented athletes have a tendency to set unrealistically high or low goals. Task oriented athletes set goals about doing their best, persist at tasks longer and are more confident.
- VIII. **Set positive goals rather than negative goals** – Goals can be stated either positively or negatively. Whenever possible, set goals in positive terms by focusing on behaviours that should be present rather than those that should be absent. This can help athletes focus on

success rather than failure.

- IX. **Identify a goal-achievement strategy** – It is important to understand the difference between setting goals and identifying a strategy that will help you to accomplish your goals.
- X. **Seek support of goals** – Significant others in the life of an athlete can help ensure goals are achieved. In addition to the team coach, this usually includes other coaches, family, friends, teachers and teammates. Effort should be made in educating these individuals about the types of goals that you are setting for yourself and the importance of their support in encouraging progress towards the goals.
- XI. **Set team goals along with individual performance goals** – Performance for the team can be set just as easily as for individuals. Coaches should also consider involving the team in setting some of the various types of goals.

❖ **What Are the Benefits of Goal Setting in Sports?**

1. **Self-Confidence**

The goals that you set provide a way of doing an evaluation on your performance and also depict your beliefs and core values about your sport and success in general. In other words, goals focus on self-improvement and accomplishing them boosts your self-confidence. Setting goals can promote a positive approach to focus on you and not comparing yourself with others.

2. **Motivation**

Goal setting is a simple but effective motivational tool in sports activities. It has been used in sports for more than thirty years. The concept is not new, but the techniques, methods and attitudes involved in the task have been refined and further clarified. Motivation is very important in athletes which direct them to perform better. Setting goals will effectively increase persistence, patience, effort and overall performance.

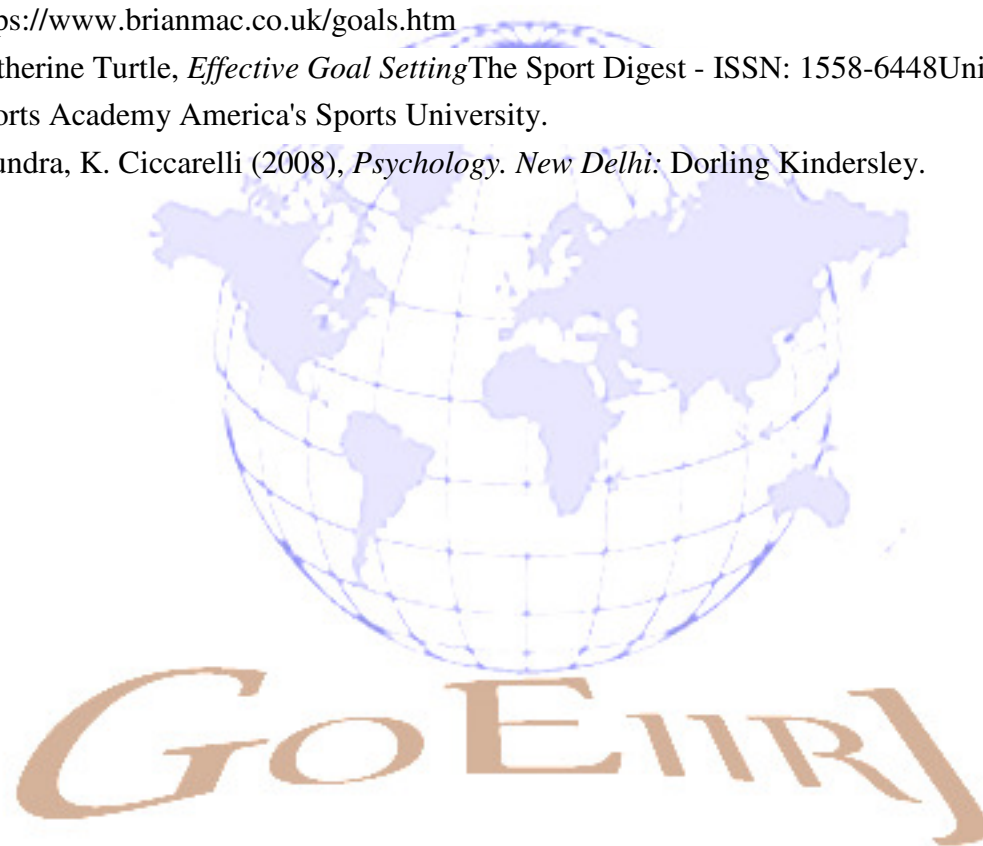
3. **Improved Performance**

Goals should be challenging but not threatening. A challenging goal involves a goal of attainable difficulty that will push you to work harder within your limits. On the other hand, a threatening goal is one that is too ambitious or beyond your skills and capacity. Set goals based on your performance. Athlete should consult his coach and take in consideration of performance record.

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RELATION BETWEEN SPORTS AND PSYCHOLOGY

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Indroduction

There are many ways in which psychology can be associated with sports. As various cultures have wide number of activities regarded as sports, it is helpful to adopt quite a broad definition of sport and psychology. The combined study of sports and psychology, i.e. sports psychology according to kinesiology is "the study of psychological aspects of human movements". Similarly, the European federation of sports psychology has given definition of sport psychology as "the study of the psychological basis, processes and effects of sports". This study addresses factors which affect participation and performance of individual in sports and enhance athletic performance.

The performance of athletes participating in a sport is gauged by several other factors as attitudes, motivation, social facilitation, skill, aggression, stress and anxiety in psychological aspects.

The first research ever made was of Norman Triplett (1898) on social facilitation in which the performance of athletes in presence of others. He demonstrated that cyclist tended to cycle faster when racing against other cyclist than they did alone.

Later on methods used in the study consist of research on characteristics of athletes in individual and team sport. These individual differences can be cleared with the help of social psychology, cognitive physiological psychology and developmental psychology. As attitude is the aspect of social psychology, it affects interpersonal behavior. This varies from person to person as hence the reason behind why we differ between personalities.

For example, a middle aged man who was an athlete in school decides to take up jogging regularly. He gets in to the habit and after some days loses weight and feels more energetic. After several months he is high on standard and decides to participate in a local race. Lets us study this case from various psychological perspective.

From a social perspective: He might be feeling social pressure due to social norms of body type and decides to take on jogging.

From cognitive perspective: He is processing information about jogging and feels that it makes him healthier and attractive.

From physiological perspective: Jogging/ running and other vigorous exercises enhance mood because of chemical changes they bring about.

From developmental perspective: He might have not fulfilled his potential as an athlete and

is seeking to achieve more in this area. Such research directly working with athletes through coaches, educated parties can help to improve their performance.

The personality of athletes is emphasized by factors such as free will, genetic make-up, past experience and nature of situation in which they react. This means that what determines an individual response to a situation is not so much of genetic make-up or the constraints of particular situation, but instead how past experience has taught the person to act. An important implication of the fact that children tend to copy the sport related behavior of adults. The importance of hard work, perservance, cooperation and a sporting attitude contributes very significantly to healthy development of young people.

These factors are called as traits of personality. The personality is made up of certain characteristic or traits. As stated by trait theory, for extroversion: how lively, sociable and impulsive an individual is, defines someone highly extrovert. Eysenck's theory states that personality could be described by just two traits- extroversion and neuroticism. The later describes how emotionally stable a person is. Hence a person chooses a sport of liking based on his personality traits. An extrovert may seek more adventurous sport such as surfing, sky-diving whereas the later may choose a simple one like golf.

The link between personality and choice of sport is interesting to find some important difference between the personalities of successful athletes in different sports. This perhaps gives scope for further research among individual players and team. In Schurz et al study on the same has got the result as team players as more anxious and extrovert than individual competitions.

On the contrary, the fact of effective attention is beneficial in all sports. Success in some sport is particularly associated with the particular attention skill. For example, karate particularly values a broad external focus, which allows the fighter to detect an attack from any direction.

Summary and conclusion

The obvious relation between sport and psychology is that our overall interaction towards society changes considerably. The positive reinforcement from a very young age to children helps to retain the talent and liking of sport. One may become open to socialize more which helps in social development of the person. The performance of player after participation is affected by several factors such as motivation, performance in presence of others, focus, and stress management. Although, to study the broader effects, one need to take help from different branches of psychology where changes are gauged with various perspectives.

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A STUDY ON THE LEVEL OF ANXIETY AMONG THE STUDENTS UNDERGOING NATIONAL ELIGIBILITY TEST IN PHYSICAL EDUCATION

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Abstract :

The present study was undertaken to investigate the level of Anxiety among the student undergoing National Eligibility Test in Physical Education. The study conducted 40 samples in Aurangabad City. The purpose of the study was to examine the level of Anxiety among the students undergoing National Eligibility Test in Physical Education. The hypothesis of this study is that there is high level of anxiety among the students. Sinha Anxiety Scale constructed and standardized by D. Sinha was used for this study. The anxiety level of students has measured by Chi.Square Test. The average value was obtained and recorded as the individual score. The result of this study indicates that there was normal range of anxiety among the students.

Keywords : Anxiety, Type of Exam, Physical Education.

Introduction:

Anxiety is an emotional state, similar to fear associated with physiological and psychological arousal and with feelings of nervousness and apprehension. Anxiety is a complex emotional phenomenon. Anxiety describes the individual's level of emotionality. Anxiety and arousal are related because at the higher levels of arousal we considerably have more emotionality than at the lower levels. Since anxiety is an inferred emotional state of the organism and cannot be directly observed. Anxiety is a state of emotional and physical disturbance included in a person by real or imagined threat. In psychology the term refers to disturbance caused by threats that are only apparent to the individual and causing to behave in a way that is relevant to the true situations. When a person is about to embark on a hazardous venture it is accompanied by a strong desire to excel. Hence anxiety state arises from facility additions to the stress and strains of life and is caused by over actions in an attempt to meet these difficulties.

Anxiety is considered to be a normal reaction to a stressor; it may help an individual to deal with a demanding situation by prompting them to cope with it. However, when anxiety becomes over

whelming it may fall under the classification of an anxiety disorders.

Anxiety can be confused with fear. However, fear is a concrete. Anxiety is a physiological response to real or imagined threat. It is a complex emotional state characterized by a general fear or foreboding usually accompanied by tension. It is related to apprehension and fear is frequently associated with failure either real or anticipated. It offer has to do with inter personal relations and social situations. Anxiety plays a basic role in ones life in socialization process for successful life at work place education and games anxiety plays a basic role.

Aim of the Study :

To examine a study on the level of Anxiety among the students undergoing National Eligibility Test in Physical Education.

Dilimitations :

The study has been delimited to the students undergoing National Eligibility Test in physical education in Aurangabad City.

Objective of the Study :

To study the level of anxiety among the students undergoing National Eligibility Test in Physical Education.

Hypothesis :

There is high level of anxiety among the students.

Methodology:

Descriptive method was used in the present investigation to study the Anxiety among the students undergoing National Eligibility Test in Physical Education for this present study forty six sample was selected randomly from Aurangabad City.

Tools :

“Sinha’s Anxiety Scale (SAC) developed by D.Sinha is used for investigation.”

Description of Anxiety Scale :

Anxiety Scale was developed and standardized by D. Sinha. This scale has 100 questions related to the following categories. Personal data, opinions, suggestions, reactions of students. 100 items are related on a two points scale. The subject were required to respond to each item in terms of

‘yes’ or ‘no’. This is well known test having high reliability and validity.

Administration scoring and interpretation of Anxiety Scale :

It is self administering scale containing 100 statements which can be administered either individually or in a group. There is no time limit to complete it but usually its completion takes 20 to 25 minutes. Instructions given for this scale are as follows, “Some statement are given in this inventory, you have to answer a positive or negative, whichever you think to be most suitable, put cross (x) mark in front of ‘yes’ or ‘no’ as per your selected answer. Your answer kept confidential. You have to answer all of the statement without any hesitation. High rating indicated high anxiety where as low rating indicate low anxiety of the students.

Table No.1 : Interpretation of Raw Scores of Anxiety Scores

Range of the Scores	Interpretation
80-99	Very high level Anxiety
70-75	High level Anxiety
40-60	Normal Range of Anxiety
25-30	Low Anxiety
1-20	Very low level of Anxiety

Table No.2 : Mean, S.D. and Chi-square, Anxiety among the students undergoing National Eligibility Test in Physical Education.

Group	Mean	S.D.	N	Chi-square
Students	18.21	16.62	46	46.00

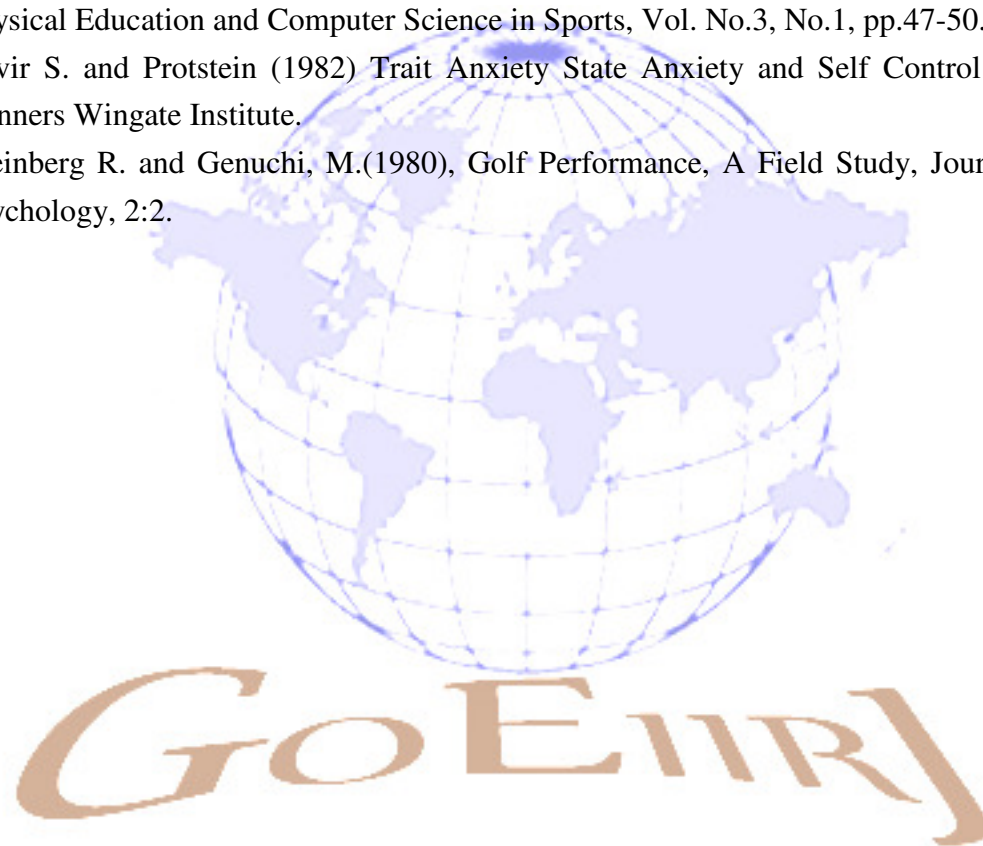
The results related to the hypothesis have been recorded. Anxiety score of the students mean is 18.21, Standard Deviation is 16.62 and Chi.Square Test is (46.00). It is find out from the Chi.Square among the students undergoing National Eligibility Test in Physical Education. This result is not supported the hypothesis. Hence the hypothesis is rejected.

Conclusion:

On the basis of the results of this study it is concluded that there is normal range of Anxiety among the students undergoing National Eligibility Test in Physical Education.

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EFFECT OF EXERCISE ON PHYSICAL FACTOR

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Introduction :-

Exercise is also known as physical activity. In simple terms exercise is any movement that works your body at a greater intensity than your usual level of daily activity. Everyone know that regular exercise is good for the body. Most of research indicates that modest amount of exercise can make a difference. No matter your age or fitness level, you can learn to use exercise as a powerful tool to feel better. “Exercise is, physical activity that is planned, structural and repetitive for the purpose of conditioning any part of the body.”

“Exercise is used to improve health, maintain fitness and is important as a means of physical rehabilitation.”

On the basis of above definition we can say that exercise is the physical exertion of the body-making the body do a physical activity which results in a healthy or healthier level of physical fitness and both physical and mental health. Also exercise aims to maintain or enhance our physical fitness and general health.

Exercise fall into four basic categories.

1. **Endurance** – It is also called Aerobic. This activity increase your breathing and heart rate.
2. **Strength Exercise** – Make your muscle stronger. Even small increases in strength can make a big difference in your ability to stay independent carry out everyday activities.
3. **Balance Exercise** – It helps prevent falls a common problem in older adults. Many lower body strength exercise also will improve your balance.
4. **Flexibility Exercise** – Stretch your muscles and can help your body stay limber.

In this way everyone knows that regular exercise is good for the body. But exercise is also one of the most effective ways to improve our mental health. regular exercise can have a profoundly positive impact on depression, anxiety, ADHD etc.

The Mental Health Benefits of Exercise :-

Exercise is not just about aerobic capacity and muscle size. Exercise can improve your physical health, improve your sex life and even add years to your life. People who exercise regularly, it gives them an enormous sense of well being. They feel more energetic, sleep better at

night, have sharper memories and feel more relaxed and positive about themselves and their lives. So it is most important for our mental health, because all above symptoms are related to good mental health.

“Mental Health is called a state of emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capabilities, functions in society, and meet the ordinary demands of everyday life.”

Benefit of exercise is stress relief, increase concentrations. Exercise releases endorphins, which create feelings of happiness and euphoria, improve self confidence, sharpen memory etc. as per this exercise is also effective for major physiological disease.

Exercise and Psychological Factor :-

Exercise and Depression :-

“Depression is mood or emotional state that is marked by feelings of low self-worth or guilt and a reduced ability to enjoy life”.

Depression is a very prevalent mental disorder affecting 340 million peoples globally and is projected to become the leading causes of disability and the second leading contributor to the global burden of disease by the year 2020. Exercise enhances the action of endorphins, chemicals that circulate throughout the body. Endorphins improve natural immunity and reduce the perception of pain. They may also serve to improve mood. Exercise stimulates the neurotransmitter norepinephrine, which may directly improve mood. Another study, ‘Archives of internal medicine’ suggested that for those who needs or wish to avoid drugs. Exercise might be an acceptable substitute for antidepressants. Also found that people who exercised regularly were less likely to replace into depression. A study published in 2005 found that working part for about 35 minutes a day five times a week or 60 minutes a day three times a week had a significant influence on mild to moderate depression. Regular exercise probably helps ease depression and exercise aren’t entirely clear. Exercise may also help keep anxiety and depression from coming back once your feeling better. So we can say that exercise is very important in to reduce depression.

Exercise and Anxiety :-

Anxiety is an emotion characterized by feeling of tension also “Anxiety is a multisystem response to a perceived threat or danger.” Most of people are suffering from anxiety. Most of studies have found that exercise reduces feeling of anxiety and encourage feeling of wellbeings. Exercise is most effective for mild to moderate anxiety. Exercise is a crucial component of a mentally healthy individual. All forms of exercise especially jogging, will do-provides several important tools necessary for controlling anxiety. Jogging releases brain chemicals that provide relaxation and

improve mood, it decreases the quantity of stress hormone in the body and it improves overall hormone balance. Also it tires muscles and makes for easier sleep. On the basis of psychological study we can say that exercise is a natural and effective anti-anxiety treatment. It relieves tension and stress boosts physical and mental energy. Multiple studies have found that exercise reduces feeling of anxiety and encourages feelings of well-being, dancing can help to reduce anxiety.

Conclusion :-

On the basis of above discussion, exercise and other physical activity produce endorphins chemicals in the brain that act as natural painkillers and also improve the ability to sleep which in turn reduces stress. Aerobic exercise has been shown to decrease overall levels of tension. Yoga focuses on deep breaths and internal focus which can be very beneficial for people dealing with anxiety and depression. Running releases endorphins that is effective as psychotherapy is all evianing symptoms of depression. Hike and dancing can help relieve stress. Exercise also relieves stress, improves memory help sleep better and boosts overall mood.

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ताणतणावाचा विद्यार्थी जीवणावर होणारा परिणाम व त्यावर उपाययोजना

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प्रस्तावना :-

मन व मनावर चटकन परिणाम करणारी अतिशय संवेदनशिल गोष्ट म्हणजे तणाव. आजच्या या वर्तमान स्थितीच्या, विज्ञानाच्या, यंत्रतंत्राच्या युगात Tension हा शब्द आपण लहान मोठ्याच्या तोंडून सहज ऐकायला येतो. टेन्शन म्हणजे दुसरे तिसरे काही नसुन व्यक्तीच्या मनावरील ताण होय. ताण हा केवळ मोठ्या व्यक्तीनांच येतो असे नाही तर मुलांना सुद्धा ताण येतो ताणाचे स्वरूप जरी वेगवेगळे असले तरी ताण आल्यानंतर त्याचे वाईट परिणाम मुलांवर झालेले आढळून येतात. ‘मुले ही देवाघरची फुले’ असे म्हटले जाते ही फुले कधी कोमजू नयेत म्हणून सतत टवटवीत ठेवण्याचे कार्य पालक व शिक्षक यांना करावे लागते. पूर्वी एकत्र कुटुंब असायचे, कुटुंबात अनेक व्यक्ती असल्यामुळे मुलांना आपल्या भावना योग्य प्रकारे व्यक्त करता येत होत्या. मनमोकळेपणे एकमेकांशी संवाद साधला जायचा. मुलांच्या अडीअडचणी समजून घेतल्या जायच्या, मुलांना काही अडचण आलीच तर सर्व मिळून त्याचे उत्तर शोधले जायचे, पूर्वी घरामध्ये देखील कितीतरी खेळ खेळले जायचे. खेळ हे घरी बसल्या बसल्या व्हायचे. यातून मिळणारा आनंद अवर्णनीय होता. अभ्यासाचा तणाव तर कधी नव्हताच. शाळेमध्ये शिक्षकांचा भरपूर मार मिळायचा, आई-वडिलांकडूनही किंवा कुटुंबियांकडूनही बरेचवेळा चूक झाल्यास मार मिळायचा पण त्यामुळे आत्महत्या झाल्याची घटना मात्र कधी घडली नाही. आज मात्र परिस्थिती बदली आहे. प्रसारमाध्यमांनी देखील मुलांवर ताबा मिळवला त्यामुळे मुलांची दैनंदिनीच पार बिघडून गेली. घड्याळाच्या काट्याप्रमाणे मुलांचे शेड्यूल तयार झाले आणि यात मुलांना नेमके काय हवे याचा विचारच कोणी करेनासे झाले. मात्र यातून मुलांचे अनेक प्रश्न पुढे आले. मुलांमधील तणाव वाढला त्यामुळे मुल एककेंद्रित होत चालली आहेत. कुटुंबात एक किंवा दोन मुल असतात त्यांना सर्व वस्तु मनाप्रमाणे मिळतात. ‘नाही’ ऐकुन घेंण्याची किंवा वाटून घेंण्याची सवय त्यांना राहिली नाही. बाहेरच्या स्पर्धेत टिकून राहण्याची पालक मुलांवर दबाव आणतात आणि यातूनच मुलांमधील तणाव वाढत जाऊन त्याची परिणीती आत्महत्येमध्ये दिसून येते.

ताण म्हणजे काय ?

हेन्सी सीलच्या मते ‘ “ शरीराला केलेल्या कोणत्याही मागणीच्या संदर्भातील शरीराचा अविशेष प्रतिकार म्हणजे ताण. ”

ताण हि अनेक बाजुनी बनलेली प्रक्रिया आहे. जी आपल्याला घटनांच्या प्रतिसादातून घडते किंवा ज्यामुळे आपली शारीरिक व मानसीक कार्य प्रणवता कमी होते.

ताण ही संकल्पना उद्दिपक (व्यक्तीवर परिणाम करणारा बाह्य दबाव) त्यास दिलेल्या प्रतिक्रिया (त्यानुसार शारीरिक कार्यात झालेले बदल) व झालेल्या आंतरक्रिया या तिन्ही घटकांचा परिपाक होय. ताण ही व्यक्तीच्या जीवनातील गतिशील अवस्था असून ती समायोजनाच्या गरजा पूर्ण न झाल्यास उदभवते. त्यामुळे व्यक्ती सातत्याने कमी - अधिक प्रमाणात तणावग्रस्त असते. व्यक्तीच्या अपेक्षा आणि वास्तवता यांच्यात जुळवणी न झाल्यास ताणाची निर्मिती होते. शारीरिक समतोल बिघडविणाऱ्या आणि समायोजन विशिष्ट किंवा अविशिष्ट पद्धतीने ज्या प्रतिक्रिया दिल्या जातात. त्याला “ताण” म्हणतात. एखादी गोष्ट किंवा बाब आव्हान म्हणून स्वीकारली तर त्यामुळे येणारा ताण व्यक्तीची क्षमता वाढविण्यास उपयोगी ठरतो. याउलट ती बाब व्यक्तीला वा गोष्ट भिती म्हणूनच स्वीकारली तर त्यामुळे ताण येतो. यांसंबंधी उदाहरण द्यायचे झाल्यास जे विद्यार्थी पूर्ण तयारीनिशी परिक्षा देतात त्यांना परीक्षेचा ताण नसतो. याउलट ज्या विद्यार्थ्यांचा अभ्यास झालेला नाही त्यांना परीक्षेचा ताण निश्चित राहतो.

ताणाचे प्रकार:

ताणाचे प्रामुख्याने दोन प्रकार पडतात असे डॉ. शंशांक जोशी प्रकाशक Journal of Association of Physician of India यांचे म्हणणे आहे.

- 1) शारीरिक ताण
- 2) मानसिक ताण :

हे दोन्हीही ताण परस्परसंबंधी आहेत. शारीरिक ताण आला की आपोआपच मानसिक ताण येतो.

ताणतणावात विद्यार्थ्यांचे वर्तन :

अध्यापन ही द्वीमार्गी प्रक्रिया आहे. अध्यापन करीत असतांना शिक्षक विद्यार्थ्यांचे प्रभावी संप्रेषण होणे आवश्यक असते. या अध्यापनाच्या कार्यात शिक्षक व विद्यार्थी यांचे नाते सलोख्याचे असणे आवश्यक आहे. अध्यापन करणाऱ्या शिक्षकाचे विद्यार्थी विद्यार्थ्यांचे , त्याच्या वर्तनाचे निरीक्षण करणे आवश्यक असते. विद्यार्थ्यांच्या पुढील वर्तनावरून कोणता विद्यार्थी ताण तणावात हे ओळखता येते.

1. विद्यार्थी सतत चिंतित दिसतो.
2. विद्यार्थ्यांचे वर्गात लक्ष राहत नाही.
3. शिक्षक शिकवित असताना विद्यार्थ्याला ऐकायला येत नाही.
4. विद्यार्थी इतरांपेक्षा वेगळ्या हालचाली करतो.

5. विद्यार्थी इतरांपेक्षा वेगळ्या हालचाली करतो.
6. सतत घाम पुसत घाबरल्यासारखे करतो.
7. लिहीतांना वारंवार चुका करतो.
8. विविध असंबंध कृती करतो.
9. कागदारवर विविध असंबंधित आकृत्या काढतो.
10. लहान लहान बाबीवर आक्रमक भुमिका घेतो.
11. लहान लहान बाबीवर चिडत असतो.
12. सतत नकारात्मक विचार करीत असतो.
13. सतत द्विध मनस्थितीत दिसतो.
14. आत्महत्येची धमकी देतो. इत्यादी.

ताण निर्माण होण्याची कारणे.

1. **बाह्य** : एकुण ताण निर्मितीमध्ये बाह्य घटकांचा केवळ 5-10 टक्के एवढाच वाटा असतो. उदा. कामाच्या ठिकाणचे व घरातील वातरावरण, आर्थिक स्थिती, सामाजिक समस्या, प्रकृती अस्वास्थ्य इ.
2. **आंतरिक** : एकुण ताण निर्मितीमध्ये आंतरिक घटकांचा 90-95 वाटा असतो. आधुनिक जीवन प्रणालीमध्ये तणाव निर्माण होतो. असे म्हटले जाणे. परंतु कोणतीही परिस्थिती ही स्वतः तणावपूर्ण नसते. एखाद्याच्या स्वभावानुरूप त्या परिस्थितीकडे पाहण्याच्या त्याच्या दृष्टीकोणावर सर्व अवलंबून असणे. स्वभावातील काही दोषामुळे नेहमीची परिस्थिती देखील कशी ताण निर्माण करू शकते.

अध्यापनाच्या कार्यात विद्यार्थ्यांच्या वर्तनावरून कोणता विद्यार्थी तणावात आहे याचा शोध घेण्यासोबतच विद्यार्थ्यांच्या ताणतणावाच्या कारणांचा विचार करणेही तितकेच महत्वाचे आहे. विद्यार्थ्यांच्या ताणतणावाची कारणे खालील प्रमाणे.

1. विद्यार्थ्यांवर पालकांचे अवास्तव दडपण असते, सतत दडपणाखाली असल्यामुळे विद्यार्थ्यांवरील ताणतणाव वाढतो.
2. शिक्षकांचेही विद्यार्थ्यांवर अवास्तव दडपण असते, शिक्षकांच्याही दडपणाखाली असल्यामुळे विद्यार्थ्यांवर ताणतणाव वाढतो.
3. प्रत्येक विद्यार्थ्याची क्षमता ही इतरांहुन भिन्न असते. हुशार विद्यार्थ्यांसोबत तुलना झाल्याने कमी प्रगतीच्या विद्यार्थ्यांवरील ताणतणाव वाढतो.

4. मित्राची सोबत कशी आहे यावरही विद्यार्थ्यांवरील ताणतणाव अवलंबून वढतो.
5. अति पैसा व अती लाडावलेल्या मुलांना चुकीच्या सवयी लागून ताणतणावाचे बिजारोपण केले जाते.
6. अती गरीबीमुळे आपल्या पाल्यांच्या गरजा पूर्ण न करू शकल्यामुळे विद्यार्थ्यांवरील ताणतणाव वाढतो.
7. वयात येताना विद्यार्थ्यांत बरेच शारीरिक व भावनिक बदल होत असतात या बदलाना सामोरे जाताना विद्यार्थ्यांवरील ताणतणाव वढतो.
8. चित्रपट व मिडीया यावर दाखविण्यात येत असलेल्या हिंसाचार आतंकवाद तसेच टीव्ही वहिन्यावरील मालिका यांचा विद्यार्थ्यांवर परीणाम होवून त्यांच्यावरून मालिका यांचा विद्यार्थ्यांवर परीणाम होवून त्यांच्यावरील ताणतणाव वढतो.
9. मनासारखेन झाल्यास विद्यार्थ्यांवरील ताणतणाव वाढतो.
10. एखादी वेगळी कृती एखाद्या विद्यार्थ्याकडून झाल्यास इतर मूले मला काय म्हणतील या भीतीने विद्यार्थ्यांवरील ताणतणाव वाढतो.
11. विद्यार्थ्याकडून एखादा अपराध झाल्यास अपराधीपणाच्या भावनेने विद्यार्थ्यांवरील ताणतणाव वाढतो.
12. विद्यार्थी अति संवेदनशील असल्यास विद्यार्थ्यांवरील ताणतणाव वाढतो.
13. विद्यार्थ्यांत विवेकपणाचा अभाव असल्यास विद्यार्थ्यांवरील ताणतणाव वाढतो.
14. आजारपणाचा कालावधी अधिक असेल तर विद्यार्थ्यांवरील ताणतणाव वाढतो.
15. पालकांच्या इतर लोकांसोबत असलेला किंवा घरगुती भांडणाच कालावधी, मित्रातील भांडणाचा कालावधी अधिक लसेल तर विद्यार्थ्यांवरील ताणतणाव वाढतो.
16. परीवारात आकस्मिक घटना घडल्यास विद्यार्थ्यांवरील ताणतणाव वाढतो.
17. कुटुंबातील एखाद्या व्यक्तीची नोकरी गेली अशा वेळी त्याचा परीणाम विद्यार्थ्यांवरील ताणतणावावर होतो.
18. दंगलग्रस्त भागातील दंगलीमुळे विद्यार्थ्यांवरील ताणतणाव वाढतो.
19. वरीष्ठाकडून होणारी पिळवणुक यामुळेही विद्यार्थ्यांवरील ताणतणाव वाढतो.
20. भुकंप , पुर , आग यासारख्या नैसर्गिक आपत्तीमुळे विद्यार्थ्यांवरील ताणतणाव वाढतो .
21. परीक्षेच्या भीतीमुळे विद्यार्थ्यांवरील ताणतणाव वाढतो इत्यादी.

ताण निमार्ण होण्याची कारणे :

- शाळांमध्ये विद्यार्थी संख्या जास्त असल्यामुळे शिक्षक विद्यार्थ्यांकडे वैयक्तीक लक्ष ठेवू शकत नाही.
- शिक्षकांनी विद्यार्थ्यांना शिक्षा केली तर ते पालकांना आवडत नाही.
- मुलं दोन वर्षाचे झाले की त्याला शाळेत घालायची घाई पालक करतात.
- आपली ऐपत नसतांना मोठ मोठ्या शाळांमध्ये घालायचा प्रयत्न पालकांना असतो. यामध्ये शाळेच्या अंतराचा देखील विचार केला जात नाही.
- बरेच पालक पाल्यांचे होमवर्क स्वतः करतात.
- पाल्यांच्या इतर गुणांचा विचार केला जात नाही मात्र परीक्षेमध्ये मार्क्स जास्तीत जास्त मिळाले पाहिजे याचा पालक आग्रह धरतात.
- पाल्यांच्या वयाचा विचार न करता त्यांच्याकडून अभ्यास पूर्ण करवून घेतला जातो यात त्यांच्या शारीरिक स्थितीचा देखील विचार केला जात नाही.
- मित्रासोबत बाहेर खेळण्यासाठी पालक पाल्यांना परवानगी देत नाही.
- घरी मराठी वातावरण असले तरी आपल्यापाल्यांना इंग्रजी माध्यामांच्या शाळेत घालून त्यानुसार तया रकरण्याचा पालकांचा आग्रह असतो.
- आपल्या पाल्यांनी आकलन क्षमता न पाहता त्यांच्याकडून अपेक्षा केल्या जातात यासाठी सातत्याने इतरांचे उदाहरण देऊन मुलांमुलांमध्ये तुलना केली जाते.
- आपला पाल्या मोठ्यात मोठ्या शाळेत कसा घातला व ती शाळा कशी चांगली आहे याचे वर्णन पालक सतत आपसात करीत असतात.
- मुलं समोर आहेत याचे भान न ठेवता बरेचवेळा पती पत्नीमध्ये मुलांसमोर वाद होतात.
- इनडोअर व आऊटडोअर गेम खेळतांनी मुलं दिसून येत नाही. पूर्ण वेळ त्यांचा टिव्ही पाहण्यास अभ्यासात जात असतो.

ताण कमी करण्यासाठी उपाययोजना :

तणावावर सर्वसाधारणपणे दोन स्तरावर उपयोजना केल्या जातात.

- अ. **शारीरिक स्तरावर उपाय** - उदा. झोपी जाणे, कामावरून सुटी घेणे, सहलीला जाणे, मसाज घेणे, व्यायाम करणे इ. यात केवळ कृतीच्या स्तरावर उपाया असल्यामुळे सुधारणा अगदी तात्पुरतीच असते.

बऱ्याच वेळा तणावपुर्ण परिस्थितीपासुन पर्णत : बाजूला तिथेही ताण निर्माण होऊ शकतो.

आ. मानसिक स्तरावर उपाय-मानसोपचार , संमोहन उपचार इ. यात केवळ कृतीच्या स्तरावरच नव्हे तर ज्यापासुन कृतीचा उगम होतो त्या विचारांच्या स्तरावर उपचार केले जातात. त्यामुळे काही काळ सुधारणा टिकू शकते म्हणुन हे दोन्ही उपाय हे कायम स्वरुपी उपाय नाहीत.

विद्यार्थ्यांवरील ताणतणावाचा कारणांसोबत त्याचे व्यवस्थापन करुन विद्यार्थ्यांवरील ताणतणाव कमी करण्यासाठी उपायोजना खालीलप्रमाणे.

1. विद्यार्थ्यात त्याने स्वतःला समजुन घेण्याची क्षमता विकसीत केली पाहीजे.
2. विद्यार्थ्याला त्याची स्वतःची बलस्थाने व कमकुवत दुवे याची जाणीव करुन दयावी.
3. विद्यार्थ्याला त्याच्या क्षमतेनुसार काम देण्याचा प्रयत्न करावा.
4. विद्यार्थ्याला त्याच्या छंदानुसार त्यास उचित कार्य करण्यास प्रेरीत करण्याचा प्रयत्न करावा.
5. पालकांनी आपल्या मुलांसोबत मैत्रीपुर्ण भावनेने वगले पाहीजे, त्याच्यासी संवाद साधला पाहीजे. त्यांच्या बदलत्या हालचालीवर लक्ष्य देवुन जर संशयात्मक वागणुक वाटली तर त्याला विश्वासात घेऊन त्यांच्यासी चर्चा करावी.
6. विद्यार्थ्याच्या कार्यपध्दतीत थोडा बदल करणे संगीत ऐकणे, सकस आहार, योगा, खळखळुन हसने छंद जोपासणे ,पर्यटणाला जाणे , खेळणे, हया सर्व गोष्टी मधुन विद्यार्थ्याचा ताण कमी करता येतो.

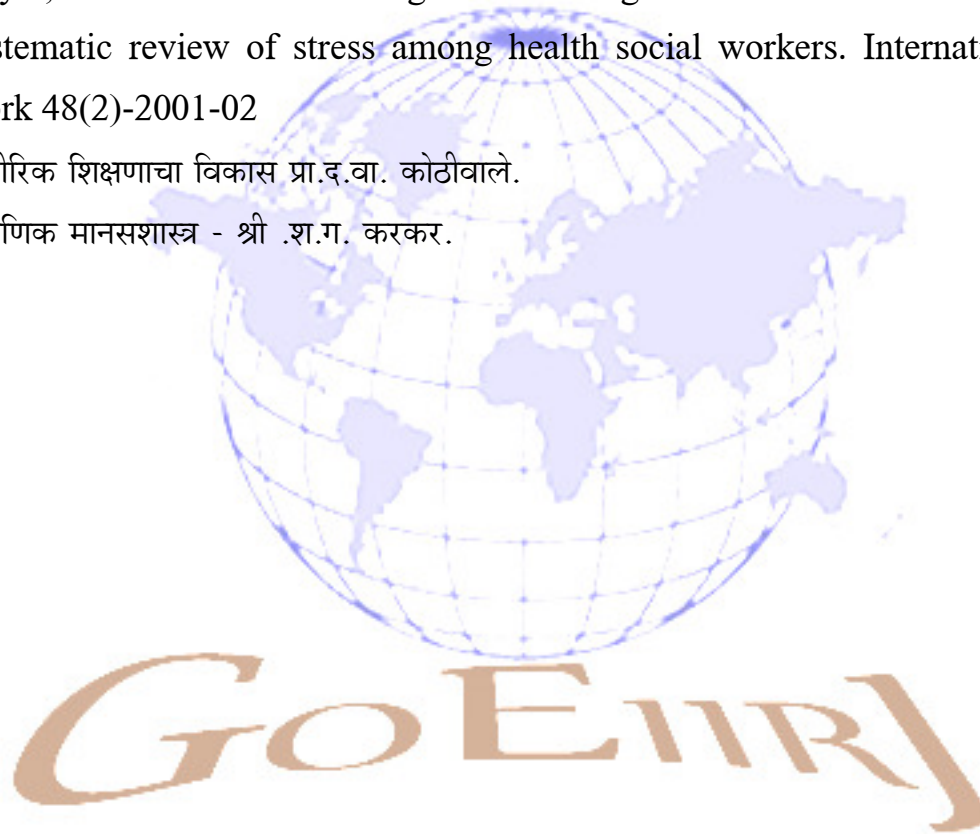
सारांश :

ताणतणवामुळे विद्यार्थ्यांच्या जीवनात मोठी उलथपाथ होत आहे. मानसिक दडपणाखाली विद्यार्थी विद्यार्थ्यांचे वाढलेले चिडचिडेपण. विद्यार्थ्यांच्या आत्महत्या, विद्यार्थी शाळेतुन पळुन गेला, विद्यार्थ्याने स्वतःला खोलीत डांबुन ठेवले अशाप्रकारच्या घटना ऐकायला व वाचायला मिळत आहेत.हे सर्व ताणतणावाचे फलीत आहे ताणतणावाचा विद्यार्थ्यांच्या शारीरिक , मानसिक व बौद्धिक विकासावर खुप मोठा दुष्परीणाम होत आहे.यासाठी विद्यार्थ्याला समजुन घेणे, त्यातील समायोजन क्षमता. विकसीत करणे, इतरांना समजुन घेणे, आनंददायी जीवन जगण्याचा मार्ग शोधण्याची क्षमता विकसीत करणे सोबतच चांगल्या साहित्याचे वाचन करण्याची सवय लावणे आवश्यक आहे.

विद्यार्थ्यांसोबतचा संवाद जर योग्य रितीने केला तर आणि ताणावाची व्यवस्थापन जर व्यवस्थित केले तर विद्यार्थ्यांवरील ताण शिश्चितक कमी होऊ शकतो. व विद्यार्थ्यांचे जिवन ताणाव मुक्त करता येते.

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सारांश :-

प्रस्तुत लेखाचा उद्देश क्रिडा मानसशास्त्राची ओळख व्हावी हा आहे. व्यायामपटु आणि व्यायामासाठी मानसशास्त्रीय उपयांचा शोध क्रिडा मानसशास्त्राद्वारे केला जातो.खेळाडूंना दिली जाणारी प्रेरणा इ.मनोद्वय वाढविण्याचे प्रयत्न खेळाविषयी असलेले सामाजिक घटक,शारीरिक समस्या व स्नायु विकासाचे प्रशिक्षण इ. महत्वाच्या घटकांचा विचार क्रिडा मानसशास्त्रामध्ये केला जातो. खेळामुळे शरीराचा व्यायाम होतो, शरीर लवचिक बनते आणि आरोग्य चांगले राहते. खेळामध्ये स्पर्धा असते.तसेच यश आणि अपयश हे दोन घटक असतात.यश. अपयशामुळे व्यक्तीमध्ये आत्मविश्वास वाढतो, प्रेरणा मिळते.कोणत्याही खेळामध्ये जोपर्यंत व्यक्तीला स्वतःच्या खेळण्याबद्दलचा आत्मविश्वास असत नाही. तोपर्यंत खेळाडू शकत नाही. आत्मविश्वास वाढविण्यासाठी व टिकविण्यासाठीचे मार्गदर्शन क्रिडा मानसशास्त्रात केला जाते. क्रिडा विषयक समस्या व विकासाच्या दृष्टिने कार्य प्रामुख्याने क्रिडा मानसशास्त्रात केले जाते.खेळासंबंधित संशोधन, मार्गदर्श, समस्यानिराकरण इत्यादींचे अध्ययन व अध्यापन क्रिडा मानसशास्त्रात केले जाते.खेळामुळे आपले शरीर तंदुरस्त राहते. खेळ हा केवळ मनोरंजन किंवा आनंद व्यक्त करण्याचे साधन राहिले नसुन त्यास व्यास व्यावसायिक किंवा करीअर, राष्ट्रभिमान इ. स्वरूप प्राप्त होत आहे.खेळातील यश अपयशाला राष्ट्रभिमान व राष्ट्रीय भावनेने पाहिले जाते. मानसिक आरोग्य, भावना, प्रेरणा, इ. संदर्भात अध्ययनासाठी मानसशास्त्राची स्वतंत्र्य व उपयोजित शाखेची निर्मिती झाली ती क्रिडा मानसशास्त्र होय.

प्रस्तावना :-

क्रिडा मानसशास्त्र ही मानसशास्त्राची महत्वाची शाखा आहे.क्रिडामानसशास्त्रामध्ये खेळाडूच्या खेळामधील कौशल्य,शारीरिक हालचाली, खेळाडूचे व्यक्तीमत्व ,इतर गोष्टींच्या अभ्यास यामध्य केला जातो. क्रिडा मानसशास्त्र हे नेहमी खेळाडूचे हित ज्या गोष्टीमध्ये दडलेले असते.त्या बाबींचा विचार करत असते. अगदी यशस्वी अगदी आंतरराष्ट्रीय दर्जाचा खेळाडू कसा निर्माण होईल.या गोष्टींचा अभ्यास क्रिडा मानसशास्त्रामध्ये केला जातो. खेळामुळे व्यक्ती,व्यक्तीबरोबरच समाज,समाजाबरोबरच देश या सर्व गोष्टींचा विकास होताना दिसुन येतो.

व्याख्या :-

- 1) क्रिडा विषयक समस्या व विकासाच्या दृष्टिने कार्य करणारी मानसशास्त्राची विशेष शाखा म्हणजे क्रिडा मानसशास्त्र होय.
- 2) खेळाडूंच्या सर्वांगीन बाबींचा, वर्तन, हालचाल, राहणीमान, आचार, विचार, आवडी निवडी या बाबींचा

अभ्यास करणारे शास्त्र म्हणजे क्रिडा मानसशास्त्र होय.

- 3) खेळासंदर्भात संशोधन, मार्गदर्शन, समस्यानीराकरण व प्रशिक्षण आदींचे मानसशास्त्रीय अध्ययन व अध्यापन करणाऱ्या शास्त्रास क्रिडा मानसशास्त्र म्हणतात.

क्रिडा मानसशास्त्रामध्ये खेळ निहाय खेळाडूच्या अभिक्मता,मानसिक आरोग्य, कौशल्यवृद्धी, भावना, प्रेरणा, आत्मविश्वास याबाबत अध्ययन व मार्गदर्शन केले जाते मानसशास्त्र हे व्यक्तीच्या वर्तनाचा अभ्यास करतांना दिसून येते. तसेच क्रिडा मानसशास्त्र हे खेळाडूंचा अभ्यास करत असते. एखादा खेळाडूकडे अगदी चांगल्याप्रकारची कौशल्य असुन चालत नाही. तर तो अगदी मनाने परिपूर्ण व्यक्ती असणे महत्वाचे आहे. नुसते कौशल्य असुन तो मोठा खेळाडू बनत नाही तर त्यासाठी बौद्धिक कौशल्य सुध्दा असणे अगदी कौशल्याइतकेच महत्वाचे आहे. खेळाडूकडे कौशल्य आहे. त्याचबरोबर धडधाकड असे शरीरसूध्दा आहे. पण खेळामध्ये समन्वय नाही तर यशस्वी खेळाडू तो कधीच होउ शकत नाही. त्यासाठी समन्वय म्हणजे संतुलन असणे अगदी तितकेच महत्वाचे आहे. ज्या खेळामध्ये समन्वयाचा अभाव दिसुन येतो. तो अभाव दुर करण्याचे काम क्रिडा मानसशास्त्र करत असते. खेळाडूला संतुलन मिळवुन देण्याचे काम करत असते आणि ज्या खेळाडूकडे समन्वय,संतुलन आहे ज्याच्यामध्ये भरपूर प्रमाणामध्ये एकाग्रता ठासुन भरलेली आहे. कौशल्याबरोबर या बाबींचा ताळमेळ जमवुन खेळाडू कोणत्याही वेळी कोणत्याही परिस्थितीमध्ये यश संपादन करतांना दिसतो. जसे हे वैयक्तिक खेळामध्ये महत्वाचे आहे. त्याचप्रमाणे सांघिक खेळामध्ये महत्वाचे आहे.त्याचप्रमाणे सांघिक, खेळामध्ये सुध्दा सर्व खेळाडूंना सोबत घेऊन अगदी सर्वांमध्ये समन्वय निर्माण करण,संतुलन बनवुन यश संपादन करावयाचे असते. या सर्व गोष्टींचा अभ्यास मार्गदर्शकाला करावा लागतो. मग त्यांच्या सवयी, त्यांचे मन ओळखून मार्गदर्शकाला मार्गदर्शन करावे लागते. या सर्व गोष्टींचा अवलंब करण्यासाठी मार्गदर्शक, शिक्षक, यांना क्रिडा मानसशास्त्राचा आधार घेउन खेळाडूंना योग्य धडे देऊन त्यांना न्याय मिळवुन देण्याचा प्रयत्न करावा लागतो. यासाठी मार्गदर्शकाला सुध्दा नवनवीन होणाऱ्या संशोधनांचा वापर करुन स्वतःच्या ज्ञानामध्ये, वृद्धी करुन ते ज्ञान खेळाडूरूपी होणा जगासमोर मांडण्याचे उत्कृष्ट असे कार्य करावे लागते.

मानवाला जीवनामध्ये यशस्वी होण्यासाठी आत्मविष्वासाठी गरज असते. तशीच गरज खेळाडूंना ही यशस्वी होण्यासाठी असते. ज्या खेळाडूंचा आत्मविश्वास कमी तो खेळाडू अपयशी ठरतो.ज्या खेळाडूंचा आत्मविष्वास चांगला तो खेळाडू यशस्वी होतो. हा आत्मविश्वास निर्माण करण्याचे काम क्रिडा मानसशास्त्रात केले जाते. खेळाडूला स्वतःला ओळखायला लावुन, स्वतःच्या क्षमतांची जाणीव करूण देण्याचे काम क्रिडा मानसशास्त्र करते. खेळाडूमध्ये आत्मविष्वास निर्माण करुन यशांची वाट दाखविण्याचे काम क्रिडा मानसशास्त्रात केले जाते. आत्मविष्वास ही खेळाडूंच्या यशाची गुरुकिल्ली आहे.खेळाडूला चेतन, प्रेरणा, देण्याचे काम क्रिडा मानसशास्त्रात केले जाते. खेळ खेळत असतांना काही खेळाडूकडे कौशल्य अगदी उच्च प्रतीचा असतात. पण ते खेळाडू दडपणाखाली खेळत असतात. तर काही खेळाडू सतत तणावामध्ये असतांना दिसतात. त्यामूळे त्यांच्यातील ताण, दडपण कशाप्रकारे कमी करता येईल यांचा अभ्यास क्रिडा मानसशास्त्र करतांना दिसते. क्रिडा मानसशास्त्रात खेळाडूंच्या समस्या.वर्तनाचा अगदी काटेकोरपणे अभ्यास केला जातो. खेळाडूंच्या मानसिकतेत बदल करण्याचे महत्वाचे काम क्रिडा मानसशास्त्र करते. खेळाडूंच्या व्यक्तीमत्वामध्ये कशाप्रकारे अगदी उच्चप्रतीची सुधारणा घडवुन येईल हे शोधण्याचे कार्य सततपणे सुरु असते.

खेळाडूच्या भावना,चिंता,ताण,या विषयाचा अभ्यास करून खेळाडूमधील वाईट प्रवृत्ती ही गैरवर्तनूक कशी दूर हाईल याचा अभ्यास क्रिडा मानसशास्त्रात होतांना दिसून येतो. त्याचबरोबर क्रिडा क्षेत्रात गरुड झेप घेण्यासाठी खेळाडूला मानसिक स्वास्थ्य मिळवून देण्यासाठी क्रिडा मानसशास्त्र महत्वाचे असे शास्त्र आहे क्रिडा मानसशास्त्रामध्ये खेळनिहाय खेळाडूच्या क्षमता अभिक्षमता, मानसिक आरोग्य, कौशल्यवृद्धी, भावना, प्रेरणा, आत्मविश्वासा बाबतीत अध्ययन व मार्गदर्शन केले जाते. खेळाच्या बाबतीत ज्या समस्या निर्माण होतात त्या समस्या सोडवण्याचा प्रयत्न क्रिडा मानसशास्त्रात केला जातो. खेळाडूला प्रोत्साहन, प्रेरणा, देण्याचे काम क्रिडा मानसशास्त्रात केले जाते. खेळाडूचे मनोर्ध्व उंचावण्याचे काम क्रिडा मानसशास्त्रात केले जाते. क्रिडा मानसशास्त्राचे कार्य व उपयोगिता खालीलप्रमाणे :-

1) प्रशिक्षण :-

खेळडूमधील विशिष्ट गुण, क्षमता ओळखून क्रिडा शिक्षकास प्रशिक्षण द्यावे लागते त्यामूळे खेळाडू त्या खेळामध्ये अष्टपैलु होतो. यादरम्यान खेळाडूचे मानसिक आरोग्य जिंकण्याची जिद्द आत्मविश्वास, अनावश्यक सवयी दूर केल्या जातात. क्रिडा शिक्षकाच्या मार्गदर्शनाचा अप्रत्यक्ष परीणाम हा खेळाडूच्या यश अपयाशावर अवलंबून राहतो.

सद्याच्या स्थितीत खेळा संदर्भात अनेक प्रकारचे प्रशिक्षण दिले जाते. कारण प्रशिक्षणाची उपयोगिता सिध्द झाली आहे. प्रशिक्षण, क्षमतावृद्धी प्रशिक्षण,शारीरीक प्रशिक्षण, मानसिक आरोग्यासाठी प्रशिक्षण हे यशस्वी खेळाडूच्या निर्मितीसाठी आवश्यक असतात. सध्या खेळाचे कौशल्य विकसीत करण्यासाठी वैज्ञानिक पध्दतीने अनेक प्रक्रिया, यांत्रिक साहित्याची निर्मिती केली जाते आहे. अशा प्रकारे साधन साहित्य निर्मितीस क्रिडा मानसशास्त्र मदत करते.

2) मानसिक क्षमतावृद्धी :-

मानव प्राणी हा शारीरीक व मानसिक क्षमतांचा अभुतपुर्व समन्वय आहे शारीरीक व मानसिक हे व्यक्तीमत्वाचे दोन चाके आहेत कोणतेही एक चाक अधु झाल्यास मानवं काहीच साध्य करू शकत नाही. व्यक्ती अपंग असेल तर त्या व्यक्तीला खेळात प्राविण्य मिळू शकत नाही खेळासंदर्भात आवश्यक त्या करते क्षमता विकसीत करण्यासाठी शारीरीक शिक्षण मार्गदर्शन करणे, तर मानसिक क्षमतावृद्धीसाठी क्रिडा मानसशास्त्र कार्य करते. खेळाडूचे मानसिक बळ उंचावण्याचे कार्य क्रिडा मानसशास्त्र करते. खेळ परत्वे मानसिक क्षमतांचे महत्व भिन्न आहे. कुस्ती आणि बुद्धिबळ या दोन्ही खेळामध्ये वेगवेगळ्या प्रकारच्या शारीरीक व मानसिक क्षमतांचे महत्व भिन्न आहे. क्रिडा मानसशास्त्रज्ञ खेळाडूच्या मानसिक क्षमता करून अभिक्षमताचे मापन करून आवश्यक त्या क्षमता अभिक्षताच्या वृद्धीसाठी उपाय केला जातो. क्षमता वाढविण्याचा प्रयत्न केला जातो.

3) मानसिक आरोग्य संवर्धन :-

खेळ हा एक प्रकारचा कार्य व्यवहार आहे आणि व्यवहार ज्या ठिकाणी असतो त्या ठिकाणी मानसशास्त्राचे महत्व नाकारता येत नाही. खेळतांनाही क्रिडा म्हणजे खेळाडूची शारीरीक कौशल्य, भावना, प्रेरणा, जिद्द, आत्मविश्वास, स्मृती, विचार, खेळतानांची भौगोलिक स्थिती या सर्वांचे मिश्रण असते. त्यामूळे क्रिडा प्रशिक्षकास क्रिडा मानसशास्त्राचे ज्ञान असणे आवश्यक आहे खेळाच्या यश अपयशाचा खेळाडूच्या मानसिकतेवर परिणाम होतो. वारंवार जर अपयश आले तर निराशा, न्यूनगंड, कमी पणाची भावना, आत्मविश्वास कमी ही होवु

शकतो तर कधी थोड्या यशाने अती आत्मविश्वास होवु शकतो.तर कधी थोड्या यशाने अती आत्मविश्वास होवु शकतो.तसेच आत्मविश्वास कमी होवु शकतो.खेळ जरी मनोरजनोच साधन असले तरी खेळतांना खेळाडु अतिशय मानसिक दडपणाखाली असतात. सातत्याने दबावाची भावना मानसिकतेवर विपरीत परीणाम करते, मुष्टीयुद्ध, कुस्ती यातुन कधी कधी आक्रमकतेची पातळी टोकाला जावु शकते. अशावेळी नियंत्रण ठेवणे क्रिडा प्रशिक्षकाचे कार्य महत्वाचे ठरते. त्यामूळे क्रिडा प्रशिक्षकास मानसशास्त्राचे ज्ञान असणे आवश्यक आहे.

निष्कर्ष :-

खेळ निहाय खेळाडुच्या अभीक्षमता, मानसिक आरोग्य, कौशल्यावृद्धी, भावना, प्रेणा, आत्मविश्वास या बाबत अध्ययन व मार्गदर्शन केले जाते. क्रिडा विषयक ज्या समस्या निर्माण होतात त्या समस्या सोडवण्यास काम क्रिडा मानसशास्त्रात केले जाते. खेळासंदर्भात संशोधन, मार्गदर्शन व प्रशिक्षण क्रिडा मानसशास्त्रात केले जाते, म्हणुन क्रिडा मानसशास्त्राला महत्वाचे स्थान क्रिडा क्षेत्रात निर्माण झाले आहे.

संदर्भ :-

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योगाचा मानसिक स्वास्थावरील परिणाम अभ्यासणे

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सारांश :-

सामान्यपणे व्यक्तीचे मानसिक स्वास्थ अबाधित ठेवण्यासाठी अनेक उपाय सुचविले जातात किंवा अनेक प्रकारच्या उपचारपद्धती अस्तित्वात आहेत परंतु सर्वात अधिक लाभदायक, फायदेशीर, मोफत व परिणाम कारक साधन म्हणजे योगा आहे. योगामुळे मानसिक स्वास्थे चांगले राहते ताण, तणावाचा सामना, संकटांना सामोरे जावे, नैराश्य, उदासिनता, चिंता आशा गोष्टींशी सामना करण्याची क्षमता योगामुळे व्यक्तीमध्ये निर्माण होते अनेक प्रकारच्या मानसिक आजारांमध्ये देखील योगाचा एक यशस्वी उपचार पद्धती म्हणून उपयोग केला जातो. सुखी जिवनाचा मोफत व सोपा एकमेव राजमार्ग म्हणजे योगा होय योगामध्ये आसने, प्राणायाम, ध्यान अशा अंगाचा समावेश होतो. योगामधील ध्यान या अंगामुळे व्यक्तीच्या मनाची एकाग्रता निर्माण होते. एकाग्रता ही कोणत्याही कार्याची गुरुकिल्ली आहे.

प्रस्तावना :-

मानसिक स्वास्थ आणि योग यांचा अगदी जवळचा संबंध आहे. हया धक्काधक्कीच्या युगामध्ये आनंदी, समाधानी आणि निरोगी जिवनजगण्याचा एकमेव राजमार्ग म्हणजे योग होय. तुज आहे तुजपाशी परितु जागा चुकलाशी या युक्ती प्रमाणे व्यक्तीच्या शारीरिक व मानसिक आरोग्याचे रहस्य हे आपल्या परंपरागत चालत आलेल्या योगामध्ये आहे पण त्याची जाणीव होणे महत्वाचे आहे.

योग हा शब्द संस्कृत भाषेतील यूज या धातुपासून बनलेला आहे संयोग, जुळवणे, बांधणे व केंद्रीत करणे उपयोग करणे असे यांचे अनेक अर्थ आहेत. परंतु योग अभ्यास व्यक्तीच्या जिवनामध्ये अतिशय समाधानी, तृप्ती, निरामय, निरोगी आणि आनंदी जिवनाचे साधन आहे आणि व्यक्तीच्या सर्वांगीण विकास साधणारे संपुर्ण जिवन संपन्न करणारे शास्त्र म्हणजे योग होय.

योग म्हणजे बुद्धी, मन, भावना आणि संकल्प यांचे नियमन आहे”

योग म्हणजे शरीर मन भावना यांच्यात संतुलन व एकता प्रस्थापित करणे होय योग म्हणजे वर्तमानास लाभलेला अमूल्य ठेवा आहे आजची गरज व उदयाची संस्कृती आहे. योग म्हणजे आनंदी, सुखी, समाधानाने जगण्याचे शास्त्र आहे.

ताण, चिंता, नैराश्य, उदासिनतेच्या काळामध्ये आपल्याला चांगल्या मानसिक स्वास्थासाठी कोण मदत करेल? तर हे फक्त आणि फक्त योग अभ्यासानेच शक्य आहे. योग अभ्यासाने व्यक्तीच्या विचारामध्ये परिवर्तन

होते.नकारात्मक विचार जाऊन सकारात्मक विचार निर्माण होतात. मानसिक आणि शारीरिक स्वास्थ्य चांगले राहण्यासाठी योग अभ्यास हा एकमेव राजमार्ग आहे. ज्याचे शारीरिक स्वास्थ्य चांगले त्याचे मानसिक स्वास्थ्य चांगले असते निरोगी शरीरात निरोगी मन राहते असे म्हणतात.

योगाचे स्वरूप :-

1) जीवनात योग आवश्यक :-

आधुनिक काळात मानव हा एक यंत्र बनला आहे म्हणजे एखाद्या यंत्राप्रमाणे तो अगदी घडयाळ्याच्या काट्यावर चालतो सकाळी उठल्यापासून ते रात्री झोपे पर्यंत तसेच वाढती स्पर्धा स्पर्धेत टिकण्यासाठी करावे लागणारे कष्ट, प्रयत्न. यातून निर्माण होणारा मानसिक ताण, तणाव, चिंता याचा व्यक्तीच्या शारिरिक व मानसिक आरोग्यावर वाईट परिणाम होतो. परिणामी मानसिक स्वास्थ्य बिघडण्याची शक्यता जास्त असते त्यासाठी योग शास्त्र निट समजून घेऊन त्याचा उपयोग दैनंदिन करणे जिवनात अंत्यत आवश्यक आहे.

2) मोफत व परिणाम कारक :-

योग हा करण्यास अगदी सोपा व मोफत आहे. म्हणजे ह्या महागाईच्या काळात आरोग्य बिघडल्यास ते पूर्ववत करण्यासाठी किती खर्च लागतो हे वेगळे सांगण्याची आवश्यकता नाही पण योग हा अगदी मोफत आहे. असून त्याचे होणारे लाभ हे दिर्घकालीन आहेत याचा परिणाम व्यक्तीच्या मानसिक स्वास्थ्य बरोबर अर्थिक व्यवस्थापनावर देखील चांगला होतो.

3) आनंदी जिवनासाठी :-

सकाळी उठल्यापासून ते रात्री झोपे पर्यंत व्यक्ती सतत कष्ट करत असतो मेहनत करत असतो. हे सर्व कशासाठी? तर फक्त जिवनात आनंद मिळवण्यासाठी आनंद ही एक मानसिक अवस्था आहे. आनंदी जिवन मिळावे ही सर्वांची ईच्छा असते पण धक्काधक्कीच्या युगात व्यक्तीला सुख कधी येते आणि कधी जाते हे साधे कळत सुद्धा नाही हे सुख हा आनंद मिळवण्याचा एकमेव राजमार्ग म्हणजे योग होय. आनंदी व्यक्ती हा जिवनामध्ये येणाऱ्या कोणत्याही संकाटाशी दोन हात करण्यास सज्ज असतो.

4) अपेक्षा भंगाच्या दुःखापासून दूर ठेवण्यासाठी :-

" वास्तव परिस्थिती व आपल्या अपेक्षा यामध्ये जेव्हा एक दरी निर्माण होते तेव्हा ताण निर्माण होतो " म्हणजे आपल्या अपेक्षापूर्तीच्या मार्गात अडथळा निर्माण झाल्यास व्यक्तीला दुःख, ताण, चिंता आशा प्रकाराच्या भावनिक स्थितीतून जावे लागते म्हणजे व्यक्तीमध्ये अपेक्षाभंगामूळे मानसिक दुःख निर्माण होते ह्या दुःखाचे स्वरूप जर व्यापक असेल तर त्याचे विपरीत परिणाम त्या व्यक्तीला भोगावे लागू शकतात. स्पर्धेच्या युगात पालकांच्या आपल्या पाल्याकडून अवास्तव अपेक्षा वाढलेल्या आहेत त्या पूर्ण करण्यासाठी पालक व विद्यार्थी दोघेही सतत तणावाखाली असतात, धडपडत असतात पण एवढे करूनही, जर परिस्थिती अनुकूल नसेल व अपेक्षा पूर्ण होत नसतील तर त्याचे फार मोठे दुःख पालक व विद्यार्थ्यांच्या वाट्याला येते. परिणामी अनेक वाईट घटना घडलेल्या आपण ऐकलेल्या आहेत त्यावर एकच उपाय आहे. प्रत्येकाने दररोज आपल्या सोईनुसार योगाभ्यास करणे आवश्यक आहे. त्याचा चांगला परिणाम व्यक्तीच्या मानसिक स्वास्थावर होतो.

5) मानसिक विकासाठी :-

व्यक्तीच्या मनामध्ये निर्माण होणारे विचार, भावना, संकल्पना याचा संबंध मानसिक विकासाशी येतो Sound Mind In a Sound Body या म्हणी प्रमाणे निरोगी शरीरात निरोगी मन राहत असते. निरोगी शरीरासाठी योगाचे कार्ये अत्यंत महत्वाचे आहे. योगामुळे शरीर निरोगी व सक्षम राहते त्यामुळे त्याचा परिणाम व्यक्तीच्या मानसिक विकासावर देखील होतो.

तसेच दैनंदिन जिवनात दररोज योग केल्यास व्यक्तीमध्ये सकारात्मक विचार निर्माण होतात, नकारात्मक विचार निघून जातात.जिवनाकडे बघण्याचा दृष्टीकोनातुन बदलतो.व्यक्ती जिवनाकडे सकारात्मक व वस्तूनिष्ठ दृष्टीकोनातुन पाहतो. आपल्या भावनांवर नियंत्रण मिळवण्याचा प्रयत्न करतो हे सर्व फक्त आणि फक्त योगाभ्यासाने शक्य आहे.

प्राणायाम :-

पतंजली ने सांगितलेल्या आष्टांग योगातील चौथे अंग म्हणजे प्राणायाम होय व्यक्तीच्या आधुनिक युगातील बदलत्या जिवनशैलीतील अनियमितपणा, तणाव, चिंता याचा परिणाम व्यक्तीच्या प्राणशक्तीवर होतो. प्राणशक्ती क्षीण झाल्याचा अनुभव येतो परिणामस्वरूप शक्ती क्षीण झाल्यास यातुन अनेक मानसिक व शारीरिक समस्या निर्माण होतात. जसे एखादा अवयव कमजोर होणे, चिडचिडपणा, चिंता वाढणे, आळस येणे. यासारख्या गोष्टी घडतात व परिणामी व्यक्ती कार्यक्षम राहत नाही. परंतु नियमित प्राणायाम केल्यामुळे प्राणशक्ती सक्षम होते प्राणायाम हा शास्त्रीयपद्धतीने केल्यास व्यक्तीला त्याचा जास्त फायदा होतो. आपल्या क्षमतेनुसार सहजतेने आणि शांत चित्ताने प्राणायाम करावा, त्यामुळे आपल्याला मानसिक व शारीरिक स्वास्थासाठी आवश्यक असणारा प्राणवायु जास्त प्रमाणात उपलब्ध होतो.

प्राणायामाच्या अभ्यासाने शारीरिक फायदे होतातच परंतु त्यापेक्षा अधिक व आवश्यक मानसिक फायदे तर होतात जसे सकारात्मक विचार निर्माण होतात, भावनांवर नियंत्रण प्रस्थापीत होते, ताण, तणाव, चिंता यांना योग्य पद्धतीने सामोरे जाण्याची शक्ती प्राप्त होते. येणाऱ्या समस्यांचे व्यवस्थापन करून त्यांचा सामना करण्यासाठीचा आत्मविश्वास निर्माण होतो. हे सर्व वैज्ञानिक दृष्टीकोनातुन सिध्द झाले आहे.

ध्यान :-

आष्टांग योगातील सातवे अंग म्हणजे ध्यान होय. व्यक्तीला मानसिक कार्ये करण्यासाठी व व्यक्तीच्या यशस्वीतेसाठी ध्यानाचे अनन्यसाधारण महत्त्व आहे. एखादे कार्य यशस्वीपणे पूर्ण करवयाचे असेल तर त्यासाठी व्यक्तीकडे एकाग्रता आवश्यक असते. आणि हि एकाग्रता ही आपल्याला ध्यानातुन प्राप्त होते. एखादे कठीण कार्य करण्यासाठी मानसिक एकाग्रतेची अत्यंत आवश्यकता असते, एकाग्रता म्हणजे जिवनाची गुरुकिल्ली होय. उदाहरण घ्यायचे झाल्यास स्वामी विविकानंदाच्या एकाग्रतेमुळे निर्माण झालेल्या त्यांच्या 'स्मरण शक्तीचे' घेता येईल हे फक्त ध्यानामुळे शक्य होते. आणि आपल्या भावनिक, वैचारिक, विकासाठी ध्यान आवश्यक आहे.

समारोप :-

व्यक्तीच्या जिवनामध्ये यशस्वीतेसाठी, आनंदी जिवनासाठी, समस्यांचा सामना करण्यासाठी योगाभ्याची खरोखरच आवश्यकता आहे.

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EMOTIONAL MATURITY OF ATHLETES AND NON ATHLETES

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Abstract

The present study was undertaken A Comparative Study of Emotional Maturity of athletes and Non athletes. The samples were taken of 60 athletes and Non athletes among them 30 athletes and 30 Non athletes are selected in Aurangabad district. The age range of selected sample is 21 to 24. In this research Emotional Maturity was measured by Emotional Maturity scale developed by Dr. Yashvir Singh and Mahesh Bhargava. The proposed statistical procedure is descriptive statistics i.e. mean S.D and t-test is used. The results of the findings are there is significant difference between athletes and Non athletes on Emotional Maturity.

Keywords - Emotional Maturity, Athletes and Non Athletes.

Statement of problem:

A Comparative Study of Emotional Maturity among Athletes and Non Athletes.

Introduction:

Emotional Maturity

Emotional Maturity is one of the vital components of personality which characterizes Multi-trait non-cognitive psychological concept. According to Walter D. Smitson (1974), Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both Intra-psychically and Intra-personality. Emotional Maturity or stability might be considered as a potential factor in any field of life. It is a stage, which is very essential in human life. One of the major aims of any good educational programmed is to help the learner to gain emotional maturity. A mature adult due to the development of his various powers has greater control over his environment. So, he possesses emotional maturity to a greater degree. An emotionally mature person has full control over the expression of his feelings. However, he behaves according to the accepted social values and ideals. Jersild (1963) says, 'Emotional maturity means the degree to which person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others, to love and to laugh; his capacity for whole hearted sorrow, when an occasion arises and his capacity to show fear when there is occasion to be frightened, without feeling

a need to use a false mask of courage, such as must be assumed by persons afraid to admit that they are afraid'. According to Crow and Crow (1962), "The emotionally mature or stable individual regardless of his age, is the one who has the ability to overcome tension to disregard certain emotion stimulators that effect the young and view himself objectively, as he evaluates his assets and liabilities and strive towards an improved integration of his thought, his emotional attitude and his overt behaviour.

Mostly, emotional balance' and 'emotional maturity' is taken as synonymous terms. But actually, they are not. Emotional balance emphasizes the value of learning to cope with both pleasant and unpleasant emotions. One can attain emotional maturity without having attained emotional balance although the vice versa is not true. An emotionally balanced person will necessarily be emotionally mature person. Emotional balance is quality of an adult and not a child. Thus, emotional maturity is a relative term. It is directly related to age and stage of development of the individual.

Review of literature:

K. Jayachandran (2015) study revealed that there is a significant difference between Athletes and non-Athletes in their emotional maturity. It is found that Athletes are more emotionally matured than non-Athletes.

Objective:-

- 1) To find out the Emotional Maturity of Athletes and Non Athletes.

Hypothesis:-

- 1) There is significant difference between Athletes and Non Athletes on Emotional Maturity.

Methodology:

Participants:

The sample has drawn from the population the sample was consisting 60 Athletes and Non Athletes from the varies colleges and university students in Aurangabad Districts. The age range of the selected sample was 21 to 24 years as age is assumed to be control variable that can bring variance on responses. The desire sample was selected by the method of simple randomized sampling method.

Research Design:-

Single factorial design is used to study

A	B
30	30
Total	60

A= Athletes.

B= Non Athletes.

Variables:-**Independent variables**

- 1) Athletes.
- 2) Non Athletes.

Dependent variables

Emotional Maturity.

Tools (Psychometric Devices):-

Tools used in data collection:

Emotional Maturity scale:

This scale is developed by Dr. Yashvir Singh and Mahesh Bhargava. It contains 48 items and Five alternative i.e. much, very much, undecided, probably and never. Reliability of the test by product moment correlation was .75 and Validity of the test was .64.

Procedure:

The present study conducted to know the emotional maturity of Athletes and Non Athletes. For this purpose 60 Athletes and Non Athletes was selected from various colleges and university students in Aurangabad district. Among them 30 Athletes and 30 Non Athletes are selected randomly. All the Athletes and Non Athletes were instructed to fill the questionnaire emotional maturity scale. Data was collected and analyzed by appropriate statistical method.

Statistical Analysis:

In the present study descriptive statistic Mean, S.D and t-test were used

Result and Discussion:

The major objective of the study is to examine the differences Athletes and Non Athletes on Emotional maturity. The sample was further classified into two groups of Athletes and Non Athletes. The Emotional maturity scale was administered. The emotional maturity score analyzed with the help of t-test. Thus the means SD and t-value are presented in tables.

Table No 1: shows the Mean, SD and t-value of Athletes and Non Athletes on emotional maturity. Total (N=60).

Group	Mean	S.d	t-value	Level of significance
Athletes	75.57	7.42	3.73	0.01
Non Athletes	81.53	4.64		

Table No 1: shows the Mean, SD and t-value of Emotional Maturity of Athletes and Non Athletes. The Mean score of Athletes is 75.57 and Non Athletes is 81.53. The mean score of Athletes is smaller than mean score of Non Athletes. The t-value is 3.73. This clearly shows that there is significant difference in Emotional Maturity between Athletes and Non Athletes. The level of Emotional Maturity of Athletes is more than the Non Athletes. Hence Hypothesis is accepted. Previous studies are supporting findings of the present study. K. Jayachandran (2015) study revealed that there is a significant difference between Athletes and non-Athletes in their emotional maturity. It is found that Athletes are more emotionally matured than non-Athletes.

Conclusion:

Results are supported to the hypothesis stated that:

- There is significant difference between Athletes and Non Athletes on emotional maturity. The level of Emotional Maturity of Athletes is more than the Non Athletes.

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मानवी जिवनातील ताणतणावातील संबंध

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प्रस्तावना

ताण..... ताण ताण..... आजकाल प्रत्येकाच्या तोंडात एकच शब्द आहे ताण टेंशन खर तर या ताणाला इतकं तानणं बरं नाही त्याला आधी नीट समजून घ्यायला हवं.

ताण ही सर्वसामान्य लोकांमध्ये दिसून येणारी मानसिक प्रक्रिया आहे ज्याचा परीणाम मनुष्याच्या शरीरावर होतो. ताणाचे प्रमाण व्यक्तीपरत्वे बदलणारे असतात म्हणुच ताण हा मानसीक व शारिरीक आरोग्याला घातक आहे. संध्या जगभर लोक अनेक प्रकारचे ताणतणाव अनुभवत आहे. 1930 टॉझारस हयांनी माणसीक ताण शारिरीक ताणपेक्षा जास्त घातक असतो असे म्हटले आहे.

तणाव हे कुठल्याही कारणाने होत असले तरी त्याचा परीणाम पुढे जाण्यास अडथळा निर्माण करणारा ठरतो. तणाव मनुष्याची अशी असस्था आहे की यामध्ये मनुष्याची मन व मस्तिक अवयवाची नैसर्गिक कार्यक्षमता प्रभावित होत असते. नेहमी आपण पाहतो सर्वसाधारणपणे शरीर व मस्तिष्क याचा समन्वय चांगल्या स्थितीत असेल तर तनावतेवढ्याप्रमानात कमी दीसून येतो. तनाव हा व्यक्तीच्या शरीरात भौतिक, माणसीक आणि रासायणीक प्रक्रीयेमध्ये आढळून येतो. तणावाचा मानवीजीवणावर दुषरीणाम होतो . तणाव हा प्रामुख्याने दोण प्रकारचा दीसून येतो.

1 सकारात्मकतणाव—

2 नकारात्मकतणाव

1) सकारात्मकतणाव—

सकारात्मक तणावामुळे व्यक्तीच्या दैनंदिन कार्यक्षमते मध्ये वाढ होत असल्याचे दीसून येते तसेच व्यक्तीचा आत्मविश्वास वाढून चुंकाची दुरुस्ती होत नविनकार्यकरण्याची संकल्पना येते. व माणवाची शारिरीक क्षमता विकसीत होते. आयुष्याकडे पाहण्याचा कल जर सकारात्मक असेल तर कोणत्याही परीस्थीतीचा खंबीरपणे सामना करता येवु शकतो नेहमी सकारात्मक विचार करत राहिलो तर आयुष्याची ब्राईट साईड दिसते आणि आपण आशावादी बनतो.

2) नकारात्मकतणाव—

नकारात्मक तणावामध्ये व्यक्तीची कार्यक्षमता प्रभावित करत असते तसेच विचारशक्ती कमी होवुन विविध छंदामध्ये मन आर्कषित होत असते. नकारात्मक तणावाचा स्वास्थावर परीणाम होतो. स्वास्थ व्यवस्थित नसले तर तोजिवनात कोणतेही कार्य करु शकत नाही. नकारात्मक विचारामुळे शक्ती क्षीण होते, आळशी प्रवृत्ती वाढत जाते. विचारशक्ती कमी होऊन विविध छंदाकडे मन आकर्षित होत असते.

3) तणावाचीकारणे

माणवाची मानसीक स्थीती बिघडलेली असते तेव्हा उदास राहणे, नैराष्य, भिती या सर्व बाबी वर निराशा

वाढु लागते आई वडिलांचे आपसात भांडण, मुलांवर अभ्यासाचा वाढता ओझ, दफतराचे ओझे परीक्षेत यष न मिळणे, मुलाना मार्क कमी मिळाले तर आईवडीलांचा ताण मुलांवर राहतो. त्यामुळे मनुष्य प्राणी नेहमी तणावग्रस्त राहतो. त्यामुळे मानसाचे मानसित संतूलन बरोबर राहत नाही. म्हणुन मनुष्य प्राणी नेहमी अपयषी ठरतो. कोणत्याही कामात लक्ष न लागणे, राग येणे, अती विचार करणे व ताप येणे इत्यादी क्रिया घडत असतात. म्हणजे आपण ज्या वेळी तणावग्रस्त परिस्थितीत समोर जातो त्यामुळे आपली दगदग, मनावरचा ताण व चिंता सारखी वाढु लागते. तणावाचा सामना करू शकलो नाही तस सस्थाथकुनमनाशरिर हे विकार सुरू होतात. मानवाच्या शरिरीक क्रिया चांगल्या प्रकारे काम करतात मन शांत राहते. म्हणजेच एकंदरीत मानवाचे आरोग्य सुदृढ बनते व त्याची विचार करण्याची पातळी उंचावतेत्यामुळे तणावरहित जीवन जगण्यास मदत होते.

4) ताण निर्माण होण्याची आणखी कारणे.

- 1) मुलांना अपेक्षेप्रमाणे यष न मिळणे.
- 2) नोकरी मध्ये प्रशासकिय कार्यवाही होणे.
- 3) कौटुंबिक विपरित वातावरण.
- 4) आत्मविश्वासाचा अभाव होणे.
- 5) सहका-याशी मतभेद होणे.

ताणाची लक्षणे

1) बोधात्मक लक्षणे

- 1) स्मृतीसंबंध समस्या
- 2) एकाग्रतेविषयी समस्या
- 3) निर्णय घेण्यासंबंधी समस्या
- 4) नकारात्मक दृष्टीकोण
- 5) चिंता
- 6) सतत काळजी

2) शारिरीक लक्षणे

- 1) श्वास घेण्यास त्रास दायक वाटणे
- 2) थकव्याची भावना
- 3) नसा आखडल्या सारखे वाटणे
- 4) स्नायूवर ताण येणे
- 5) मळमळहोणे, किळसवाणे वाटणे
- 6) दुःख
- 7) बद्धकोष्ठता
- 8) सुस्ती

9) छातीत दुःखणे, छातीचे ठोके जलद गतीने वाढणे.

3) मानसीकलक्षणे

- 1) चींता आणिभय-सापंकता वाढते
- 2) एकाकीपनाची भावना वाढते
- 3) अपयशाची भीती वाढते.
- 4) भावावस्था बदलते
- 5) ताणाला सामोरे जाता येत नाही.
- 6) स्मरण प्रक्रिया कमी होते.

4) भावात्मक लक्षणे

- 1) नकारात्मक भावावस्था
- 2) चिडचिडेपणा
- 3) आक्रमकता
- 4) जेरीस आल्याची भावना
- 5) एकटेपना
- 6) उदासीनता

5) वर्तनात्मक लक्षणे

- 1) उगाच कमी व जास्त खाणे
- 2) खूपच कमी वा जास्त झोपणे
- 3) इतरांपासुन स्वताला दूर ठेवणे
- 4) सतत आपल्यावर खूपच जबाबदारी आहे असे वाटणे

ताणाचे परीणाम टाळण्यासाठी उपाय

तणाव दूर करण्यासाठी शारिरीक व्यायाम हा एक उत्तम उपाय आहे. व्यायामामुळे तणाव मुक्त जीवणाचा कल मिळू शकतो त्यासाठी आवश्यक आहे ती इच्छा शक्ती, मग काहीही अशक्य नाही. तणाव कमी करण्यासाठी शरीरताणल्या जाण्याची गरज आहे तणाव कमी करण्यासाठी उत्तम हसणे आवश्यक आहे. एख्यादयाचा स्मितहास्य सुध्दा तूम्हाला ताण पुर्ण नाहीसा करुण जगण्याच बळ देवून जाते. तसेच ताण दूर करण्याठी रीकाम्यावेळेत कामाचे नियोजन करण, कामे जबाबदारीने करणे, कामा चेंनियोजन करणे, मन आनंदी व उत्साही ठेवण्याचा प्रयत्न करणे, सहनशीलता अंगी बाळबने, आपल्या मर्यादा ओळखुन राहणे, चांगले छंद जोपासने, योगासने व प्राणायम करणे.

संदर्भग्रथ सुची

- 1) देवगावकर, डॉ पैलेजा व डॉ एस. जी. देवगावकर, मनोविकार आणि समुपदेषन श्री साईनाथ प्रकाशन नागपुर.
- 2) केळकर डॉ. दीपक, तणावमुक्त व्हा , आंदाणेजगा, मनोविकास प्रकाशन पुणे
- 3) मन:शक्ती मासिक; वर्ष 16,अंक 1, संच 12, 1997 पाननं. 5, मनशक्ती रेस्टन्यू व मुबई-पूणे रस्ता लोणवळे-410401
- 4) Stress Psychological standardized test by Dr .D.M. Singh

तीरंदाजी के परिप्रेक्ष्य में खेल मनोविज्ञान

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ता. भोकरदन, जि. जालना.

सारांश

मनोवैज्ञानिक प्रशिक्षण के सहयोग से खेलों में खिलाड़ी को मानसिक बल की प्राप्ति होती है। और इसके परिणाम स्वरूप उनके शारीरिक क्षमताओं का उनके कौशल्य संग्रहण का निश्चित स्तर पर विकास होता है। और खेलों में लगने वाली चोटों को काफी स्तर तक कम किया जा सकता है। विश्वस्तर के खिलाड़ियों को आंतरराष्ट्रीय स्तर पर मनोवैज्ञानिक प्रशिक्षण खेल प्रशिक्षण के समांतर दिया जाता है। जो खिलाड़ियों का मनोबल, आत्मनिर्भरता व डर नैरश्य की है।

प्रस्तावना :

खेल, इस जगत में किसी राष्ट्र के विकसन में महत्वपूर्ण भूमिका निभाता है। समाचार पत्रों के प्रश्नोंपर, टेलीविजन के दर्शकों द्वारा, सोशल मीडिया के स्वरूप में खेल हर वर्ग तक पहुँच बनाते हुए करोड़ों रुपयों की आर्थिक हलचल करके निरंतर अपना स्थान बनाए हुए है। किसी अन्य कला की तुलना में खेलकुद सदैव टीवीपटल पर ध्यानावर्षा के पात्र रहे हैं।

रस्किन के विचारानुसार, “खेल शरीर और मन को उस आनंद के लिये लगाना है जिस का कोई निश्चित लक्ष्य नहीं होता।” (“Play as the “Exerting of body and mind made to please ourselves without a determined end.”) वहीं गुलिक के अनुसार “खेल वह क्रिया है जो हम खाली समय में अपनी पसंद से करते हैं।” (“Play is what we do when we are free to do what we like.”) खेल न सिर्फ शरीर संवर्धन के लिये उपयोगी विषय वस्तु नहीं अपितु एक ज्वलंत विषय, संस्कृति बनकर उभर रहा है। आज खेलों की समीक्षा सिर्फ समीक्षक ही नहीं बल्कि जनसाधारण व्यक्ति भी अपनी रोजमर्रा के जीवन में उल्लेख कर चर्चा करता रहता है। विभिन्न आयुवर्ग के नागरिक अपनी पसंदीदा टीम व खेल के सुक्ष्म अवलोकन, मूल्यांकन करने में कुशल होते प्रतीत हुए हैं।

इसका प्राथमिक कारण खेलों का सामाजिक, राजनीतिक, कानूनी व शैक्षणिक क्षेत्रों में अपनी पैठ बना चुके होना है।

खेलकुद विषय व्यक्ति को सोच उसके तर्क, मानसिक क्षमताये, भावना, प्रेरणा, अनुशासन उत्साह व अंतर्मन से प्राकृतिक रूप से जुड़ा हुआ है और यही प्राकृतिक ताना बना खेल में मनोविज्ञान का अस्तित्व दर्शाने हेतु पर्याप्त प्रतीत होता है।

जे.जे. कॉक्लेय (१९८६) ने खेल को समाजशास्त्रीय रूप से जोड़कर बताते हुए इसके एक और आयाम (समाज) को परिवार, शिक्षा, राजनीति, अर्थशास्त्र, मीडिया और धार्मिकता के ताने बाने में पिरो कर इसके सांस्कृतिक एवं परिस्थितीक पहलूओं पर बल दिया है। वहीं सिंगर (१९७५) ने खेल और मनोविज्ञान को जोड़ते हुए खिलाड़ी व उसके खेल के साथ व्यवहार को खोजा है।

विविध अध्ययनों से मिले निष्कर्षों से खिलाड़ियों की मानसिक क्षमताओं का सम्बन्ध उस खिलाड़ी के द्वारा चुने गये खेल में बिताये गये प्रशिक्षण, प्रदर्शन व प्रतियोगिता के समय व उसके द्वारा प्राप्त परिणामों और लक्ष्यपूर्ति पर निर्भर बताया है। इसी परिक्षेत्र में मानसिक तैयारी व सहमती किसी खिलाड़ी के सर्वोच्च प्रदर्शन को भी प्रभावित कर सकती है। इसका उत्तम उदाहरण हमें धनुर्विद्या, तीरंदाजी (Arम्पीब्) इस खेल में देखने को मिलता है। अन्य खेलों की तुलना में धनुष्यबान को खेल के रूप में मान्यता काफी देरी से मिली ये कहना अतिशयोक्ति नहीं होगी, क्योंकि भारत में खेलों को प्राथमिकता देने हेतु लगने वाली इच्छाशक्ति का असमर्थ होना इसका एक बड़ा कारण है। विस्तृत भारतीय खेलों के रूप में तीरंदाजी का समावेश इसकी पारंपारिक महत्ता व धार्मिक सुदृढता की ऐतिहासिक पृष्ठभूमि भी कही जा सकती है।

तीरंदाजी में मनोविज्ञानिक पहलू :

जैसा की नाम से ही प्रतीत होता है तीरंदाजी धनुष व तीर के द्वारा लक्ष्य भेदने की व सर्वोच्च अंक प्राप्त कर विजयी होने की वैज्ञानिक क्रिया है। यह कला, कौशल व विज्ञान दोनों का मिला जुला ही रूप है। इसके मनोवैज्ञानिक पहलू इस प्रकार हैं –

१. अपने प्रदर्शन में लगातार समरूपता रखना :

इस परिपेक्ष्य में तीरंदाज तीर को छोड़ने का कौशल्य आत्मसात करने के अंतराल, सतत एक निश्चित लक्ष्य पर तीर लगाने हेतु प्रयासरत रहता है और इसी क्रिया के लिये वह निरंतर अभ्यास करते हुए उन कौशलों की पुनरावृत्ति करता रहता है। इस क्रिया का मनोवैज्ञानिक पक्ष तीरंदाज के द्वारा लगातार बार-बार दोहराई जाने वाले कौशल्य क्षमता में निहित है। जो तीरंदाज को मानसिक रूप से अपने लक्ष्य की प्राप्ति हेतु सतत प्रेरित करता रहता है। और बार-बार लगातार एक समान प्रदर्शन रखकर लक्ष्य प्राप्ति में खिलाड़ी की मदद करता है।

खेल मनोचिकित्सक व वैज्ञानिकों ने इस तथ्य को स्वीकार किया है कि खिलाड़ी को उसका प्रदर्शन निरंतर व सर्वोच्च रखने में खिलाड़ी के जैविक तत्वों, उसकी अभिवृत्ति, अच्छा वातावरण, सुविधाएँ व साहित्यों की उपलब्धता और उच्च प्रशिक्षण स्तर की आवश्यकता होती है। यही कारण कोरिया देश के तीरंदाजों को भारतीय तीरंदाजों से अलग करता है। जो विश्व में तीरंदाजी का परचम लहराते हुए अपने उत्कृष्ट प्रदर्शन पर स्थिर हैं।

२. तीरंदाज का लक्ष्य निर्धारण :

तीरंदाजी में तीरंदाज को उसके लक्ष्य की प्राप्ति लगातार अभ्यास और उसके द्वारा निर्धारित लक्ष्य पर

निर्भर करती है। लक्ष्य यानी फोकस का मस्तिष्क से सह संबंध है। जिसके द्वारा ही आखों और हाथों का सम्बन्ध बन पाता है और लक्ष्य निर्धारण में सहायता मिलती है। तीरंदाजी में फोकस को १०० प्रतिशत में से ३० प्रतिशत का स्थान मिलता है जो एक बड़ा घटक है। लक्ष्य निर्धारण के लिये तीरंदाज को पूर्ण लक्ष्य वैद्वीकरण का प्रशिक्षण देकर उसकी इस क्षमता का विकसन किया जाता है जो मनोवैज्ञानिक स्वरूप से लिये गये प्रशिक्षण द्वारा ही संभव है।

३. तीरंदाज के लक्ष्य निर्धारण में सहायक यंत्र ध्यान

मानसशास्त्रीय वैज्ञानिकी के आधार पर ध्यान वास्तव में एक प्रक्रिया है जो मन को किसी विशिष्ट लक्ष्य की ओर वैद्वित करती है। डमविले के अनुसार एक विषय पर चेतनता को वैद्वित करना ध्यान है। ("Attention is the concentration of consciousness upon one object rather than upon another.")

ध्यान निरंतर बदलता रहता है। क्योंकि हमारी चेतना इस पर वैद्वित होती है, विद्वत अन्य क्रियाओं का ध्यान हम नहीं रख पाते, क्योंकि इन पर हमारी चेतना वैद्वित नहीं होती, जब हमारा ध्यान (लक्ष्य) के मध्य होता है और हमारी चेतना इसी पर वैद्वित होती है, तो अन्य वातावरण व वस्तु या क्रियाएँ तटवर्ती – चेतना में रहती हैं जिसके प्रति हम केवल आंशिक रूप से ही सचेत रहते हैं। इस प्रकार दोनों प्रकार की चेतनाएँ एक दूसरे के स्थान भी ले सकती हैं, अर्थात् एक समय जो वस्तु हमारी चेतना में रहती है। दूसरे वही वस्तु हमारी तटवर्ती चेतना में पहुँच जाती है। अतः ध्यान लचीला और गतिशील होता है।

मनोवैज्ञानिक तीरंदाजों का लक्ष्य निर्धारण सुधारणा हेतु विविध प्रयोगों को करते हैं। जैसे, अंकों को खोजना, उन्हें उचित स्थान पर लगाना, शब्द बूझना, पझल को हल करना, जिनके द्वारा मानसिक शक्ति की क्षमताएँ बढ़ती हैं व आखों को लक्ष्य निर्धारण करने में मदद मिलती है। और प्रदर्शन में भी सुधार होता है।

लक्ष्य निर्धारण की आवश्यकता तीरंदाज को खेल प्रशिक्षण पूर्व प्रतियोगिता व प्रतियोगिता के दौरान हर स्थिति में पड़ती है। मुख्यतः प्रतियोगिता के दौरान इन कारणों से तीरंदाज के लक्ष्य निर्धारण की समस्या हो सकती है। जैसे -

- अ) विपक्षी या सहयोगी तीरंदाज से बातचीत के कारण
- ब) तीव्र शोर अथवा दर्शक दीर्घा से आने वाली उच्च ध्वनी के कारण
- क) अन्य तीरंदाजों अथवा दर्शकों के द्वारा तीरंदाज के यंत्रों को छूने अथवा छेड़छाड़ करने की स्थिति में।
- ड) प्रतियोगिता के स्वरूप या उसके आयोजन के स्तर के वातावरण के परिणाम स्वरूप उदा. कॉमनवेल्थ, वल्ड कप, ओलम्पिक प्रतियोगिता आदी।
- इ) अपने शुरुवाती दौर में गलत तीर छोड़कर अंक गवा देने की स्थिति में
- फ) तीरंदाज का उसकी लय (इदरस) में न होना

४. दृश्य कल्पना करता :

तीरंदाजी में अपने कौशल्य की पूर्ण प्राप्ति व प्रदर्शन को उत्कृष्ट स्तर पर ले जाने हेतु दृष्यकल्पना

तकनीक मानोवैज्ञानिको ने खिलाड़ियों को सुझाई है। जिससे खिलाड़ी उनके प्रदर्शन को क्रांतीकारक स्वरूप में सुधार सकते हैं। और चोट लगने के परिणामस्वरूप होने वाली हानी से भी बचा जा सकता है। और खिलाड़ी उसके प्रेरणास्तर को, उसका आत्मविश्वास, सकारात्मक संवेग को प्राप्त कर सकता है।

इसके परिणाम स्वरूप खिलाड़ी अपने लक्ष्य वैद्विज्य क्षमता का विकसन भी कर सकते हैं। क्योंकि दृष्य कल्पना करने में मानसिक एकाग्रता का ही अभ्यास किया जाता है। जिसके साथ ही लक्ष्य निर्धारण क्षमता क्षमताओं का विकास होता है। क्योंकि इन्हीं मनोवैज्ञानिक अवस्थाओं का बार-बार पुनरावृत्ति करने से मनचाहा प्रदर्शन प्राप्त करने में सहायता मिलती है।

५. कौशल्य की कल्पना करके पुनरावृत्ति करना :

विविध संशोधना में ये सिद्ध हो चुका है कि दृष्य कल्पना करने से किसी विशिष्ट कौशल्य के मानसशास्त्रीय सवेगों के सहयोग से कौशल्य को सुधारा जा सकता है। इसे इस प्रकार समझा जा सकता है। जैसे तीरंदाज स्वयं के मन में प्रत्यंचा का पीछे खींचते हुए एकर पाईट पर स्थिर करते हुए मस्तिष्क के द्वारा प्राप्त होने वाली तरंगों को महसूस करके उनको इस क्रिया में प्रयोग होने वाले पीठ की पेशियों तक पहुंचाने में मदद करता है। जो एक प्रकार की सुचारु व्यवस्था का निर्माण करता है। जिसके परिणाम स्वरूप वे पेशियाँ स्वचालित तरीके से प्रदर्शन करती हैं। यह प्रक्रिया कौशल्य की कल्पना, बंद आंखों से करने पर होती है।

६. तीरंदाज और धीरज :

तीरंदाज को तीरंदाजी में गती का नहीं बल्कि धीरज से तीर चलाने की नितांत आवश्यकता होती है। जो निश्चित समय तक निरंतर अभ्यास करने पर ही प्राप्त हो सकती है। तीर प्रत्यंचा की सहायता से पीछे खींचने और लक्ष्य मिलने पर धैर्य के साथ तीर छोड़ने तीर को हवा को चीर कर तीव्रता से लक्ष्य की ओर जाते देखने और निर्धारित लक्ष्य भेदने पर तीरंदाज के तनाव में अप्रत्याशित कमी आती है। तनाव हर एक तीर को छोड़ने पर हो सकता है, विद्वत् ये क्षणिक हो जाता है। जब लक्ष्य की प्राप्ति होती है ये क्षण तीरंदाज को और ज्यादा लक्ष्य पर वैद्विज्य करने की ओर प्रेरित करता रहता है। और तनाव रहित वातावरण तैयार कर देता है।

चर्चा व निष्कर्ष :

जैसे जैसे खेल स्पर्धा में विकास होने लगता है, नई नई तकनीकों, साधनों का प्रयोग कर कौशल्य विकसन किया जाता है, ठीक वैसे ही शारीरिक और मानसशास्त्रीय गतिविधियों का प्रमाण भी विकसित होता रहता है। जिसे अभूतपूर्ण क्षमताओं के विकास में मानसिक सुदृढता बनाये रखने की आवश्यकता के रूप में जाना जाता है। विश्वस्तर के खिलाड़ियों को आंतरराष्ट्रीय स्तर पर मनोवैज्ञानिक प्रशिक्षण खेल प्रशिक्षण के समांतर दिया जाता है। जो खिलाड़ियों का मनोबल, आत्मनिर्भरता व डर नैरश्य की भावना को प्रभावी रूप से कम करता है। और उसके प्रदर्शन को निरंतर स्थिर रखने में मदद करता है। मनोवैज्ञानिक प्रशिक्षण के सहयोग से खेलों में खिलाड़ी को मानसिक बल की प्राप्ति होती है। और इसके परिणाम स्वरूप उनके शारीरिक क्षमताओं का उनके कौशल्य संग्रहण का निश्चित स्तर पर विकास होता है। और खेलों में लगने वाली चोटों को

काफी स्तर तक कम किया जा सकता है।

यही कारण है कि आज खेल मनोविज्ञान व मनोवैज्ञानिक प्रशिक्षण शारीरिक प्रशिक्षण का एक अंगीकृत भाग बन गया है। बिना मानसिक प्रशिक्षण के किसी भी खेल का प्रशिक्षण पूर्ण नहीं हो सकता है। खास तौर पर तीरंदाजी के परीपेक्ष में ऐसा महत्वपूर्ण है, कि मानसिक तैयारी के बिना तीरंदाजी करते की कल्पना व्यर्थ है। क्योंकि उच्चस्तर पर उत्कृष्ट प्रदर्शन की नींव कौशल्य संपादन के साथ-साथ मानसशास्त्रीय तैयारी भी है। जो तीरंदाज की मनोअवस्था, उसकी आत्मीयता, उसकी चिंता, व्यवहार और अवचेतन को नियंत्रित करने में सहायक होता है। और इन सभी का मानसिक स्वरूप में उपयोग करके प्रशिक्षण की प्रणाली को ठीक से समझा जा सकता है। इसलिये मानसशास्त्र की इस विशिष्ट शाखा को खेलों के संदर्भ में नकारा नहीं जा सकता बल्की इसका उपयोग आज के परीदृश्य में शुरुवाती स्तर से ही किया जाये तो बेहतर है।

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A COMPARATIVE STUDY OF EMOTIONAL MATURITY AMONG URBAN AND RURAL PLAYERS AND NON-PLAYERS OF SECONDARY SCHOOL STUDENTS IN RELATION OF GENDER IN AURANGABAD DISTRICT

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Abstract :

The purpose of the present study was to compare the emotional maturity among Urban and Rural Players and Non-Players of Secondary School Students in relation of gender in Aurangabad District. This study was conducted on a sample of 600 Urban and Rural Players and non-players secondary school Students. Out of which 300 Urban (150 Players and 150 Non-Players) and 300 Rural (150 Players and 150 Non-Players) Students were selected. The descriptive survey method was used for data collection. Emotional maturity scale (EMS) developed by Yashvir Singh and Mahendra Bhargava Scale (1988) was used. The data was analyzed through mean, S.D. and t-test. The significance of data judge at 0.05 levels. The table value is 1.98 to 0.05 level of significance. The result of study reveals that significant difference among Urban and Rural Player and non-players secondary school students ($t=5.73$) and ($t=5.22$) respectively on the other hand there was not significant difference also found on Urban and Rural male and female player and non-players ($t=1.34$), ($t=0.54$), (0.8), ($t=0.52$) respectively on the basis of the result of this study it is concluded that Urban and Rural male and female players students have more emotional maturity than urban and rural male and female non-players students of secondary school.

Key Words : Emotional Maturity, Types of Students, Urban, Rural, Gender

INTRODUCTION

Maturity as defined by Finley (1996) is the capacity of mind to endure an ability of an individual to respond to uncertainly circumstances or environment in an appropriate manner. Havignarst (1950) has emphasized the importance of attainment of social and emotional maturity. As emotions do play central role in the life of an individual. One is expected to have higher emotional maturity in order to lead a effective life. It is also true that our behavior is constantly

influenced by the emotional maturity level that we possess. Emotions are the aroused by happenings or circumstances that enhance the gratifications of a person need or the realization of high goal. It has been said that a person's emotional reaction to a happening depends both upon the nature of the happening itself and upon his own inner state. The same thing or happening in another all depending on the inner state of the individual. A mature person views life experience as learning experiences and when they are positive he enjoys and reveals in life when they are negative he accept personal responsibility and is confident and can learn from them to improve his life. When things do not go well, he looks for an opportunity to succeed. The immature person curses the rain while a mature person sells umbrellas when things do not go as anticipated the immature person stamps his feet holds his breath and bemoans his fate. The mature person considers using another approach or going another direction and moves on with life. Emotion may be defined as the stirred up condition of organism internal and external changes in body. Maturity is the ability to stick with a project or a situation until it is finished. Emotionally matured person can make better adjustment with himself as well as with other. He accepts the reality and doesn't grumble for petty things. Emotional maturity can be called as a process of impulse control through the agency of self or ego. Emotional maturity is a process which the personal is continuously striving for greater sense of emotional health both intra-psychically and intra-personally. A man who is emotionally stable will have better adjustment with himself as well as with others. Emotionally mature person will have more satisfaction in life. He will be satisfied with what he is and have a balanced attitude. A person who is able to keep his emotions under control to brook delay and to suffer without self-pity might still be emotionally stunned. So emotionally mature person will have more satisfaction in life, he will be satisfied with what he is have a balance between his head and heart. According to Menninger (1999) emotional maturity includes the ability to deal constructively with reality. Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health both intra-physically and intra-personally.

Statement of the Problem :

“A Comparative Study of emotional Maturity among Urban and Rural Players and Non-players of Secondary School Students in Relation of Gender in Aurangabad District.”

Objective of the Study :

- 1] To assess significant differences between urban players and non-players student on the sub variables of emotional maturity.
- 2] To assess significant differences between urban male players and non-players student on the sub variables of emotional maturity.

- 3] To assess significant differences between female urban players and non-players student on the sub variables of emotional maturity.
- 4] To assess significant differences between rural players and non-players student on the sub variables of emotional maturity.
- 5] To assess significant differences between rural male players and non-players student on the sub variables of emotional maturity.
- 6] To assess significant differences between rural female players and non-players student on the sub variables of emotional maturity.

Hypothesis of the Study :

- 1] There is no significant mean difference between urban players and non-players student on the sub variables of emotional maturity.
- 2] There is no significant mean difference between urban male players and non-players student on the sub variables of emotional maturity.
- 3] There is no significant mean difference between urban female players and non-players student on the sub variables of emotional maturity.
- 4] There is no significant mean difference between rural players and non-players student on the sub variables of emotional maturity.
- 5] There is no significant mean difference between rural male players and non-players student on the sub variables of emotional maturity.
- 6] There is no significant mean difference between rural female players and non-players student on the sub variables of emotional maturity.

Delimitation of the Study :

Due to limited time resources and other constraints the study is confined to 600 Urban and Rural Player and non-players secondary school students in Aurangabad District.

METHODOLOGY

The sample of the study consist of 600 urban and rural players and non-players students.

Tools :

Emotional Maturity Scale (EMS) Constructed and standardized by Yashvir Singh and Mahendra Bhargava was employed by the researchers for the purpose of data collection.

Statistical Techniques used :

In this study various statistical measure such as mean, standard deviation, t-test are calculated from the obtained data.

RESULT AND DISCUSSION

EMS is a self-reporting five points scale. Five responses categories are totally agree, agree, can't say, disagree, totally disagree, numbers from right hand side 5 to 1 are provided.

Table-1 : Interpretation of Scores

Scores	Interpretation
50 – 80	Extremely Stable
81 – 88	Moderately Stable
89 – 106	Unstable
107 – 200 And Above	Extremely Unstable

Table – 2 : Mean, S.D. and t-value of emotional instability, emotional regression, social maladjustment, personality disintegration, lack of independence and emotional maturity (total) between Urban Players and Non-Players.

S. No.	Variable	Urban Players (n=150)		Urban Non-Players (n=150)		t-test
		Mean	S.D.	Mean	S.D.	
1	Emotional Instability	21.64	1.77	22.40	1.83	3.8*
2	Emotional Regression	23.20	1.90	23.52	1.92	1.60
3	Social Maladjustment	22.44	1.83	23.28	1.90	4.2*
4	Personality Disintegration	19.60	1.60	20.52	1.68	6.5*
5	Lack of Independence	16.08	1.31	18.88	1.54	20.0*
6	Emotional Maturity (Total)	102.92	8.43	108.60	8.89	5.73*

* Significant at 0.05 level, $t > 1.98$ (df=98)

Table – 3 : Mean, S.D. and t-value of emotional instability, emotional regression, social maladjustment, personality disintegration, lack of independence and emotional maturity (total) between Urban Male Players and Non-Players Students.

S. No.	Variable	Urban Male Players (n=75)		Urban Male Non-Players (n=75)		t-test
		Mean	S.D.	Mean	S.D.	
1	Emotional Instability	21.06	2.44	22.21	2.58	3.02*
2	Emotional Regression	23.85	2.77	22.54	2.62	1.74
3	Social Maladjustment	21.36	2.48	23.44	2.72	2.49*
4	Personality Disintegration	19.46	2.26	19.73	2.29	0.79
5	Lack of Independence	15.86	1.84	16.29	1.89	1.53
6	Emotional Maturity (Total)	101.61	11.81	104.22	12.11	1.34

* Significant at 0.05 level, $t > 1.98$ (df=98)

Table – 4 : Mean, S.D. and t-value of emotional instability, emotional regression, social maladjustment, personality disintegration, lack of independence and emotional maturity (total) between Urban Female Players and Non-Players.

S. No.	Variable	Urban Female Players (n=75)		Urban Female Non-Players (n=75)		t-test
		Mean	S.D.	Mean	S.D.	
1	Emotional Instability	22.53	2.61	22.26	2.58	0.65
2	Emotional Regression	22.98	2.67	24.05	2.79	2.48*
3	Social Maladjustment	23.01	2.67	23.54	2.73	1.26
4	Personality Disintegration	20.80	2.41	20.24	2.35	1.51
5	Lack of Independence	18.70	2.17	19.05	2.21	1.02
6	Emotional Maturity (Total)	108.04	12.55	109.16	12.68	0.54

* Significant at 0.05 level, $t > 1.98$ (df=98)

Table – 5 : Mean, S.D. and t-value of emotional instability, emotional regression, social maladjustment, personality disintegration, lack of independence and emotional maturity (total) between Rural Players and Non-Players Students.

S. No.	Variable	Urban Players (n=150)		Rural Non-Players (n=150)		t-value
		Mean	S.D.	Mean	S.D.	
1	Emotional Instability	21.83	1.78	22.06	1.80	1.15
2	Emotional Regression	23.33	1.91	23.78	1.94	2.25*
3	Social Maladjustment	22.60	1.85	23.43	1.91	4.15*
4	Personality Disintegration	19.73	1.61	20.65	1.69	6.57*
5	Lack of Independence	16.29	1.33	19.08	1.56	19.92*
6	Emotional Maturity (Total)	103.80	8.50	109.02	8.93	5.22*

* Significant at 0.05 level, $t > 1.98$ (df=98)

Table – 6 : Mean, S.D. and t-value of emotional instability, emotional regression, social maladjustment, personality disintegration, lack of independence and emotional maturity (total) between Rural Male Players and Non-Players Students.

S. No.	Variable	Rural Male Players (n=75)		Rural Male Non-Players (n=75)		t-test
		Mean	S.D.	Mean	S.D.	
1	Emotional Instability	21.46	2.49	22.20	2.58	1.85
2	Emotional Regression	23.62	2.74	23.04	2.67	1.34
3	Social Maladjustment	22.24	2.58	22.97	2.67	1.78
4	Personality Disintegration	19.62	2.28	19.84	2.30	0.61
5	Lack of Independence	16.04	1.86	16.54	1.92	1.78
6	Emotional Maturity (Total)	103.00	11.97	104.60	12.15	0.81

Table – 7 : Mean, S.D. and t-value of emotional instability, emotional regression, social maladjustment, personality disintegration, lack of independence and emotional maturity (total) between Rural Female Players and Non-Players Students.

S. No.	Variable	Rural Female Players (n=75)		Rural Female Non-Players (n=75)		t-test
		Mean	S.D.	Mean	S.D.	
1	Emotional Instability	22.33	2.59	21.80	2.53	1.32
2	Emotional Regression	23.25	2.70	24.32	2.82	2.48*
3	Social Maladjustment	23.56	2.73	23.30	2.70	0.61
4	Personality Disintegration	20.42	2.37	20.88	2.42	1.24
5	Lack of Independence	18.90	2.19	19.25	2.23	1.02
6	Emotional Maturity (Total)	108.48	12.61	109.56	12.73	0.52

* Significant at 0.05 level, $t > 1.98$ (df=98)

Hypothesis [1] :

There is no significant mean difference between Urban Players and Non-Players Students on the sub variables of emotional maturity.

Table [8] - Mean, S.D. and t-value of Urban Players and Non-players.

Variable	Group	N	Mean	SD	t-value	Remarks
Emotional Maturity	Urban Players	150	102.92	8.43	5.73	Highly Significant
	Urban Non-Players	150	108.60	8.89		

Hypothesis [2] :

There is no significant mean difference between Urban Male Players and Non-Players Students on the sub variables of emotional maturity.

Table [9] - Mean, S.D. and t-value of Urban Male Players and Non-players.

Variable	Group	N	Mean	SD	t-value	Remarks
Emotional Maturity	Urban Male Players	75	101.61	11.81	1.34	Not Significant
	Urban Male Non-Players	75	104.22	12.11		

Hypothesis [3] :

There is no significant mean difference between Urban Female Players and Non-Players Students on the sub variables of emotional maturity.

Table [10] - Mean, S.D. and t-value of Urban Female Players and Non-players.

Variable	Group	N	Mean	SD	t-value	Remarks
Emotional Maturity	Urban Female Players	75	108.04	12.55	0.54	Not Significant
	Urban Female Non-Players	75	109.16	12.68		

* Significant at 0.05 level, $t > 1.98$ (df=98)

Hypothesis [4] :

There is no significant mean difference between Rural Players and Non-Players Students on the sub variables of emotional maturity.

Table [11] - Mean, S.D. and t-value of Rural Players and Non-players.

Variable	Group	N	Mean	SD	t-value	Remarks
Emotional Maturity	Rural Players	150	103.80	8.50	5.22	Highly Significant
	Rural Non-Players	150	109.02	8.93		

Hypothesis [5] :

There is no significant mean difference between Rural Male Players and Non-Players Students on the sub variables of emotional maturity.

Table [12] - Mean, S.D. and t-value of Rural Male Players and Non-players.

Variable	Group	N	Mean	SD	t-value	Remarks
Emotional Maturity	Rural Male Players	75	103.00	11.97	0.81	Not Significant
	Rural Male Non-Players	75	104.60	12.15		

Hypothesis [6] :

There is no significant mean difference between Rural Female Players and Non-Players Students on the sub variables of emotional maturity.

Table [13] - Mean, S.D. and t-value of Rural Female Players and Non-players.

Variable	Group	N	Mean	SD	t-value	Remarks
Emotional Maturity	Rural Female Players	75	108.48	12.61	0.52	Not Significant
	Rural Female Non Players	75	109.56	12.73		

RESULT

The result shows that Urban and Rural Players and Non-players students significantly and non-significantly differ from each other on emotional maturity and its subject namely emotional instability, emotional regression, social maladjustment, personality disintegration, lack of independence, respectively. In this case the null hypothesis is partly accepted and partly rejected. The result of this study reveals that there was highly significant difference among urban and rural player and non-players secondary school students (t-5.73) and (t-5.22) respectively on the other hand there was not significant difference also found on Urban and Rural Male and Female Player and Non-players (t-1.34), (t-0.54), (t-0.8), (t-0.52) respectively. On the basis of the result of this study it is concluded that urban and rural male and female players students have more emotional maturity than urban and rural male and female non-players students of secondary school.

DISCUSSION

Table No. and Group	Significance Variables	Non-Significant Variables
From Table-2 Emotional Maturity between Urban Player and Non-Players	1.Emotional Instability 2.Social Maladjustment 3.Personality disintegration 4.Lack of Independence 5.Total Emotional Maturity	1.Emotional Regression
From table-3 Emotional Maturity between Urban Male Players and Non-Players	1.Emotional Instability 2.Social Maladjustment	1.Emotional Regression 2.Personality disintegration 3.Lack of independence 4.Total Emotional Maturity
From Table-4 Emotional Maturity between Urban Female Player and Non-Players	1.Emotional Regression	1.Emotional Instability 2.Social Maladjustment 3.Personality disintegration 4.Lack of Independence 5.Total Emotional Maturity
From Table-5 Emotional Maturity between Rural Players and Non-players	1.Emotional Regression 2.Social Maladjustment 3.Personality disintegration 4.Lack of Independence 5.Total Emotional Maturity	1.Emotional Instability
From Table-6 Emotional Maturity between Rural Male Player and Non-Players		1.Emotional Instability 2.Emotional Regression 3.Social Maladjustment 4.Personality disintegration 5.Lack of Independence 6.Total Emotional Maturity
From Table-7 Emotional Maturity between Rural Female Player and Non-Players	1.Emotional Regression	1.Emotional Instability 2.Social Maladjustment 3.Personality disintegration 4.Lack of Independence 5.Total Emotional Maturity

Singh and Singh (2011) also found the status of emotional maturity in lower in arts and science students as compared to sports person. Subbarayan and Visvanathan (2011) also found that the emotional maturity of college students is extremely unstable Rathe and Salh (2010) found that international players are significantly better in emotional maturity as compare to state players. Sukhbir Singh and Baljinder Singh Bal also found that sports women students who are participating in competitive sports have an outstanding emotional maturity level. The above given findings and quoted studies clearly support that sports participation helps to improve emotional maturity of

students. It is a well established fact that participation of sports develops group cohesiveness and harmony psychological traits like mental alertness, social adjustability.

CONCLUSION

On the basis of the results of this study it is concluded that arts and science sportsman students who are participating in competitive sports have an outstanding emotional maturity level.

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STRESS MANAGEMENT TECHNIQUES FOR WELL PERFORMANCE OF THE ATHLETES: A PSYCHOLOGICAL VIEWPOINT

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ABSTRACT

Research Background :

Sport psychology is starting to become visible at the Olympic Games in 1984. Sport psychology is an interdisciplinary science as well as sports psychology is applied branch of psychology. This study is associated to the field of the sports psychology. Now, many Psychologists are working as a researcher in sports psychology. This research is main focus on use of stress management techniques for decent performance of the athlete. Stress is uncomfortable and maladjustment feeling about mental, physical and social health. Higher stress level negative influence on human health also their job performance. So, this research is very useful and beneficial for stress dealing of persons and their well performance of the any fields.

Research Methodology:

In this research researcher has explained thoughts on stress management for athlete. Researcher has applied descriptive and theoretical methods for collection of the information about stress management. This research has given some significant techniques of the stress management for decent performance of the athlete's.

Conclusion :

The normal level of stress is very important key point for achievement and good performance of athlete. The study underlined and find out importance of stress management techniques for reducing stress as well as well effective performance of athlete. Therefore, Moderate level of stress helps to effective and, better performance.

Keywords : Stress management, well Performance of athletes.

INTRODUCTION:

Psychology is the scientific study of the human behavior and mental processes. Many fields and branches are psychology such as clinical psychology, counseling, women psychology, developmental psychology, social psychology, industrial psychology, child psychology, criminal

psychology, forensic psychology, abnormal psychology, cognitive psychology, and sports psychology. The branch of psychology, sport Psychology was started to become visible at the Olympic Games in 1984. But, Dr. Norman Triplett's are first psychologist in sports psychology. Dr. Norman Triplett's are wrote research paper in 1897 on 'social facilitation behavior of bicyclists' in the sport psychology. This study is associated to the field of sports psychology. The birth of sports psychology is in Europe in year 1920. Dr. Carl Diem was developed first sport psychology laboratory in Berlin, Germany. A sport psychology is study of the sports activates, athlete's health, achievements, influencing factors of athlete's performance, as well as development, problems and challenges in the sports area. Presently many Psychologists are working as a researcher in sports psychology. According to, American Psychological Association, Scientific study of the psychological aspects that are related with participation and performance in sport, exercise, and other types of physical activity that called sports psychology.

A stress is uncomfortable and maladjustment felling about mental, physical and social health. Higher stress level influence on human health also their job performance. So, higher level stress is bad for healthy performance of the athlete's. According to Eekies in year 1987, 'Stress is developed internally rather than externally, stress is caused when there is a mismatch between our expectation and the reality'. Athlete are under pressure to perform well. Self-imposed prospects of coaches, teammates or family members can lead to of stress. Stress management techniques are an important tool for any athlete.

In this research main focus on use of stress management techniques for respectable performance of athlete in the various sports games. Because athlete well performance depends on their stress level and consciousness of self-awareness. As well as this research focus on, concept of spots psychology, Concept of athlete, concepts of stress, also focus on how reduce stress level of the athlete? Therefore in this research took and discuss many techniques of stress management of athlete as well as any persons. So, this research is very useful and beneficial for stress dealing of all over persons and their well performance of the any field.

SIGNIFICANCE OF THE STUDY

Sport psychology is an interdisciplinary science as well as sports psychology is applied branch of psychology. It is very useful and vital branch of psychology. This research associated branch of sports psychology. This research is purely theoretical and descriptive. In this research researcher has explained thoughts on stress management for athlete. This research is main focus on use of stress management techniques for decent performance of the athlete. So the main objective of the study is to know the concept of stress, to know the techniques and remedies of reduce level of stress for the effective and high quality performance of the athlete. This topic included definition of

sports psychology, concept of stress, concept of athlete, techniques of stress management of athlete. The present study tries to find out the answers of the above aspects. Therefore in this research took and discuss many techniques of stress management of athlete as well as any persons. The present study will be beneficial to various member of the society such as directors of physical education, athlete, sports teachers, and educational institutions. So, this research is very useful and beneficial for stress dealing of all over persons and their well performance of the any field.

OBJECTIVE OF THE STUDY:

For the research following objectives has formed.

1. To know the concept of the sports psychology.
2. To know the definition of the stress.
3. To know the information about stress.
4. To know the concept of athlete.
5. To know the techniques of stress management for Well Performance of the Athlete.
6. To suggest effective remedies for reducing stress for high quality performance of the athlete.

METHOD OF DATA COLLECTION

In the present study, researcher has applied descriptive and theoretical methods for collection of the information about stress management. So, this study secondary data sources method is used for collection of the data such as books, internet, Journals.

➤ CONCEPTUAL DEFINITIONS AND INTERPRETATION OF IMPORTANT TERMS:

1. PSYCHOLOGY:

According to Robert Feldman, Psychology is the scientific study of human behavior and mental processes. And according to Robert A. Baron, Psychology is the scientific study of human behavior and cognitive process.

2. SPORTS PSYCHOLOGY:

‘Sport psychology is normally referred to as "sport and exercise psychology," it is term used for team sports along with individual fitness activities. Sports psychology is exactly geared to helping athlete gain focus and maintains a “winning” attitude in competition. Sports psychology is essentially the study of how the mind affects physical activates and sports performance.’

According to the American Psychological Association, ‘Sports psychology addresses the interactions stuck between psychology and sports performance, including the psychological characteristics of most favorable high quality performance, the psychological care and well-being of sportsperson, coaches and sport organizations and the connection between physical and psychological functioning’.

3. STRESS:

According to Capien in 1983, ‘Stress in terms of matching the needs and values of a person with the environmental supplies and opportunities to meet these needs and values and also matching of the demands of the environment and the abilities of the person to meet those demands’.

- Hans Selyehas suggested **General Adaptation Syndrome(GAS)** Model of the stress in 1976.
 - a) Alarm Reaction:
 - b) Resistance Stage:
 - c) Exhaustion Stage
- **Hans Selyehas** suggested four category of stress in 1980. These are following.
 - a) **Distress:** Harmful and bad effect of stress on human health and their work performance.
 - b) **Eustress:** Beneficial and useful effect of the stress on human health and well affect their work performance.
 - c) **Hyper stress:**Unnecessary level of the stress. Bad effect of the stress on the human and their work performance.
 - d) **Hypo stress:** Insufficient level of stress. No any major effect on human health and their work performance.
- **Effect of Stress:**Normally following major effect have hipper stress on the human health and their work performance.
 - a) Psycho-Physical problems
 - b) Behavioral problems
 - c) Cognitive problems
 - d) Organizational problems

4. CONCEPTS OF ATHLETE:

Clarified Definition of Athlete in Oxford dictionary, ‘which is a person proficient or capable in sports and other procedures of physical exercise that is called athlete’. As well as in Merriam Webster dictionary desried concept of athlete, ‘A person who is trained or skilled in exercise sports requiring physical strength, agility. In this research athlete concepts used for any type of sports activity and sportsmen. Also this research beneficial of others fields for reducing stress, increasing self-awarenessand development for high quality job performance’.

5. STRESS MANAGEMENT TIPS FOR WELL PERFORMANCE OF THE ATHLETE:

This research has given some significanttechniques of the stress management for decent performance of the athlete’s. There are mentions many ways to handle with stress. Following stress management techniques can improve athlete’s high quality performance in the sports activities.

1. Self-Awareness is most important things of the stress managing. Because, there are vital strategies of stress control or management. Therefore, keep self-awareness of you for healthy and decent performance of sports activates.
2. Do yoga and meditation daily or regularly. Learn various skills and strategies of yoga. Because yoga and meditation is useful and importance for increasing self-awareness and descending stress.
3. Learn and achieve the time management skills for good performance of the sports activities. Because, time management is vital skill in every work to be decent and qualitative. Therefore, determine your own daily life and work. Do the management of work.
4. Take your family support for stress management. Therefore, get time for your family. Discuss stressful events with your family members.
5. Make assertive. Take your thoughts confident on others. Increases your self-confidence for qualitative work.
6. Develop your own other conditions of good stress. Because, there is bad and good both type of stress. Distress can cause of poor performance of the athlete. Bad stress decreases athlete performance and good stress increases performance of the athlete. So, formed your healthy stress circumstances.
7. Use catharsis techniques for stress management.
8. Be optimistic. Because, optimistic style is hopeful and positive. Therefore, keep thoughts bright and confident.
9. Withdrawal behavior is vital technique for stress management. So, learn and achieve skills of withdrawal behavior.
10. Use Physical Relaxation Technique for reducing stress. Develop and use owns your physiological stress managing technique for reduce your stress. Progressive Muscle Relaxation can improve your ability to relax on demand.
 - a) **Progressive Muscle Relaxation:** This involves the deliberate reduction of muscles followed by a superior relaxation
 - b) **Biofeedback:** Observing physiological measurements such as heart rate and breathing rate allow the athlete to attention their attention on reducing these measures
 - c) **Self-Directed Relaxation:** Relies on the athlete's ability to isolate and relax individual muscle groups.
 - d) **Deep Breathing:** This has calming effects on the mind as well as physiological effects.
11. Modify and change your own environment and its stressful factors.
12. Cultivate a Support System.
13. Explore stress creating factors in your surrounding and control them as well as find preventive

strategies of stress.

14. Change your pace of life. It means change and manage your own life style. Eliminate stressful factors in your life. Modify your daily life. Every day firms your daily work and their priorities.
15. Develop social support. Because, isolated life may seems harmful, horrible and stressful. So, isolation can increase stress level in humans. Therefore, avoid isolation in life and join the society and participate in social activates. Also, speak with others on your stress.
16. Don't competewith each other. It means don't play only for competition.
17. Take rest sufficient for your decent performance. It is most vital things and techniques of stress management and stress reducing. Therefore, get 7 to 9 hours sleep per 24 hours or per night. Because, excellence sleep or rest have restorative four your physical, mental, and social health.
18. Aware and watch for signals of stress. Because, some physical, mental, social signals generate before and after stress. So, be consciousabout your own signal of stress and control the stress.
19. Diet and Nutrition plays most important role in our health. Therefore, manage your diet and nutrition for wellbeing and heath. Do not take fast food. So, take diet and nutrition as per advice of the diet specialist.
20. Exercisahas the most vital and significant things of our wellbeing fitness. Hence, do the daily exercise. But, take advice of fitness specialist about your type of exercise.
21. Maintain own your Positive Attitude about the whole life. Look positively others and game of sports.
22. Standard physical weight is better for your health. Therefore, control and manage your physical weight.
23. Do your emotional management. Because, emotional stability is vital things in the stress control. So, increase your emotional stability and maturity for stress less life.
24. Increase your athletic performance systematically. Don't worry on your performance
25. Compromise technique is most important for stress management. Consequently, Achieve and learn Compromise technique for reducing stress.
26. Do the Negotiation to each other's. Because, cooperation has helped for stress less life. So, help other athlete and reduce your stress level.
27. Control and stop own your Distressful Thoughts and try to develop positive thoughts. Therefore, make your view of life for serving to happy and healthy thoughts.
28. Make attention on your work or performance.
29. Focus on your sanities a few minutes a day.
30. Speak in a stress-free language to each other's.
31. Identify at least few respectable ownthings that happened every day.

CONCLUSION

Sport psychology is an interdisciplinary science as well as sports psychology is applied branch of psychology. It is very useful and vital branch of psychology. This research associated branch of sports psychology. This research is purely theoretical and descriptive. In this research researcher has explained thoughts on stress management for athlete. The normal level of stress is very important key point for achievement and good performance of athlete. The study underlined and find out importance of stress management techniques for reducing stress as well as well effective performance of athlete. Therefore, Moderate level of stress helps to effective and, better performance.

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MENTAL HEALTH PROBLEMS: KEEP AWAY THROUGH REGULAR PHYSICAL ACTIVITIES

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Introduction:

Human being is a social being. Society is the need of every human being. And every healthy human being is the need of society. Society and human being is inter linked chain. Society will stand firm when the human being is sound and healthy, and human being is strong, when his/her value in the society is acceptable.

Hence, creating a strong and healthy society is our demand and being a basic unit of society, each human being must be healthy is society's demand. Individual human being's problem is the problem of society.

Generally, human being facing two types of problems, one is physical problem and another one is mental problems. Physical problems are visible and easily identified, and mental problems are not visible and identification of mental problem is a difficult task. But it can be observed in human behavior. Mental problems are more dangerous than physical problems.

Mental Health:

Mental factors are invisible. In simple language, we can say it only a concept. But in the domain of behavioral sciences these concept's scope of study is huge. There deepness is infinite. Mental health provides satisfaction to human life, so that keep the mental health is basic need of human being. Emotional, psychological and behavioral keeps a man mentally healthy. The way of thinking, talking, acting in day to day life decides the value of human being in society. And that can be achieved thorough mental healthiness.

Mentally healthy people control their emotions. It is not mean that they are emotionless but they are expressing their emotions in more acceptable way. When the people are talking to others and they are appreciate as polite. In the same way, behavior of human being in his peer group, family and society creating value and when value gets high, we can say that human being is mentally healthy.

Mental Health Problems:

There are some mental health problems, those find commonly in day to day life. Suicide in students is very up-coming issue of Indian society. The reasons behind are academic stress or fear of parents. Over emphasizing on academic progress without estimating own intellectual capacity creates burden on mental health. Communication gap between pupil and parents also responsible for

suicidal activity of students. Students are unable to express themselves before parents.

Newly adopted life style, gradually and drastically changing trends force to people to move fast according to situation. People are automatically pulled toward new trends of society. Some people can able to cope up with circumstance but some of the people can't able to adjust circumstances, they experience depression, mental stress, anxiety, lack of thinking power, swinging of mood etc. All such mental health problems disturbs human life. Mental stress is the main cause of mental depression. Due to prolonged stress physical performance affected.

Different Physical Activities and there Effect on Mental Health:

Mental stress, anxiety, depression, swinging in mood are the problems of mental health that reduces human working capacity. It is loss of human being as well as society. Such loss can be recovered through remedial activities.

Physical exercise is a best activity ever used to handle mental health problems. We can put it in three categories.

1. Daily physical activities
2. Recreational activities
3. Competitive sports

- **Daily physical activities:**

General, concept of regular physical fitness is, it is useful activity to keep body healthy. People are engaging themselves in physical activities to maintain their physical fitness level. Up to this all about physical fitness, physical health only. But on the other hand physical fitness activities helps to keep mind healthy. That's why therapeutic exercises are to be given to the patients of depression and patients of anxiety disorders. (1) If the exercises can be apply to heal the mental disorders then definitely, it will help to keep mental stability, if used regularly. A study conducted on older adult, finding supports the protective effects of physical activity on depression. (2) Vigorous physical activity has positive effect on mental health in both clinical and nonclinical population. (3)

- **Recreational activities:**

Recreation activities are leisure time activities. It is used to get relaxation from boredom life style. Different games and sports are used as recreational activities. Recreational sports activity can be different age groups. Recreational activities provide opportunity to come out form stressful conditions. Sports and game is the field, where every participant forget himself and enjoying moments. Age also can't bind for such enjoyable moments. Trekking, adventure sports, yoga practices, field trips are included in recreational activities.

- **Competitive sports**

Competitive sports is the area of specific people, because limited amount of people are

participating in this area. Generally, good sports persons are exerting themselves in competitive sports. If carefully observe the personality of good sports person, we find the sports person's mental health is tougher. Actually, competitive sports have both negative and positive effect. But as compare to negativity competitive sports gives positive mental health. Good athletes can balance their emotions, control anxiety, able to handle stressful conditions and many more psychological aspect athletes learn through the conditions of competitive sports.

Conclusion:

Today, Indian society changing dramatically that affecting new mental health problems. That has to be tackled for betterment of society. One of the common problem is mental health problem. Mental stress, depression. Anxiety are the forms of mental health problems.

To tackle with mental health problems physical activities on regular basis, recreational activities are required. Competitive sports also a huge field that can prepare people for mental toughness. Prevention is better than cure so that physical activities must be used to keep health problem away from the society.

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VIOLENCE AND AGGRESSION IN EDUCATION & SPORTS

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Abstract

Violence is an extreme form of aggression, such as assault, rape or murder. Violence has many causes, including frustration, exposure to violent media, violence in the home or neighborhood and a tendency to see other people's actions as hostile even when they're not. Certain situations also increase the risk of aggression, such as drinking, insults and other provocations and environmental factors like heat and overcrowding.

Sports have always been hard-hitting and competitive, but these days it seems like things are taking a turn for the worse. Violence in sports refers to physical acts committed in contact sports such as American football, ice hockey, rugby football, lacrosse, soccer, boxing, mixed martial arts, wrestling, and water polo beyond the normal levels of contact expected while playing the sport. These acts of violence can include intentional attempts to injure a player by another player or coach, but can also include threats of physical harm or actual physical harm sustained by players or coaches by those engaging in spitting of sports. This violence is something that is starting to occur more and more. It seems to be a common theme, and one that does not even obtain a double-take, sports and violence the two seem to go hand-in-hand. Then there is a range of contact sports, particularly the football codes, where there is punishing body contact within the rules but also the scope for borderline or unintentional "violence" such as late tackles, high tackles and tackles on players without the ball. These tactics can be, and are also, used intentionally. However, the use of video replays over recent years has made these tactics more risky for the perpetrators, especially in professional sports where suspension can lead to a significant loss of income. There is a lot of strong emotion when people are trying to win for themselves or for their team. In sports as long as there is competition and high emotion, there will always be the potential for violence. The intense competition that is a part of sports can and often does lead to violence.

Aggression in Sport

Aggression in sport can be caused by a number of factors. The most identifiable reasons are the

rules of the game (level of physical contact), frustration, instinct, presence, arousal, environmental cues, self control and also the behaviour of those around. Other factors in aggression include personality, media involvement, coaching, role models and the society we live in. The following is an insight into the term aggression in sport, using the social learning theory and environmental cues theory I will explain examples of each theory and try and contrast them.

- Aggression is often displayed in sport and sometimes boils over into unmitigated displays of violence
- Often implicitly or explicitly advocated by spectators, coaches etc. and cite reasonable provocation or justification
- Much media attention places on displays of aggression, usually with 'high moral ground'
- Why do players resort to aggression and violent conduct when they know they will be penalised?
- Why do coaches defend their players when they can clearly see that such aggression is counter-productive?
- What role does the medium play in perpetuating such aggression?
- Coaches often want players to display more 'aggression' in their play – what they actually mean, in psychological terms, is they want to see more assertive behaviors
- Assertive behaviors reflect behaviors that are physically vociferous, but do not contravene rules nor do they have the intent to harm, rather they are aimed at imposing influence and dominance

Types of Aggression

Two types of aggression (Silva, 1980):

- **Hostile aggression:** Has the primary goal of injuring another person or player e.g., response to provocation, high emotional arousal, usually spontaneous
- **Instrumental aggression:** Has intent to harm another but with the super ordinate goal to achieve an outcome that is beneficial to the player or the team e.g., planned or calculated aggressive acts
- **Hostile aggression:** Supersedes other goals of the sport such as scoring points or goals and usually distracts players from their role in the team

Theories of Aggression :

1. Frustration-aggression hypothesis (Dollard et al., 1939)

- Aggression the product of an 'anger response' to the frustration of goals and desires
- Aggression directed to perceived source of frustration
- e.g. hockey player's aim of scoring goals is frustrated due to lack of service from her wing-players but also marked out of the game by opponents – may lead her to assault the marking

defender out of frustration

- However, competitive environs lead to lots of frustration but seldom is that expressed in terms of aggression

2. Social Learning Theory (Bandura, 1977, 1997)

- Observational learning (imitation and vicarious experience) during childhood may contribute to violent actions (c.f. Bobo doll experiments)
- Explained the social circumstances under which violent/aggressive acts might arise
- Factors include:
 - Past experience of aggressive behaviour (personal and observed)
 - Previous ‘success’ with aggressive behaviors in terms of fulfilling personal goals
 - The expected pattern of reinforcement of aggression – rewarded or punished?
- Psychological (e.g., personality), personal (e.g., verbal encouragement), and environmental (e.g., presence of significant others) factors
- More comprehensive that frustration-aggression because it charts the development and conditions under which aggression occurs

Social Learning Theory (Bandura, 1977, 1997)

- Application of theory: Russell (1979) hero selection in fans
- Interviews and archival data found that goals scored but also penalties conceded were influential in selection
- Influence of penalties suggested that aggressive behaviors were viewed positively by fans
- Media coverage perhaps enhanced this ‘reputation’ which made such behaviors integral to perceived success
- BUT – no link between aggressive displays in supported teams and aggressive behaviour in fans

Social Learning Theory (Bandura, 1977, 1997)

- Connelly (1988) suggests that modeling aggressive behaviors may help non-assertive players
- But these need to be checked with distinctions between legitimate, goal-directed and assertive behaviors and aggressive behaviors (c.f. Silva’s (1980) model)
- Modeling may therefore help coaches enhance the assertiveness of players, but should be used in conjunction with education and information on the distinction between aggressive and assertive behaviors

3. Personality and Individual Differences

- Little evidence that one single personality trait that characterizes an ‘aggressive personality’
- Agreeableness consistently and *negatively* linked with aggression
- **Agreeableness:** personality dimension linked to maintaining positive and harmonious social

relationships

- Zuckerman et al. (1993) isolated an aggressiveness/hostility personality trait
- No link between this trait and aggressive behaviors in sport

Personality and Individual Differences

- Type 'A' personalities: Highly competitive, driven, extrovert individuals
- Type 'A' personalities tend to be attracted to sport (Biasi, 1999)
- Some evidence type 'A' is related to displays of aggression and hostility in competitive situations
- Situational factors (e.g., competitive or frustrating environment) may interact with personality factors like type 'A' to foster aggressive behaviour
- But in many sports (e.g., dancing) no extrovert or aggressive behaviors are observed as emotionality and aggressive displays are perceived as signs of weakness (group norm)
- Personality effects criticized as they tend to downplay the situation
- Social cognitive variables such as group norms, group cohesion and self-efficacy can mitigate personality effects

The violence isn't always among the players of the sports being played. At a nine-year old soccer game in Staten Island parents of opposing teams became engaged in a verbal fight over a call that a referee made and it became a big brawl between parents. This shows the kids at that game that if their parents can engage in a fight with the opposing team's parents then that make it right to throw an elbow in a game or shove someone.

With the increase in society taking a stance against violence by many people, sports has become an area where some feel that the violent acts such as the hitting and fighting that occurs should be eliminated. You cannot change something that has been around for so long because it would change the aspect of the game to something completely different. The elimination of violence should not be done in sport because the violence is a part of the game which would only hurt its popularity. The reasons that the violence is occurring in sport is due to six theories according to John Schneider. "The violence in sport mirrors the violence found in society, violence as the result of economic incentives, the influence of crowd behavior on player violence, genetic causation for player aggression, learning theory and player aggression, and psychological stress and player violence". The theories of sport mirroring society, violence as a result of economic incentive, and the influence of the crowd behavior are the theories that are responsible for the increasing violence in sports. Most people when involved in a highly stressful situation where violence is around would probably resort to a fight to resolve their differences. In sport, why should we expect any difference? In events such as hockey games, where people are expected to hit and make body contact, sooner or later a fight will break out and the fans will yell and scream for their favorite player involved. Like anything, if

people around us are applauding us for a certain act we have done, we will try to do it over so that we will continue to be praised. In sports, there are some players whose only role on the team is to protect and enforce the unwritten rules of the game such as in hockey where it is not right to fight or hit. All three of those theories relate closely to the role of the fighter in sport and why it is that he does commit the acts of violence. Sports does not promote poor sportsmanship, it creates a drive to succeed within yourself and to try to do the best at whatever you do whether it be in sports, school or at a job. The violence that is occurring today is not occurring more than it was ten or twenty

Conclusion:

Yet in professional sports it isn't the athletes most of the time. Usually the fans are the ones to cause the riots and fights. Especially in the sport of soccer, the fans take the sport so serious and they aren't even playing in the game. Unhappy Corinthian fans said that the players were slacking off and so the fans gave the team a piece of their own mind by invading the field, cursing at the players and punching their own team. Corinthian fans have been known to turn against their own team in unfavorable times. These are obviously not true fans. Public relations play a large role in this as well. If a team does not have good public relations it will be in great financial danger. Players are celebrities, and just like in Hollywood, if you do something bad and the general public does not like you, they will not go see your new movie or television show. Having good public relations is a necessity because it generates the income that the team has.

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LEVEL OF ANXIETY, MOTIVATION OF KHO-KHO PLAYERS AT INTER UNIVERSITY LEVEL

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ABSTRACT:

Anxiety is an unpleasant feeling of worry, nervousness, discomfort, and unease. Though it may be normal to experience anxiety once in a while, too much of it can definitely affect one's behaviour and productivity. People who are always having anxiety attacks worry too much that it affects the outcome of their whole day activity. Athletes are not spared of anxiety and just like any anxiety attack; it greatly affects physical and sports performance. Sports and anxiety is always related. The competition in sport gives an athlete the adrenalin to push himself to the win. However, it is also very likely that negative thoughts find its way to the brain which affects the athlete's activity and performance.

KEY WORDS : Anxiety, motivation, aggression

I. INTRODUCTION

Sports performance is the outcome of many capacities of a sports person. A variety of factors are involved in actually attaining performance goals. Among all performance factors, psychological development is the most important factor. Psychological variables such as anxiety, motivation, aggression and cohesion among team members play a vital role in performance of a sports person. Psychology as behavioral science has made its contribution for improving sports performance. The competitive nature of sports is the major reason for the aggressive behavior of the sportsperson. The struggle for supremacy, dominance and excellence involve all sorts of aggression. The term aggression means violent behavior with intent to hurt a person. Aggressive behavior is also used to depict a strong and adventurous effort. Anxiety is a feeling of nervousness, fear or worry. Anxiety may occur without a cause, or it may occur based on a real situation. Many athletes who perform well during training can suffer from performance anxiety on the day of competition. If feeling of nervousness, anxiety or fear interferes with your sports performance, learning to use a few tips from sports psychologists may help you get your anxiety under control and reduce game day nervousness. Motivation is an internal energy force that determines all aspects of our behaviour, it also impact on how we think, feel and interact with others. In sports, high motivation is widely accepted as an

essential prerequisite is getting athletes to fulfill their potential. It is a force that is often difficult to exploit fully. Kho-Kho is an Indian traditional game. Kho-Kho game is played particularly in rural & urban areas. This game has become popular in many states of India. All states have their own association which are affiliated to Kho-Kho Federation of India. In today's competitive era, for getting success in any sports, we should keep in mind the number of factors. In these factors psychological factors play an important role for improving sports performance.

II. HYPOTHESIS OF THE STUDY

1. There is significant relationship between Anxiety levels of motivation of male kho-kho players at National Level.
2. There is significant relationship between Anxiety or Aggression of male kho-kho players at National level.
3. There is significant relationship between motivation and aggression of male kho-kho players at National level.
4. There is significant relationship between Anxiety level and motivation of female kho-kho players at National level.
5. There is significant relationship between anxiety and aggression of female kho-kho players at National level.
6. There is significant relationship between motivation and aggression of female kho-kho players at National Level.
7. There is significant relationship among anxiety, motivation and aggression of male kho-kho players at National level.
8. There is significant relationship among anxiety, motivation and aggression of female kho-kho players at National level.
9. There is significant relationship among anxiety, motivation and aggression of female kho-kho players at National level.

III. SIGNIFICANCE OF THE STUDY

1. The present study may be helpful to find out relationship among Anxiety level motivation and aggression level of kho-kho players at National Level.
2. The present study may be helpful to physical Education teachers, coaches and sports psychologists to understand the relationship of kho-kho players at National level.
3. The present study may be helpful in designing the psychological tests of the various games.

IV. METHODOLOGY

1. Design of the study – In order to solve the purpose of the sample will be collected from kho-kho

players of West Zone states of India i.e. through purposive sampling. The players will be assessed in three Psychological variables i.e. sports competition anxiety, Aggression and sports achievement Motivation level.

SELECTION OF THE TEST ITEMS

To measure anxiety sports competition anxiety test by R.MARTIN (1990) was used. To measure motivation level sports ACHIEVEMENT motivation test by M. L. Kamlesh was used. To measure aggression level, aggression scale by Dr. Roma PAL AND Dr. Tasneem Naqvi was used.

V. STATISTICAL TECHNIQUES USED

In order to test the hypothesis mean, standard deviation (S.D.), correlation and Analysis of Variance (ANOVA) will be used

VI. CONCLUSION

1. The present study may be helpful to find out relationship among Anxiety level motivation and aggression level of kho-kho players at National Level.
2. The present study may be helpful to physical Education teachers, coaches and sports psychologists to understand the relationship of kho-kho players at National level.
3. The present study may be helpful in designing the psychological tests of the various games.

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A STUDY OF BADMINTON MOVEMENTS PRACTICE AND ITS EFFECT ON THE IMPROVEMENT OF JUNIOR AND SENIOR COLLAGE RACKET SPORT ATHLETE

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Abstract:

This Study aims at analyzing the Badminton practice in Junior and Senior Collages, and its effect compared to other sports disciplines practiced during the physical education and overall sport lessons. Thus, the data processing from the survey questionnaire, and the effective discussions with teachers from Junior and Senior Collages became aiming points and tangible solutions targeting the professional activity of the students and graduates in Badminton (or other sport disciplines). Furthermore, the results led to increase the motivation of young students for learning the game and of the graduates for teaching the technical and tactical content of Badminton (or other sport disciplines) during the next physical education lessons. Young graduates realize that choosing and teaching a traditional sport in collages, make most students gladly attend these classes.

Key words: Badminton, students, sports class, collages and sport education.

Introduction

Objective

The physical education curriculum provides the teacher with the possibility to schedule and plan the training content according to his specialization, the existing material and the traditional practice of a collage discipline.

Badminton is an important tool in training students as it exercises multiple influences on

their body, contributes to the development of their personality and of the knowledge processes.

Hypothesis

Assuming that Badminton is more and more played by students and young people, determining its share in Junior and Senior Collages education in the city of Nashik in relation to other subjects taught during the physical education classes, provides important information and practical solutions for the professional guidance of the students and graduates towards this game (or other sport disciplines).

The purpose of this study is to make a comparative study concerning the weight of practicing Badminton compared to other sport disciplines Junior and Senior Collages.

Methodology

For this study: the specialized bibliography study method, the pedagogical observation method, the questionnaire-based survey method, and the statistical and mathematical method, the graphical and tabular method.

Research process

The comparative study was based on the processing of questionnaires and was filled in by effective participation in discussions held with experts (tenure teachers for the discipline Physical Education and Sport) from collages under investigation. The questionnaire had 7 questions. The research tasks correspond to the following stages:

1- Stage:

- studying and using the specialty documents;
- interviewing experts on the given topic.

2-Stage:

- Data processing and use;
- determining the Selection of Badminton Practice Compared To other Racket Sport Disciplines in Junior and Senior Collages
- Elaboration of the ranking of disciplines taught to students from the Junior and Senior Collages and presentation of the Badminton game in this context;
- Centralization of the representative teams of Badminton and of the other Racket sport games.

3- Stage:

- emphasize practical and methodical conclusions and recommendations.

4. Data analysis and interpretation

The experts' opinions were processed and graphically shown (Fig 1-7) as follows:

For question 1: "How do you assess the training level of your students at the discipline Physical Education and Sport?"

Responses obtained:

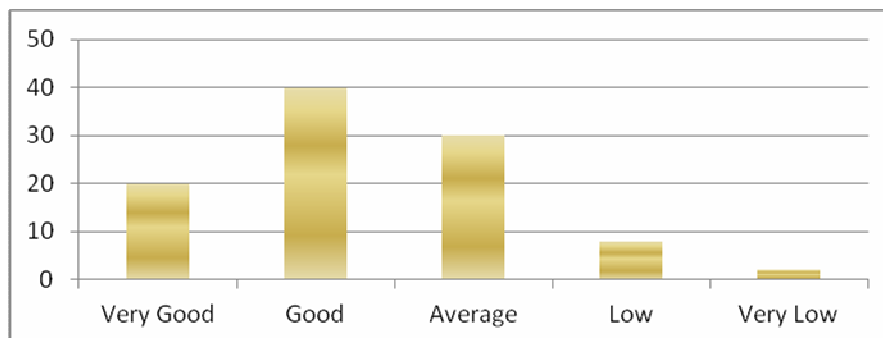


Figure 1. Students' training level at the discipline Physical Education and Sport

2. Do your colleagues consider that the discipline Physical Education and Sport is important?

Responses obtained:

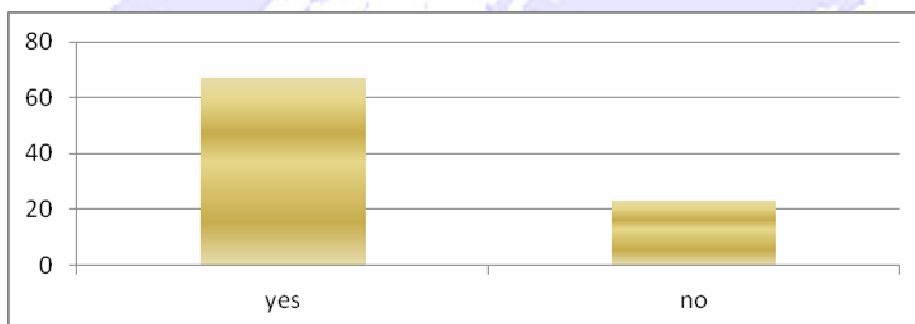


Figure 2. Importance of the discipline Physical Education and Sport

3. What sports games do you practice during the Physical Education and Sport class?

Responses obtained:

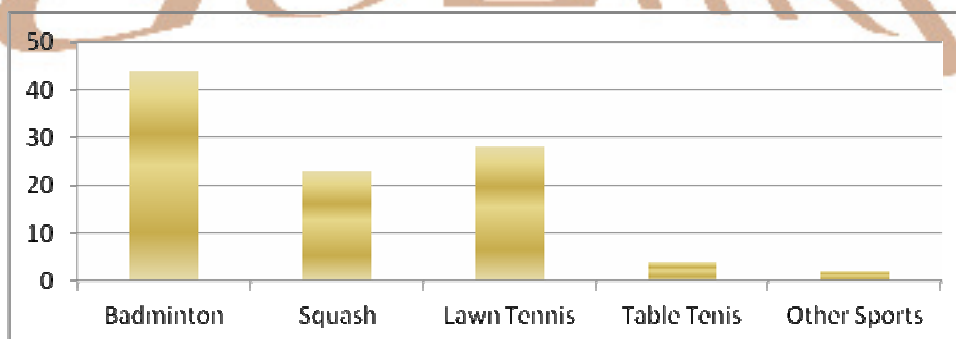


Figure 3. Sport games practiced during the Physical Education and Sport class

4. In your opinion, which sports games do your students from the Junior and Senior Collages prefer?

Responses obtained:

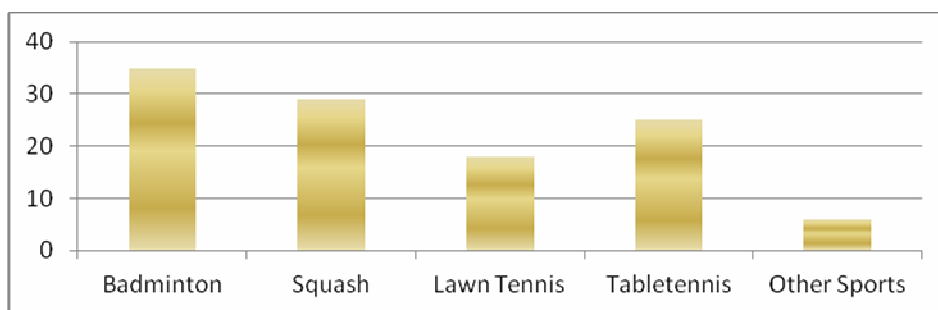


Figure 4. Favourite game sports for the students from the Junior and Senior Collages

5. Do you consider that it is necessary to elaborate a ranking of the disciplines taught during the physical education and sport class for the children from Junior and Senior Collages?

Responses obtained:

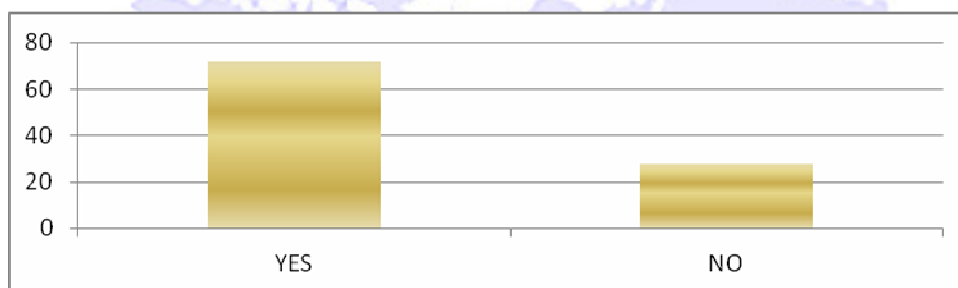


Figure 5. The necessity to elaborate a ranking of the disciplines taught during the physical education

and sport class for the students from the Junior and Senior Collages.

6. Which is this sport discipline?

Responses obtained:

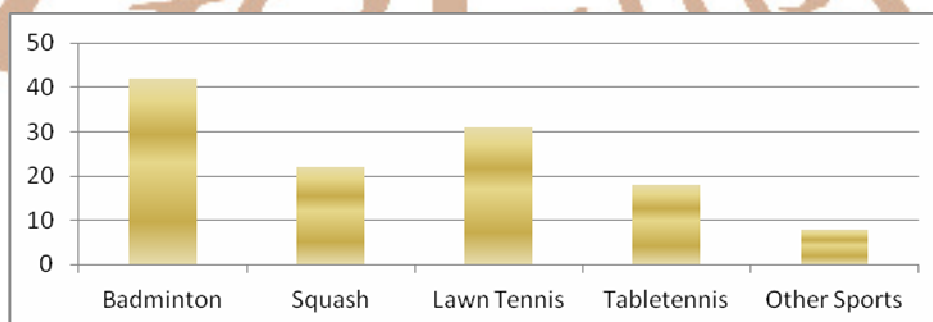


Figure 6. Title of the sport disciplines planned during the overall sport lessons

7. In your opinion, which are the most important factors that have to be taken into account by the teacher in order to choose the thematic content for a sports game?

Responses obtained (Figure 7):

- A. didactic and material resources
- B. students' aptitudes, talents, wishes
- C. teacher's availability and specialization
- D. financing opportunities
- E. school tradition

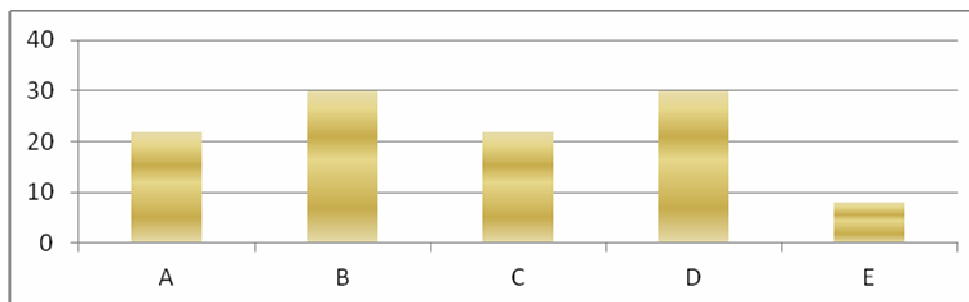


Figure 7. The importance of factors used by the teacher in order to choose a topic related to sport games.

The centralization of the statistical and mathematical values obtained from the collages shows that: The arithmetical average for Badminton for the Junior and Senior Collages was of badminton (40%) for Squash (23.66%), Lawn Tennis (27.66%), Table Tennis (12.66%) and for “other sport disciplines” (4.66%). With 40%, badminton has the largest share in the physical education and sport classes. The lowest share is of 4.66 % for “other sport disciplines”, that is a difference of 35.34%

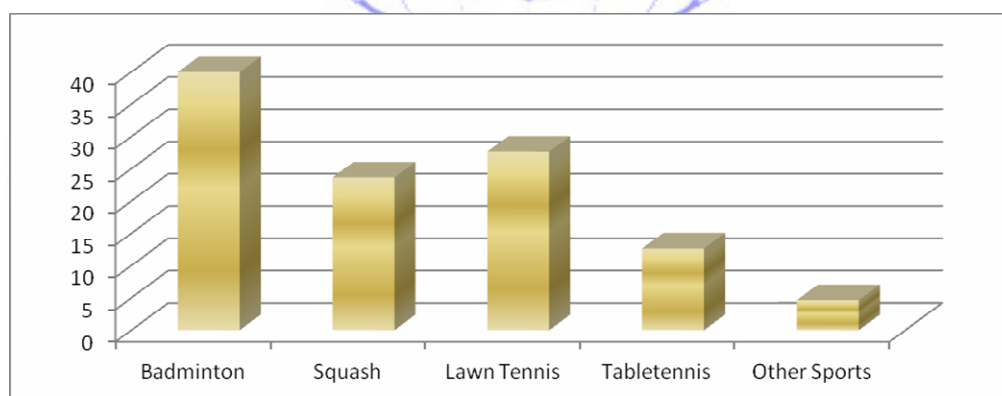


Figure 8. Diagram of the weight of badminton during the physical education and sport lesson for the students from Junior and Senior Collages compared to other sport disciplines

The elaboration of the ranking of disciplines taught to students from the Junior and Senior Collages and the presentation of the Badminton situation in this context is shown in figure 9

- a. The Junior and Senior Collages: 1st place Badminton; 2nd place Lawn Tennis; 3rd place Squash; 4th place Table Tennis; 5th place other sport disciplines.

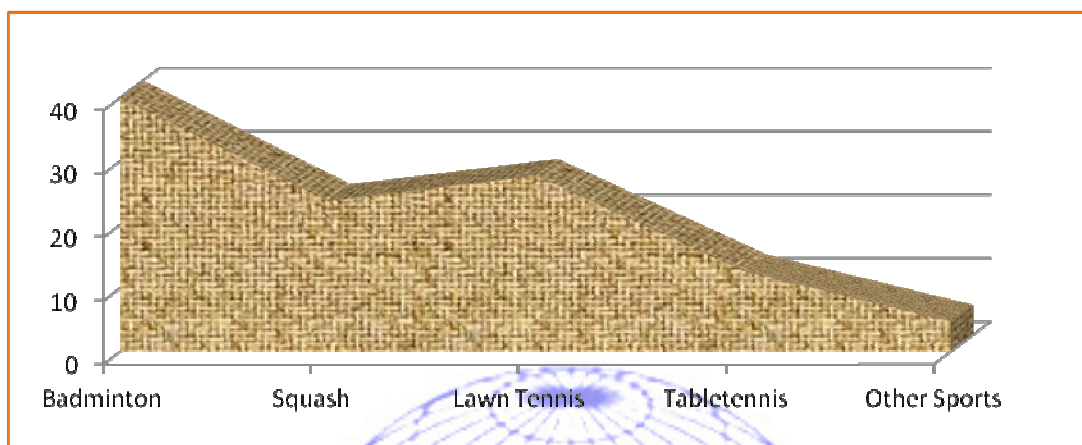


Figure 9. Weight at the summarization of the school representative teams from the Junior and Senior Collages education

CONCLUSIONS

The weight of badminton practice compared to other sport disciplines in Junior and Senior Collages offers important information and activity guidance solutions for the young graduates who wish to teach badminton (or other sport discipline) as follows:

1. Data provided by the processing and interpretation of the survey questionnaire completed the informational and theoretical content of the study; the sports games practiced during the physical education classes were: Badminton 40%, Squash 23.66%, Lawn Tennis 27.66%, Table Tennis 12.66% and other sports 4.66%.
2. The classification of the disciplines taught during the physical education and sport classes at the students from the Junior and Senior Collages is the following:
The Junior and Senior Collages: 1st place Badminton; 2nd place Lawn Tennis; 3rd place Squash; 4th place Table Tennis; 5th place other sport disciplines.
3. Our research is an informative and indicative support for the teaching activity of the future graduates, these data offering an objective diagnostic of the disciplines that are taught in the Junior and Senior Collages.

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A STUDY OF SELF-CONFIDENCE OF SPORTS AND NON-SPORTS STUDENTS

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Abstract:

The present investigation aim's to study of Self-confidence among sports and non-sports students of Aurangabad district in Maharashtra. The sample consist of 200 sports and non-sports students. Which are 100 male (50 sports students and 50 non-sports students) and 100 Female students (50 sports students and 50 non-sports students). Using random sampling method from various B.P.Ed, M.P.Ed. Colleges and physical education department of Dr. B.A.M. University, Aurangabad. Two-way ANOVA was used for dependent variables of the total sample under study. A 2x2 factorial design was used to analyzing the data. The self-confidence inventory developed and standardized Dr. Rekha Agnihotri Was used. The overall impression from the results shows sports students and male students having more decision making than non-sports students and female students. There were significant differences are found.

Key words: self-confidence, Sports, Non-Sports.

Introduction:

According to psychologist and physical educationist, sports students having specific psychological and physical traits, characteristics. Hence researcher was decide to study the self-confidence of sports students and non-sports students.

Self-Confidence is one such personality trait. The self is a composite of a person's thought and feelings, strivings and hopes, fears and fantasies, his view of what he is, what he has been, what he might become, and his attitudes pertaining to his worth. The concept self-confidence as commonly used is self-assurance in one's personal judgment, ability, [power](#), etc. Self-confidence is a positive attitude of oneself towards one's self-concept. Self-confidence refers to a person's perceived ability to tackle situations successfully without leaning on others and to have a positive self-evaluation.

In 1890, the philosopher [William James](#) in his [Principles of Psychology](#) wrote, "Believe what is in the line of your needs, for only by such belief is the needful led. Have faith that you can successfully make it, and your feet are nerved to its accomplishment," expressing how self-confidence could be a virtue.

Various systemic-level theories and concepts related to self-confidence:

Wheel of wellness:

The wheel of wellness was the first theoretical model of Wellness based in [counseling theory](#). It is a model based on [Adler's](#) individual psychology and cross-disciplinary research on characteristics of healthy people who live longer and with a higher [quality of life](#). The Wheel of Wellness includes five life tasks that relate to each other: [spirituality](#), self-direction, work and leisure, friendship, and love. There are 15 subtasks of self-direction areas: sense of worth, sense of control, realistic beliefs, emotional awareness and coping, [problem solving](#) and [creativity](#), sense of [humor](#), nutrition, exercise, self-care, [stress management](#), [gender identity](#), and [cultural identity](#). There are also five second-order factors, the Creative Self, Coping Self, Social Self, Essential Self, and Physical Self, which allow exploration of the meaning of wellness within the total self. In order to achieve a high self-esteem, it is essential to focus on identifying strengths, positive assets, and resources related to each component of the Wellness model and using these strengths to cope with life challenges.

Implicit vs [Explicit](#):

Implicit can be defined as something that is implied or understood though not directly expressed. [Explicit](#) is defined as something that is fully and clearly expressed; leaving nothing implied. Implicitly measured self-esteem has been found to be weakly correlated with explicitly measured self-esteem. This leads some critics to assume that explicit and implicit self-confidence are two completely different types of self-esteem. Therefore, this has drawn the conclusion that one will either have a distinct, unconscious self-esteem or they will consciously misrepresent how they feel about themselves. Recent studies have shown that implicit self-esteem doesn't particularly tap into the [unconscious](#), rather that people consciously overreport their levels of self-esteem. Another possibility is that implicit measurement may be assessing a different aspect of conscious self-esteem altogether. Inaccurate self-evaluation is commonly observed in healthy populations. In the extreme, large differences between one's [self-perception](#) and one's actual behavior is a hallmark of a number of disorders that have important implications for understanding treatment seeking and compliance.

Statement of the problem:

The purpose of the present research work is to study the self-confidence among sports and non-sports students.

Objectives:

Following objectives has been investigated in the present investigation.

1. To study the self-confidence of sports students and non-sports students.

2. To study the self-confidence of male and rural female students.

Hypotheses:

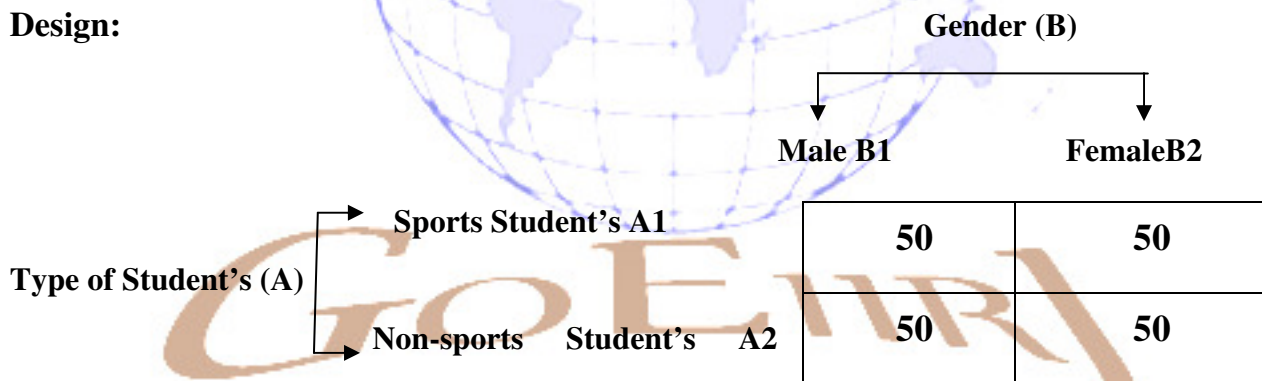
1. There are not significant difference among sports students and non-sports students of self-confidence.
2. There are not significant difference among male and female students of self-confidence.
3. There would significant interaction effect of type of student and gender on Self-confidence.

Methodology:

Sample:

The sample consist of 200 sports and non-sports students. Which are 100 male (50 sports students and 50 non-sports students) and 100 Female students (50 sports students and 50 non-sports students). Using random sampling method from various B.P.Ed, M.P.Ed. Colleges and physical education department of Dr. B.A.M. University, Aurangabad.

Design:



2x2 Factorial Design Used.

Independent variable:

(A) Type of students

- 1) Sports students.
- 2) Non-sports students.

(B) Gender of students

- 1) Male
- 2) Female

Dependent variable:

Self-confidence.

Tools :Agnihotri's Self-confidence inventory (ASCI)

Statistical analyses & discussion:

Complete Summary of Two Way ANOVA for the dependent variable self-confidence.

Source	Ss	df	Ms	F
A-Types of Students	6926.645	1	6926.645	32.538**
B – Sex	2305.205	1	2305.205	10.829**
A X B	772.245	1	772.245	3.628
Within Error	41724.100	196	212.878	
Total	4061557.000	200		

** Significant 0.01 Level * Significant 0.05 Level.

In the above table the main effect A which is represent factor of type of student F value 32.53 and df = 1, 196. This is highly significant at 0.01 Level. The F value denotes that the sports students were differs from non-sports students toward self-confidence.

In the present study first hypothesis was “There are not significant difference among sports students and non-sports students of self-confidence.” Present result do not supported to the 1st hypothesis that's why this hypothesis is rejected in the presents study.

In above table the main effect B which is represent factor of Gender F value 10.82 and df = 1, 196. This is highly significant at 0.01 Level. The F value denotes that the male students were differs from female students toward self-confidence.

In the present study second hypothesis was “There are not significant difference among male and female students of self-confidence.” Present result do not supported to the 2nd hypothesis hence this hypothesis is rejected in the presents study.

Result of ANOVA further shows that the factor of type of student and the factor of Gender they work in collaboration with each other. Interaction AXB makes that fact clear. Interaction AXB, significant F value of 3.62, df = 1, 196 is not significant at 0.05 level. In the present study third hypothesis was “There would significant interaction effect of type of student and gender on self-confidence”. Present result do not supported to the 3rd hypothesis hence this hypothesis is rejected in the presents study.

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STUDY OF EMOTIONAL INTELLIGENCE AND ADJUSTMENT AMONG RURAL SPORTS STUDENTS

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Abstract

The purpose of the investigation is to study the correlations between emotional intelligence and adjustment and with its major aspects. A sample of 50 rural adolescents is selected from various socio-economic strata in different rural Sports student's junior colleges at Aurangabad district. Emotional Intelligence Scale developed by Hyde, Pethe and Dhar and Adjustment Inventory developed by A.K.P. Sinha and R.P. Singh are used for data collection. Results show that emotional intelligence is positively and significantly correlated with overall adjustment of rural adolescents. There is positive, low and significant correlation between emotional intelligence and home adjustment of rural adolescents. There is positive, significant and negligible correlation between emotional intelligence and health adjustment of rural adolescents. There is positive, low and significant relationship between emotional intelligence and social adjustment among rural adolescents. There is positive, significant and low correlation between emotional intelligence and emotional adjustment of adolescents. There is positive significant and low correlation between emotional intelligence and educational adjustment of adolescents.

Introduction:

In recent years life is becoming more and more complex and full of problems. It is important for every one to deal with the complex situation and to make life less conflicting and more easy and happy.

Adjustment is an active process which occurs as the individual develops in his family and society. The dictionary meaning of adjustment is to fit, make suitable adaptation, modify, harmonize or make correspondent to each other. Thus when we make and adjustment between two things, we adapt or modify one or both of them to correspond to each other. The adaptation or changing of one self or ones surrounding according to the demands of external environment become the basic need for our survival. Adjustment is the process of finding and adapting modes of behavior suitable to the environment or changes in the environment. Adjustment is the interaction between a person and his environment. How one adjusts in a particular situation depends upon one's personal characteristics as also circumstances of the situation. Good (1959) defines adjustment as the process of finding and

adapting modes of behavior suitable to the environment or changes in the environment. According to Coleman (1960) adjustment is a process by which an organism attempts to meet the demands placed upon it by its own nature and environment, these demands may not be one or two and simple to attend. They may be multiple leading to conflict i.e. emotional disturbance.

Human adjustment is basically purposive transactional process as the individual lives in his family setting, advances educationally and professionally engages in social relationships, matures emotionally and grows in to both physically and mentally healthy adult. The effectiveness of adjustment is measured in terms of how well a person copes with his changing circumstances. Good adjustment of individual is seen as a kind of inner harmony in the person, in the sense that he is satisfied with himself and has harmonious relationship with people whom he is associated (Hurlock, 1978). Adjustment is the interaction between a person and his environment. Gilmer (1978) identified behavior adjustment as “The process of trying to bring about a balance between needs, stimuli and the opportunities offered by the environment.”

Emotional intelligence is an important positive factor which influences on an individual's behavior and adjustment. Three psychological dimensions are considered in emotional intelligence such as emotional competency, emotional maturity and emotional sensitivity which motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behavior.

Though emotional intelligence has received considerable attention recently, earlier psychologists and philosophers had already laid down the foundation. Both emotion and intellect together contribute to the ultimate cognitive tool. They talked about three levels of cognition (or knowledge), Emotional cognition, intellectual cognition and a kind of intuition. Goleman (1995) has propounded that emotional intelligence encompasses the following five characteristics viz. self awareness, mood management, self motivation, empathy and managing relationships.

Bar-on (1997) views emotional intelligence as an array of cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures. He includes five major areas of skills: interpersonal skills, intrapersonal skills, adaptability skills, stress management skills, general mood skills and positive impression skills. He says that emotional intelligence reflects one's ability to deal with daily environmental challenges and helps predict success in life, including professional and personal pursuits.

Recently Mayer et.al (2004) described emotional intelligence as the ability to perceive and express emotion accurately and adaptively, so as to facilitate thought and to manage emotions in oneself and others. Jazaeri and Kiran Kumar, (2008) opine to be emotionally intelligent is to effectively understand and express oneself, to understand and relate well with others and to successfully cope with daily demands, challenges and pressures. Arvind (2008) states that emotional

intelligence is a meta ability which involves handling raw intellect. Emotional intelligence helps people to manage better their feelings, anger, anxiety, depression, pessimism and loneliness. Emotional intelligence is developed through the social learning process. EQ can be improved throughout life. As a person progresses from childhood to adulthood, he gains experience and maturity which helps to increase EQ.

Sharma (1985) found that high emotional quotient shows signs of high self esteem. High emotional quotient is associated with feelings of increased general happiness, expanded intellectual capacities and enhanced emotional skills. Nah (1990) has reported significant differences in cognitive style of rural and urban children. Emotionally immature will suffer from personality problems i.e. inferiority, crises and excessive concern for self development. Deshmukh (2011) revealed that there is significant difference in emotional intelligence of male and female employees. Male employees have higher emotional intelligence than female employees. Schutte et.al. (1998) found that emotional awareness enhances the ability to handle feelings in all walks of life. Ciarrochi et. al. (2000) empirical studies showed that there is strong relationship between emotional intelligence and personality. Ya-Chin Sun (2004) reported that adolescents emotion was positively related to their adjustment more specifically 'Motivating ones self'. Paliwal and Gupta (2006) study revealed that there is no significant relationship between emotional intelligence and adjustment of elderly males as well as females. Deshmukh (2009) found that adolescents from rural and urban background differ significantly on adjustment adolescents from rural background are less adjusted than adolescents from urban background.

Adolescents are the future of our country. There are various physiological, social and psychological problems in this transition period. It is essential to cope with all the problems and exhibit appropriate behavior. The personality make up of adolescents should be developed in a positive manner so that they develop into good citizens. Emotional intelligence is an important positive aspect in human life. There is also impact of social environment and social experiences on adolescents behavior and adjustment. Piaget (1952) states that experience plays an important role in personality and cognitive development of children Rural background provides different experiences to adolescents which directly or indirectly influence on adjustment in personal and social life. The purpose of the investigator is to study the emotional intelligence and adjustment among rural adolescents.

Objectives :

To study the correlation of emotional intelligence and overall adjustment among rural adolescents. Similarly, to find out the correlations of emotional intelligence and major aspects of adjustment i.e. home, health, social, emotional and education.

Hypotheses

1. There is significant correlation between emotional intelligence and over all adjustment of rural adolescents.
2. There is significant correlation between emotional intelligence and home adjustment.
3. There is significant correlation between emotional intelligence and health adjustment.
4. There is significant correlation between emotional intelligence and social adjustment.
5. There is significant correlation between emotional intelligence and emotional adjustment.
6. There is significant correlation between emotional intelligence and educational adjustment.

Methodology

Sample :

The sample comprised of 50 adolescents from various Sports students junior colleges in rural areas of Aurangabad district. They were from XI and XII standard from all levels of socioeconomic status, age group of 16 to 20 years. Incidental sampling technique is used and male female ratio 1:1 is considered.

Tools used :

Following tools are used to collect the data.

1. Emotional Intelligence Scale : Hyde, Pethe and Dhar developed emotional intelligence scale, which is used for the measurement of emotional intelligence. There are 34 statements which cover different aspects of emotional intelligence namely, self awareness, empathy, self motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment and altruistic behaviour. It is a five point rating scale. The respondent is required to circle the point according to his final choice.
2. Adjustment inventory for College students : AICS developed by Prof. A. K. P. Sinha and Prof. R. P. Singh is used to measure adjustment. It has 102 statements which cover the different aspects of adjustment namely home, health, social, emotional and educational adjustment. The respondent is required to give response to the statement according to his final choice to different aspects of adjustment.

Procedure

The investigator personally approached the adolescents from rural junior colleges. After establishing pleasant rapport, the emotional intelligence scale and adjustment inventory were administered to a group of 20 to 30 adolescents. It was seen carefully whether the respondents give response to all the statements. 320 completed cases consisting of 160 male and 160 female

adolescents were collected. Scoring was done as per the manuals.

Result and discussion

The main purpose is to study the correlation between emotional intelligence and adjustment (total), and with its major aspects namely home adjustment, health adjustment, social adjustment, emotional adjustment and educational adjustment.

For this, 320 scores of emotional intelligence, adjustment (total) and its aspects are used to find out the correlations between them. The product moment coefficient of correlation method is used. The results and discussion are as follows.

Table 1

Correlation between emotional intelligence and adjustment and with major aspects of adjustment.

Sr. No.	Variables	N	r
1	Emotional intelligence and adjustment (total)	50	-0.37**
2	Emotional intelligence and home adjustment	50	-0.38**
3	Emotional intelligence and health adjustment	50	-0.17**
4	Emotional intelligence and social adjustment	50	-0.24**
5	Emotional intelligence and emotional adjustment	50	-0.30**
6	Emotional intelligence and educational adjustment	50	- 0.21**

** significant at 0.01 level.

Table 1 shows that the correlation values between emotional intelligence and adjustment are apparently negative and significant at 0.01 level. It is important to note that the scoring of adjustment inventory is reversed i. e. low score indicates high adjustment level and high score indicates low adjustment level. Hence in the present study negative correlation between two variables indicate positive correlation between them.

Table 1 shows that the correlation between emotional intelligence and adjustment is -0.37 and significant at 0.01 level. It indicates that there is significant, negative and low correlation between emotional intelligence and adjustment among rural adolescents. Hypothesis No. 1 is accepted.

It suggests that low emotional intelligence of the rural adolescents is significantly associated with low adjustment. High emotional intelligence of the rural adolescents is significantly associated with high adjustment. The probable explanation of high emotional intelligence associated with high adjustment is that person with high emotional intelligence has the ability to know his own as well as others emotions, gain empathy and establish healthy relations. He is able to express his emotions in a socially approved way at a proper time which in turn makes the emotionally intelligence person to

have better adjustment.

Table 1 shows that the correlation between emotional intelligence and home adjustment is - 0.38 and significant at 0.01 level. It indicates that there is negative, low and significant correlation between emotional intelligence and home adjustment. Hypothesis No. 2 is accepted. It suggests that high emotional intelligence is associated with high home adjustment and low emotional intelligence is associated with low home adjustment rural adolescents.

Table 1 shows that the correlation between emotional intelligence and health adjustment is - 0.17 and significant at 0.01 level. It indicates that there is negative, negligible and significant relationship between emotional intelligence and health adjustment of rural adolescents. Hypothesis No. 3 is accepted. It suggests that low emotional intelligence is associated with low health adjustment. High emotional intelligence is associated with high health adjustment.

Table 1 shows the correlation between emotional intelligence and social adjustment is - 0.24 and significant at 0.01 level. It indicates that there is negative, low and significant correlation between emotional intelligence and social adjustment among rural adolescents. Hypothesis No. 4 is accepted. It suggests that high emotional intelligence is significantly associated with high social adjustment. Similarly low emotional intelligence is significantly associated with low social adjustment.

Table 1 shows that the correlation between emotional intelligence and emotional adjustment is - 0.30 and significant at 0.01 level. It indicates that there is negative, low and significant correlation between emotional intelligence and emotional adjustment of rural adolescents. Hypothesis No. 5 is accepted. It suggests that high emotional intelligence is significantly associated with high emotional adjustment. Low emotional intelligence is significantly associated with low emotional adjustment.

Table 1 shows that the correlation between emotional intelligence and educational adjustment is - 0.21 and significant at 0.01 level. It indicates that there is negative, low and significant relationship between emotional intelligence and educational adjustment of rural adolescents. Hypothesis No. 6 is accepted. It suggests that high emotional intelligence is significantly associated with high educational adjustment. Low emotional intelligence is significantly associated with low educational adjustment.

The above discussion indicates that emotional intelligence is a positive aspect which helps to face and manage the problems of home, health, society, emotion and educational field. Hence emotional intelligence is significantly correlated with adjustment in all major areas of life.

Conclusion :

1. Emotional intelligence is positively and significantly correlated with overall adjustment of rural adolescents.
2. There is positive, low and significant correlation between emotional intelligence and home adjustment of rural adolescents.
3. There is positive and significant, negligible correlation between emotional intelligence and health adjustment of rural adolescents.
4. There is positive and significant, low correlation between emotional intelligence and social adjustment of adolescents.
5. There is positive and significant, low correlation between emotional intelligence and emotional adjustment of adolescents.
6. There is positive and significant, low correlation between emotional intelligence and educational adjustment of adolescents.

It can be said that parents, teachers and adolescents should focus on the ways that can enhance emotional intelligence which will thus promote adjustment and happiness in life.

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A large, faint watermark of a globe with the text "GOEIIRJ" in a stylized, orange-brown font is centered on the page.

PSYCHOLOGICAL FOUNDATIONS OF SPORTS

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Sport psychology is an [interdisciplinary](#) science that draws on knowledge from many related fields including [biomechanics](#), [physiology](#), [kinesiology](#) and [psychology](#). It involves the study of how psychological factors affect performance and how participation in sport and exercise affect psychological and physical factors. In addition to instruction and training of psychological skills for performance improvement, applied sport psychology may include work with athletes, coaches, and parents regarding [injury](#), [rehabilitation](#), communication, [team building](#), and career transitions. The birth of sports psychology in Europe happened largely in Germany. The first sports psychology laboratory was founded by Dr. Carl Diem in Berlin, in the early 1920s.

Common areas of research in the field of sport psychology

1. Personality

One common area of study within sport psychology is the relationship between personality and performance. This research focuses on specific personality characteristics and how they are related to performance or other psychological variables.

Mental toughness is a psychological edge that helps one perform at a high level consistently. Mentally tough athletes exhibit four characteristics: a strong self-belief (confidence) in their ability to perform well, an internal motivation to be successful, the ability to focus one's thoughts and feelings without distraction, and composure under pressure. *Self-efficacy* is a belief that one can successfully perform a specific task. In sport, self-efficacy has been conceptualized as sport-confidence.

2. Coaching

While sport psychologists primarily work with athletes and focus their research on improving athletic performance, coaches are another population where intervention can take place. Researchers in this area focus on the kinds of things coaches can say or do to improve their coaching technique and their athletes' performance.

Motivational climate refers to the situational and environmental factors that influence individuals' goals. The two major types of motivational climates coaches can create are task-oriented and ego-oriented. While winning is the overall goal of sports competitions regardless of the motivational climate, a task-orientation emphasizes building skill, improvement, giving complete effort, and mastering the task at hand (i.e., self-referenced goals), while an ego-orientation emphasizes

demonstrating superior ability, competition, and does not promote effort or individual improvement (i.e., other-referenced goals). *Effective coaching practices* explore the best ways coaches can lead and teach their athletes.

3. Team processes

Sport psychologists may do consulting work or conduct research with entire teams. This research focuses on team tendencies, issues, and beliefs at the group level, not at the individual level. *Team cohesion* can be defined as a group's tendency to stick together while pursuing its objectives. Team cohesion has two components: social cohesion (how well teammates like one another) and task cohesion (how well teammates work together to achieve their goal). *Collective efficacy* is a team's shared belief that they can or cannot accomplish a given task. In other words, this is the team's belief about the level of competency they have to perform a task. It is important to note that collective efficacy is an overall shared belief amongst team members and not merely the sum of individual self-efficacy beliefs. *Leadership* can be thought of as a behavioral process that influences team members towards achieving a common goal. Leadership in sports is pertinent because there are always leaders on a team (i.e., team captains, coaches, trainers). Research on leadership studies characteristics of effective leaders and leadership development.

4. Goal setting

[Goal setting](#) is the process of systematically planning ways to achieve specific accomplishments within a certain amount of time. Research suggests that goals should be specific, measurable, difficult but attainable, time-based, written down, and a combination of short-term and long-term goals. A meta-analysis of goal setting in sport suggests that when compared to setting no goals or "do your best" goals, setting the above types of goals is an effective method for improving performance. Short-term goals should be used to help achieve long-term goals. It is important to "set goals in positive terms by focusing on behaviors that should be present rather than those that should be absent." Each long-term goal should also have a series of short-term goals that progress in difficulty.

5. Imagery

Imagery (or [motor imagery](#)) can be defined as using multiple senses to create or recreate experiences in one's mind. Additionally, the more vivid images are, the more likely they are to be interpreted by the brain as identical to the actual event, which increases the effectiveness of mental practice with imagery. Good imagery, therefore, attempts to create as lifelike an image as possible through the use of multiple senses (e.g., sight, smell, [kinesthetic](#)), proper timing, perspective, and accurate portrayal of the task. Both anecdotal evidence from athletes and research findings suggest imagery is an effective tool to enhance performance and psychological states relevant to performance (e.g., confidence). This is a concept commonly used by coaches and athletes the day

before an event.

6. Self-talk

Self-talk refers to the thoughts and words athletes and performers say to themselves, usually in their minds. Self-talk phrases (or cues) are used to direct attention towards a particular thing in order to improve focus or are used alongside other techniques to facilitate their effectiveness. For example, a softball player may think "release point" when at bat to direct her attention to the point where the pitcher releases the ball, while a golfer may say "smooth stroke" before putting to stay relaxed. Research suggests either positive or negative self-talk may improve performance, suggesting the effectiveness of self-talk phrases depends on how the phrase is interpreted by the individual.

Successful Athletes used nine mental skills as follows:

1. Attitude: Choose and maintain a positive attitude
2. Motivation: Maintain a high level of self-motivation
3. Goals and Commitment: Set high, realistic goals
4. People Skills: Deal effectively with people
5. Self-Talk: Use positive self-talk
6. Mental Imagery: Use positive mental imagery
7. Dealing Effectively with Anxiety: Manage anxiety effectively
8. Dealing Effectively with Emotions: Manage their emotions effectively
9. Concentration: Maintain concentration

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A COMPARATIVE STUDY OF ANXIETY AND MENTAL HEALTH AMONG SPORTSMAN AND NON-SPORTSMAN

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Abstract

The present study aims to compare the level of anxiety and mental health status among Sportsman and non-Sportsman with gender difference. The sample consist 100 subjects 50 from Sportsman and 50 from non-Sportsman. For the data collection mental health inventory and Anxiety test was used. Two way ANOVA was used for determine the difference of dependant variable and also calculated mean score for actual differences. The result shows that there is no difference found on the level of mental health. But there is gender difference found on mental health. The second dependant variable anxiety was found in Sportsman group but not high level. and also not gender difference of anxiety.

Keywords: Mental health, Anxiety, Sportsman, Non-sportsman, Gender.

Introduction:

Psychology is a science in which, we study about human behavior and Sports Psychology is primarily concerned with the analysis of behavior of sports persons. Sports psychology involves the study of how psychological factors affect performance and how participation in sports and exercises affect psychological and physical factors. Concentration, confidence, control, and commitment are generally considered the main psychological qualities that are important for successful performance in sports. Nowadays sports not only require physical skills, but a strong mental game as well. Self - efficacy and Locus of Control are complex components of mind. Self - efficacy is the most important single attribute and the key to understanding the behavior of an individual. The self - efficacy is how we think about and evaluate ourselves. To be aware of oneself is to have a concept of oneself. The term self - efficacy concept is a general term used to refer to how someone thinks about or perceives them. Self - efficacy is a multi - dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics. A locus of control orientation is a belief about whether the outcomes of our actions are contingent on what we do (internal control orientation) or on events outside our personal control (external control orientation).

In the present scenario, sports have become highly competitive. All individuals are varying from each other. No two individuals are exactly alike. Personality traits are very important in sports. Overall the literature supports, the idea that the mental preparation strategies have a positive effect on the performance as it is assumed that physical ability of an individual are related to his psychological structure because the environment in which the physical abilities are displayed constitute an ideal setting for the development of psychological characteristics as well. The rationale of this research work circles around the factors like self-efficacy which is the axis of human traits and to a large extent affects the outcome of the specific behavior. Self efficacy is people's belief in their capabilities to perform in ways that give them control over events that affect their lives. Bandura (1977) ^[1, 8]

Test anxiety is one of the major non-cognitive variables which affect academic achievements and sports performance both. Individual with high level of test anxiety become tense, nervous, emotionally apprehensive which hampers their performance. An anxiety defined by Frued (1949) as “a specific un pleasurable quality, efferent or discharge phenomenon and perception of these”. The term Test Anxiety relates to the anxiety in relation to the quality of performance in a test situation. Test anxiety may be inferred as a reaction-bound stress phenomenon on the one hand, and situation-bound stress reaction on the other. It has been continuously noted that test anxiety affects learning and academic achievements of students. Lynn (1957) and Cox (1964) have reported significantly negative correlation between test anxiety and achievement. Test anxiety has been associated with negative thoughts.

Aim of the study:

The aim of the present study was to find out the difference of mental health and anxiety among Sportsman and Non-Sportsman college students.

Objectives of the study:

1. To investigate the difference of mental health among Sportsman and non-Sportsman college students.
2. To find out the gender wise difference of perception of mental health.
3. To compare the level of anxiety among sportsman and non-Sportsman college students.
4. To find out the gender wise difference among by male and female.

Hypothesis:

1. Sportsman will have better mental health than non-Sportsman.
2. Female students will have better mental health than male students of both groups.
3. The Sportsman will have more anxiety level than the non-Sportsman.
4. Male students will have more anxiety level than female students of both groups.

Method:**• Sample:**

The sample consists of 100 graduate male and female students from Sportsman and non-Sportsman from urban residential area colleges from Aurangabad and Jalna District in Maharashtra.

A) Subjects Category a1= Sportsman A2= Non-sportsman

B) Gender b1= Male, b2= Female

The subject selected in this sample in the age group of 18 years to 22 years who are graduates level of different faculties from Aurangabad and Jalna District. Most of the subjects belong to middle class family having urban area with nuclear family background.

• Tools used for data collection:**1. Mental Health Inventory**

This inventory developed by Dr. Jadish and Dr. A.K. Srivastava. The preliminary format of the MHI was tried out administered on a sample of 200 subjects belonging to various socio culture, age, and sex and education groups. On the basis of significance out of 72 items, 56 items including 32 'false-keyed and 24 'true keyed have been selected to constituted the final format of the inventory.

Mental health is defined as persons ability to make positive self-evaluation, to perceive the reality, to integrations the personality, autonomy, group oriented attitudes and environmental mastery.

Reliability: The reliability of the inventory was determined by spilt half method using add even procedure the reliability coefficients was .73 found. **Validity:** Construct validity of the inventory is determined by finding coefficients of correlation between scores on mental health inventory and general health questionnaire. It was found to be .54. it is not worthy here that high score on the general health questionnaire indicates poor mental health besides the inventory was validated against 'personal adjustment scale. The two inventory scores yield positive correlation of .57 revealing moderate validity.

1. Anxiety Test:

To measure anxiety and to achieve the objectives of the study, anxiety test constructed by A.K.P.Sinha and L.N.K.Sinha was administered. The test consists 90 statements related to the personality of an individual which they answered by making a HCK mark (x) to the yes and no. It should be emphasized that there is no right or wrong responses to statements. They are designed to study individual's reactions to different situations.

Reliability The reliability of the anxiety test (SCAT) was found .92. **Validity** The coefficient of validity was determined by computing the coefficient between score on comprehensive anxiety test

and on Taylor's manifest anxiety scale. It was .62, which is significant beyond .001 level of confidence.

Design:

A factorial design was used, since there were two independent variables. A 2x2 factorial design was employed. In each cell frequency was kept equal. Each of the independent variables was varied at two levels.

Result and Discussion:

A brief Account of the results obtained in this work, along with the employed statistical techniques is presented in this section. The GroupWise descriptive statistics for the two variables Mental health and Anxiety are presented in following tables. Reference to this table has been made while presenting the results derived from inferential statistics and evaluating the hypothesis.

Table No.1.1 Mean & SD for Sportsman and Non-sportsman Mental Health.

Group	Mean	SD
Sportsman	237.66	28.53
Non-Sportsman	206.12	34.16
Female	223.40	39.71
Male	220.89	35.10

Graph No.1.1 Mean & SD for Sportsman and Non-sportsman Mental Health.

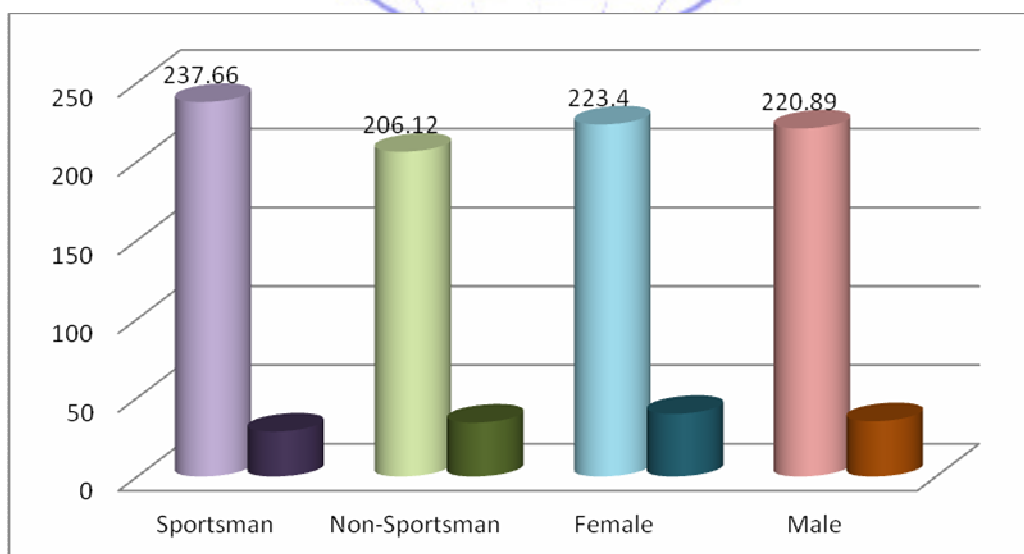


Table 1.2 Summary of ANOVA for sportsman & Non-sportsman on Mental Health

Source	df	Mean Square	F
Sportsman	1	24869.290	25.75*
Gender	1	228.010	.236
Type of subjects * Gender	1	4186.090	4.336**
Error	96	965.525	
Total	100		

★Significant at 0.01 level

★★ Significant at 0.05 level

The result in the present study (Table & Figure 1.1) shows that the mean score of mental health for sportsman and non-sportsman and girls and boys was found 237.66, 206.12, 223.40 and 220.89 respectively. The difference between sportsman and non-sportsman means score indicate that there is difference on mental health, sportsman have better mental health than non-sportsman. And the second independent variable in the study is gender. The figure shows that there is no large difference of male and female with respect of mental health.

According to hypothesis one that is “Sportsman will have better mental health than non-Sportsman.” is accepted. The second hypothesis in the study that is “Female students will have better mental health than male students of both groups.” is rejected.

The F value (Table 1.2.) shows the significant difference between type of subjects and gender and results shows that $F = 25.75$ is significant at 0.01 level it indicate that there is significant difference of mental health between sportsman and non sportsman. The second independent variable in the study that is gender and F vale found that $F = 0.23$ gender, which is not significant. The results rivaled that there is significant difference between sportsmen an no-sportsman on status of mental health but there is no gender difference “Hence hypotheses no Sportsman will have better mental health than non-Sportsman.” Is accepted and “Female students will have better mental health than male students of both groups.” Is rejected

Table No.1.3 Mean & SD for Sportsman, Non-sportsman and gender wise anxiety

Group	Mean	SD
Sportsman	31.98	7.75
Non-Sportsman	29.86	3.98
Female	30.64	5.20
Male	29.12	5.62

Graph.1.2 Mean & SD for Sportsman, Non-sportsman and gender wise anxiety

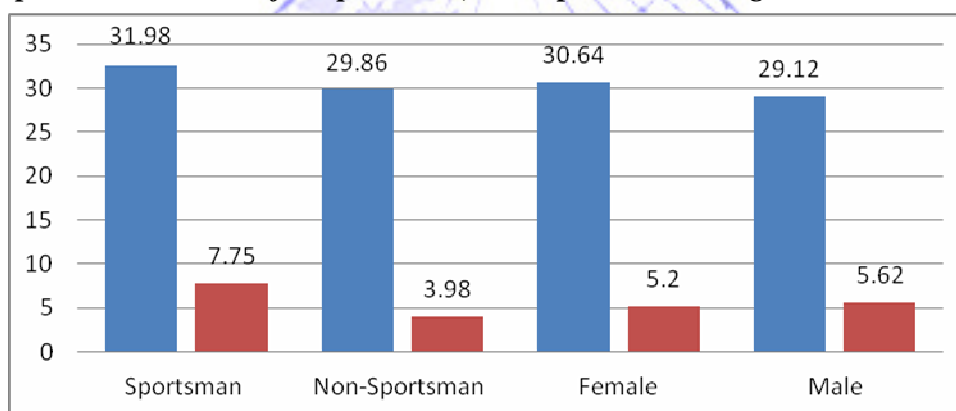


Table 1.4 Summary of ANOVA for sportsman, Non-sportsman and gender on anxiety

Source	Type III Sum of Squares	df	Mean Square	F
Type of subjects	635.040	1	635.040	10.71
Gender	64.000	1	64.000	1.08
Type of subjects * Gender	121.000	1	121.000	2.040
Error	5688.320	96	59.253	
Total	52390.000	100		

★ Significant at 0.01 level

★★ Significant at 0.05 level

The result in the present study (Table & Figure 1.) shows that the mean score of mental

health for sportsman and non-sportsman and girls and boys was found 31.98, 29.86, 30.64 and 29.12 and the SD =7.75, 3.98, 5.2 and 5.62 respectively. The difference between sportsman and non-sportsman means score indicate that there is difference on the level of anxiety, sportsman have high level of anxiety than non-sportsman. And the second independent variable in the study is gender. The mean score shows that there is no large difference of male and female with respect of anxiety.

According to hypothesis number three that is “The Sportsman will have more anxiety level than the non-Sportsman.” Is accepted. The second hypothesis in this study that is “Male students will have more anxiety level than female students of both groups.” is rejected.

The F value (Table 1.4.) shows the significant difference between type of subjects and gender and results shows that $F = 10.71$ is significant at 0.01 level it indicate that there is significant difference of anxiety between sportsman and non sportsman. The second independent variable in the study that is gender and F vale found that $F = 1.08$ which is not significant at any level. The results rivaled that there is significant difference between sportsmen and no-sportsman on level of anxiety but there is not gender difference “Hence hypotheses number 3 Sportsman will have better mental health than non-Sportsman.” Is accepted and hypotheses number 4 “Male students will have more anxiety level than female students of both groups.” is rejected.

Concussions

- There is significant difference of mental health of sportsman and non-sportsman.
- The sportsman have better mental health than non-sportsman
- There is not significant difference between male and female subjects on mental health.
- There is significant difference of anxiety between sportsman and non-sportsman
- The sportsmen have high level of anxiety than non sportsman.
- There is no gender significant difference of anxiety

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A COMPARISON OF LEVEL OF COMPETITIVE ANXIETY OF BOXING PLAYERS AT DIFFERENT LEVELS OF ACHIEVEMENT

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Abstract

Boxing is the most popular sport on the planet. Boxing is a game of physical and mental challenges. You must execute skilled movement under game-related conditions of restricted space, limited time, physical and mental fatigue, and opposing player. Since anxiety is equated with fear and is a natural part of competition at any level which every sports-person at almost all stages of his/her sporting career, hence the research scholar want to undertake the study stated as, "Comparison of level of Anxiety of Boxing players at different levels of achievement." it was hypothesized that, there would be significant difference of competitive anxiety level between Boxing players of inter collegiate and inter university players. 30 male Boxing inter-collegiate players of NMU, Jalgaon University and 30 inter-university players of west zone inter-university tournament was selected as the subjects for the purpose of the study and the age of the subjects was ranging between 18 to 28 years. To collect the data pertaining to the study. (SCAT) Sports Competitive Anxiety Test Questionnaire was applied. The results of the study indicated that there was a significant in the anxiety level of Boxing players at different level of achievements intercollegiate and inter university player. The findings of the study reveals that the Boxing players have shown more competitive anxiety among the intercollegiate players of NM University, Jalgaon and West Zone inter university Boxing players.

INTRODUCTION

Boxing is the most popular sport on the planet. Boxing is a game of physical and mental challenges. You must execute skilled movement under game-related conditions of restricted space, limited time, physical and mental fatigue, and opposing player. You must be able to run several miles during a game, mostly at sprint like speed, and respond quickly to a variety of rapidly changing situations during play. Finally, you need a thorough understanding of individual, group and team tactics .Your ability to meet all these challenges determines how well you perform on the soccer field.

Anxiety, selected for the study, is one of the psychological factors. It differs from arousal in

that it encompasses both, some degree of activation and an unpleasant emotional state. Thus, anxiety is the term used to describe the combination of intensity of behavior and direction of an impact or emotion. The direction of characteristics of anxiety is negative in that it describes subjective that are unpleasant.

Statement of the problem

Since anxiety is equated with fear and is a natural part of competition at any level which every sports-person at almost all stages of his/her sporting career, hence the research scholar want to undertake the study stated as, “Comparison of level of Anxiety of Boxing players at different levels of achievement.”

Hypothesis

On the basis of literature, discussion with experts and the research scholar's own understanding it was hypothesized that, there would be significant difference of competitive anxiety level between Boxing players of inter collegiate and inter university players.

Delimitations

The present study was delimited to the following aspects:

- i) Only male Boxing players who represented intercollegiate tournament of North Maharashtra University and those who represented North Maharashtra university tournament were selected as the subjects.
- ii) 30 Players from each group were selected for the study.
- iii) The age of the subjects was ranging from 18 to 28 years.
- iv) Appropriate as well as feasible questionnaires (SCAT) were used to collect data.

Methodology

In this chapter selection of subjects, sources of data, selection of test, criterion measures, and administration of test and collection of data was described.

Selection of subjects

30 male Boxing inter-collegiate players of NMU, Jalgaon University and 30 inter-university players of west zone inter-university tournament was selected as the subjects for the purpose of the study and the age of the subjects was ranging between 18 to 28 years.

Selection of Test

To collect the data pertaining to the study. (SCAT) Sports Competitive Anxiety Test Questionnaire was applied.

Collection of Data

The answers to the questionnaire that was distributed to the subjects before the competition was recorded in a systematic way for the further tabulation. The answer sheet was collected and recorded with the help of the key. Thus the raw score was recorded in each answer sheet.

Processing of Data

With the help of key the answer sheet was given marks for further statistical calculation. The analysis of data collected on selected competitive anxiety level among male Boxing players who were representing inter-collegiate tournament of NMU, Jalgaon University was selected and south west zone inter-university tournament players was selected as the subjects. The data pertaining to selected Competitive anxiety were examined by standardized test, in order to determine the difference if any, among the Boxing players at different level of achievement.

Findings

Table No.1

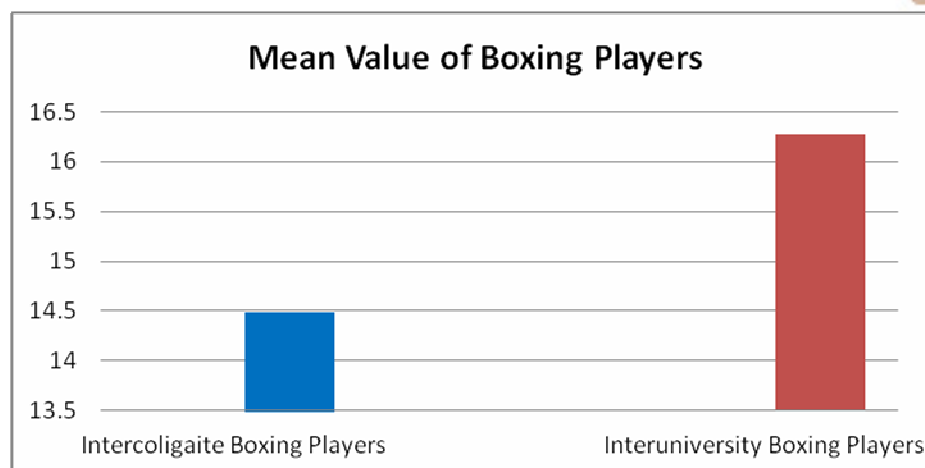
Comparison of Mean Difference of Level of Anxiety between the NMU, Jalgaon University Inter-Collegiate Boxing players and West Zone Inter-university Boxing Players

Group	Mean	Standard Deviation	Mean Difference	Standard Error	'T' Ratio
NMU, Jalgaon University Inter-Collegiate Boxing players	14.49	3.35	1.78	0.80	2.32*
NMU, Jalgaon University Boxing players	16.27	4.93			

*Significant at 0.05 level of confidence

Tabulated $t_{0.05}$ for S.D. df = 2.0021

From the findings of the above table, NMU, Jalgaon University Inter-Collegiate Boxing players mean is 14.49 and West Zone Inter- University Boxing players mean is 16.27 and mean difference between these is 1.78. Standard Deviation is 3.35 and 4.93. The standard error between the groups is 0.80. After analysis of data 't' ratio is 't' = 2.32 which is greater than the tabulated t = 2.0021 at 0.05 level of Significant mean difference in competitive anxiety level among the players of NMU, Jalgaon University Inter-Collegiate Boxing players at different level of achievement.



Comparison of Mean Difference of Level of Anxiety between the N.M.U Jalgaon Inter-collegiate and N.M.U Jalgaon Inter-university Boxing Players

Discussion on Findings

The findings of the study reveals that there is a significant difference in anxiety among inter collegiate and inter university Boxing players. It may be due to the reason that anxiety refers to emotional state of mind where a fear or danger or less or suffering is a prominent feature. It generally arises as a fear of some training or participating at competitive level and a person worries above events their occurrence and consequences. Hence, the different standard or level of Boxing players might have resulted in the arousal of different level of anxiety.

Similarly, the findings of the study also reveals that intercollegiate players had least anxiety than the inter university players. It may be due to the reason that the data was collected before some hours to the start of their match.

Conclusion

On the basis of the findings of this study the following conclusions were drawn-

- 1) The results of the study indicated that there was a significant in the anxiety level of Boxing players at different level of achievements intercollegiate and inter university player.
- 2) The findings of the study reveals that the Boxing players have shown more competitive anxiety among the intercollegiate players of NM University, Jalgaon and West Zone inter university Boxing players.

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PSYCHOLOGICAL BENEFITS OF YOGA

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Abstract:-

Yoga has been around for than five thousand years but in recent times it has caught everyone in scientific community by surprise by its diverse and distinct capacity to help treat many physiological and psychological troubles. Yoga is also called to be an ancient psychology as it addresses various psychological issues successfully. Many researchers have successfully applied yogic techniques for the treatment of anxiety, depression, stress, PTSD and ADHD etc. Of course research provides the proof for the success of yoga still few researchers raise the question about its mechanism and few others show suspicion claiming methodological flaws and lack of clinical samples in others studies. Few others have put yoga in the same category as aerobics. But even after few controversial issues remaining to be resolved, it is well settled that yoga is going to be around and used for better health in coming decades by the population from all walks of life.

Keywords : Yoga, stress depression, psychological benefits

Objectives of study:-

The present research article aims to do a meta analysis of the scientific and established benefits of yoga for the field of psychology. This review will help us understand already known facts and guide us to dig deeper in future researches. In the mean while this paper also discusses the possible physiological mechanisms of yoga that bring the diverse psychological benefits.

Introduction:-

While in Western psychology we typically divide human awareness, mind, or mental functions into three levels of consciousness (that of the conscious, subconscious, and unconscious), yoga adds a higher dimension known as cosmic consciousness in which the base of all philosophical and practical knowledge for the system of yoga psychology is derived. In a complex and fast moving world where psychological problems are increasing faster than we can imagine, yoga remains a natural and readily available approach to maintaining wellness and treating mental health issue.

What is Yoga?

Yoga literally means "union" and refers to the union of mind and body. Yoga is a holistic practice which emphasizes mind-body connectedness and involves postures, breathing, and meditation.

Yoga is a 5,000 year old practice that began in ancient India. It is receiving growing recognition by Western science and health professionals as a powerful tool for promoting mental and physical well-being. Essentially, yoga is a preventative and cost-effective approach to overall well-being. Yoga is not a religion. Although yoga sometimes interweaves philosophies such as Hinduism or Buddhism, it is not necessary to practice those philosophies in order to practice yoga.

Research on Yoga and Mental Health:- Studies by Richard Davidson, Ph.D at the University of Wisconsin have found that the prefrontal cortex shows heightened activity in meditators, a finding that has been correlated with greater levels of happiness and better immune function.

- A 2001 study in the Indian Journal of Physiology and Pharmacology showed that participants who practiced yoga consistently for 10 months were less anxious and depressed both during and after their months of yoga practice.
- By improving circulation in the endocrine glands, a consistent yoga practice enhances the functions of hormones that play a primary role in the physiology of depression. This results in a reduction in depression and improved overall mood.
- Controlled studies have demonstrated the beneficial effects of yoga on anxiety states. Regular yoga practice improves functioning of the parasympathetic nervous system that activates the relaxation response.
- Scandinavian researchers measured brain waves before and after a two-hour yoga class and found that alpha waves (relaxation) and theta waves (unconscious memory, dreams, emotions) increased significantly. These results indicate that the brain is deeply relaxed after yoga and that participants have better awareness of their subconscious and emotions

How Yoga Works:-

While scientists don't have quite the full picture on how yoga does all that, new research is beginning to shed light on how the practice may influence the brain and psyche. The above mentioned psychological benefits of yoga are linked to endorphins and the shift caused in neurotransmitter levels linked to emotions such as dopamine and serotonin (Bucksworth&Dishnan 2003).

These benefits are most likely in high-intensity practices of yoga. Lower-intensity yoga practices, which includes a majority of yoga, typically spark the "relaxation response" as defined by

Dr. Herbert Benson. This response is typified by a "physiological de-activation" of tenseness. Related this release of control to the implicit dominance of the parasympathetic nervous system (PNS) (Benson et al 1975). Yoga targets unmanaged stress, a main component of chronic disorders such as anxiety, depression, obesity, diabetes and insomnia.

It does this by reducing the stress response, which includes the activity of the sympathetic nervous system and the levels of the stress hormone cortisol. Another reason behind the intriguing benefits of yoga practices is thought to be the attainment of a particular mental state called mindfulness.

Mindfulness is a state in which one is able to maintain awareness of the present, releasing control and attachment of beliefs, thoughts and emotions allowing the mind to be calm and at peace, one is able to attain a greater sense of emotional well-being and balance. Researchers have recently begun to take interest in the healing benefits of mindfulness through yoga.

Psychological Benefits of Yoga :-

When people talk about yoga, they often reference the physiological benefits of the practice, such as increased flexibility and decreased muscle stiffness. However, not enough is mentioned about the mental, psychological, and cognitive benefits of yoga.

1) Yoga improves your psychological/mental well-being:-

With the help of yoga, you can definitely put throw those unhealthy feelings on the wayside. According to the British Psychological Society, yoga involves concentration on the breath and body, which makes it a great way to soothe a person's mind and relieve his worries. By helping discharge tension and stress, yoga poses and breathing exercises keep a person free from such negative elements.

2) Yoga helps with anxiety and depression:-

Consisting of activities such as relaxation, meditation, socialization, and exercise, yoga has been proven helpful in reducing your anxiety and depression. According to a Harvard University article, yoga is able to accomplish this by helping regulate a person's stress response system. With its ability to lower blood pressure and heart rate as well as improve respiration, yoga provides you with the means to deal with and resolve anxiety and depression without resorting to expensive medications.

3) Yoga boosts memory and improves concentration:-

Yoga has been proven effective at improving your memory and concentration, and Fitness. Practice of concentration, is the perfect way to clear your mind and calm your senses. As you remove the static noise in your head and focus your mind, you'll find that you're able to remember things, concentrate, and perform much better.

4) Yoga prevents the onset of mental health conditions, which are prevalent during adolescence:-

Adolescence is a stage in one's life when a variety of mental health problems are more likely to develop. With the many cases of psychological disorders diagnosed in teenagers, it has become imperative to find ways to prevent the onset of such mental health conditions. Yoga, among others, has been seen as a helpful method that can be used to protect adolescents from mental illnesses. This is according to a study published in the Journal of Developmental and Behavioural Pediatrics . These are just some of the many factors that are important in the prevention of psychological conditions in teenagers

5) Yoga reduces the effects of traumatic experiences:-

Patients who suffer from this mental illness frequently experience nightmares and flashbacks, to name a few of the symptoms. While some mental treatments can address the underlying factors of PTSD, there are some patients who prove to be 'immune' to these approaches. Particularly in cases where contemporary mental and pharmacological treatments have failed, Hatha Yoga has been shown to be effective in reducing PTSD symptoms, according to the American Psychological Association. As such, Yoga might just be a great counterattack against the ravages of traumatic experiences.

Psychological benefits of a regular yoga practice:

- Stress reduction
- Increased self-awareness
- Less anxiety and depression
- Improved concentration
- More positive view of self/others
- Increased body awareness and acceptance
- Increased energy and vitality
- Heightened sense of control of one's body and mind
- Decline in self-destructive patterns • Improved self-confidence
- Increased emotional stability

Limitation:- Yoga is not a substitute for psychotherapy or medication. Rather, yoga is recommended as an adjunct to talk therapy or medication to facilitate the process of psychological healing. • Consult your medical doctor or holistic health care professional (preferably one who is familiar with yoga) prior to performing yoga's physical postures or beginning any new exercise program.

- Beginners should consider working with a certified yoga instructor to ensure yoga is practiced safely and correctly.

Conclusion:-

In the light of above researches it can be concluded that yoga's potential to relieve stress, anxiety and depression is beyond doubt. The healing properties of yoga also help people learn to navigate and cope with daily sources of stress. Yoga, in and of its own nature, is naturally a form of psychology. Since yoga has been applied and appreciated by psychologists and physiologists equally, some standardization is needed for its applications. In the further researches yoga and various sports, aerobics must be compared to prove the yoga's efficacy above them. Besides it few standard yoga Asanas are needed to be identified that can be useful in particular problems and few standard instructions and precautions are needed to be formulated.

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AGGRESSION AND ITS INFLUENCE ON SPORTS PERFORMANCE

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Abstract:-

Aggression and aggressive behaviour are sometimes out of the ethical realm of sports, and sometimes very much part of sport, depending on the type of sport, the demand on the performer. Aggression includes different behaviours that serve a common end – to inflict pain or injury on the opponent. Several studies have been conducted by researchers worldwide but there still remain grey areas that fail to pinpoint aggressive behaviour in sport. Assertiveness training also give impetus to player rather his aggressiveness . Emotional catharsis is venting the aggressive behaviour .This paper aims to throw light on these aggressive behaviour and possible remedies to deal with the same.

Keywords : Aggression, Assertiveness, Catharsis effect, remedial counselling.

Objectives of the study:-

As one contemplates the issue of aggression in sports raised several questions are – whether aggression justified in certain sports, or does aggressive behaviour in the game work as a catharsis effect or release of tension either by playing or by mere watching, or whether aggression on the other hand breed more aggression .Assertive training, teaching some basic of R.E.B.T (Rational Emotive Behaviour Therapy) helps to reduce aggression of player. This paper addresses these issues in the sports arena.

Introduction:

Aggression is any interpersonal behaviour intended to cause physical harm or mental distress to a person or persons. In the sports context, aggression can be defined as an unprovoked physical or verbal assault, and aggressiveness as the intent to commit such an assault. Aggression has also been defined as ‘an overt verbal or physical act that can psychologically or physically injure another person or oneself’.

Aggression today is part and parcel of any contemporary sport. Over the past twenty years most sports have been undergoing drastic changes, and several problem areas have been located and addressed that form the core of sports research. Some of them are:

1. Drug influence and the problems it poses.
2. The increase of professionalism.
3. Increased media attention and glorification
4. Commercialization of sports worldwide.
5. Introduction of judicial norms and civil/criminal law in professional sports.
6. Reduced tolerance levels in modern day athletes.

2. A distinct line between Assertiveness and Aggression:-

Assertiveness, for a comparison, involves the use of legitimate physical or verbal force to achieve one's purpose. Here, as opposed to aggression, there is no intent to harm the opponent. Assertiveness requires the use of unusual effort and energy. If there is no intent to harm, then any resultant harm is only incidental to the game. The sporting community draws distinct lines between assertiveness and aggression

3. Aggression in sports:-

Terry and Jackson (1985) defined aggression in sport as: 'harm-inducing behaviour bearing no direct relationship to the competitive goals of sport, and relates, therefore, to incidents of uncontrolled aggression outside the rules of sport, rather than highly competitive behaviour within the rule boundaries. Aggressive and violent actions which might be illegal outside sport, or in supposedly non-contact sports like Football, Cricket. And legal allowed in the context of combat sports like Judo, Karate and Wrestling. All these sports are characterised by high levels of aggression and often violent physical contact which may be within the rules of the game and not intended to injure. Environmental factors are also believed to have an influence on the state of mood. For example temperature, noise, drugs, alcohol, steroids have all shown to increase aggression.

*Types of Aggression:-

Aggression can be of the following types

1. Direct: Where the athlete can abuse face to face directly or hurt somebody by words or actions.
2. Indirect: Hurting others by gossips, rumours, internal murmurings etc.
3. Instrumental: This is cognitive, where the aggression is intentional and planned but not to directly hurt someone rather for gaining something like a reward, fame, scoring a goal, etc.
4. Emotional: Also called impulsive aggression refers to aggression that occurs with only a small amount of forethought or intent.

Several theories on aggression have been proposed but they fall into four main categories:

1. Instinct theory suggests that aggression is the result of an inherent drive like hunger, thirst etc.
2. Social learning theory suggests that aggression is a function of learning, not merely a biological drive.

3. Moral reasoning theory where the aggressor justifies his or her action as proper.
4. Frustration-aggression hypothesis states that aggression is a result of frustration.

4. The Catharsis Effect :-

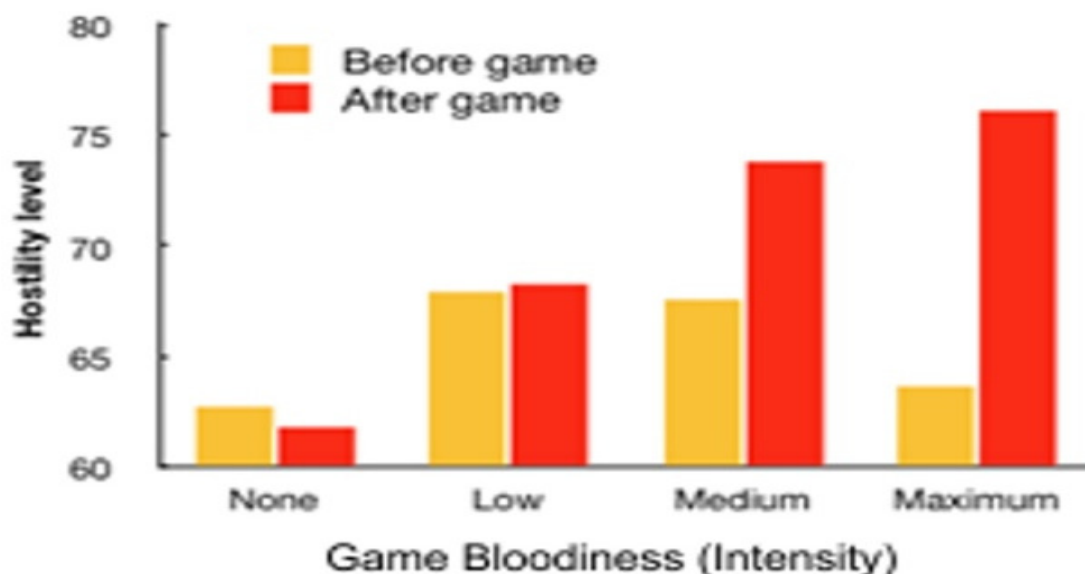
The Catharsis effect is the release of pent-up frustration that makes one feel better. It is a purging of the anger and frustration associated with not being able to accomplish a goal.

Venting frustration upon a punching bag or some other inanimate object may serve as a useful catharsis. Venting frustration upon another human being, however, is

Unacceptable behaviour that is likely to lead to more aggression. Aggression only leads to an increase in aggression as tempers flare and as the behaviour becomes learned. The catharsis is an elegant idea, and it has a long history—first being described by Aristotle, and then adapted by Freud for use in psychology. It is important, “venting” aggression through exposure to media violence will reduce the risk of later aggressive behaviour.

5. Effects of Aggression on Sports Performance :-

It is a common knowledge that acts of aggression on the part of an athlete will constitute a distraction and result in a poor performance. These acts are likely to be distracting to the team also as a whole. Research has shown, for example, that the poorer a team is in the performance, more likelihood it will engage in aggression. As the game gets bloodier (more intense), hostility levels after the game are significantly higher.



6. Aggression due to Situational Factors:-

1. Temperature: Higher temperatures can lead aggressive athletes to become more aggressive.
2. Retaliation due to perception of victim's intent: Some athletes imagine that an opponent's intent is to inflict harm, so they respond with aggression against the

3. Fear of retaliation by victim: To an extent, the fear of retaliation by the victim of aggression can discourage the aggressive player from initiating that aggression.

4. Game situation: Several studies have shown that more aggressiveness occurs as there is a big difference between scores. When the scores are close, aggression is at a minimum.

5. Reduced goal orientation: As the ego state of the athlete increases, there is general lack of respect for the game or the official. A high task goal orientation results in a higher level of sportsmanship.

7. Controlling Aggression in Sport:-With the cooperation of all concerned parties, aggression in sport can be minimized. However, some most influential people sometimes actually end up promoting violence in their urge to sell tickets. Angry feelings and angry behaviour, the precursor to aggression and violence can be modified through proper anger management training and role play.

8. Controlling Aggression and Violence by Athletes:-

1. Athletes who involve in aggressive acts must be severely penalized, at levels much more than any reinforcement that the game offers.

2. Young athletes must be taught to have non-aggressive but assertive behavior.

3. Athletes should be rewarded for showing restraint and patience in emotionally charged game situations.

4. An athlete's anger feelings can be regulated through proper teaching of Basic Emotional regulation of Aggressive feeling using rational behaviour therapy technique..

5. Tolerance and patience on the part of the coach or leader will reduce violent behaviour in athletes.

6. A friendly atmosphere, more in the lines of a family event should be ensured by the organizers.

7. Aggressive athletes can be provided proper counselling and rehabilitation.

9. Controlling Aggression and Violence by Fans:-

1. Troublemakers should be closely monitored.

2. Known offenders should be identified and denied admission.

3. Distribution of alcoholic beverages/cigarettes at sporting events should be stopped.

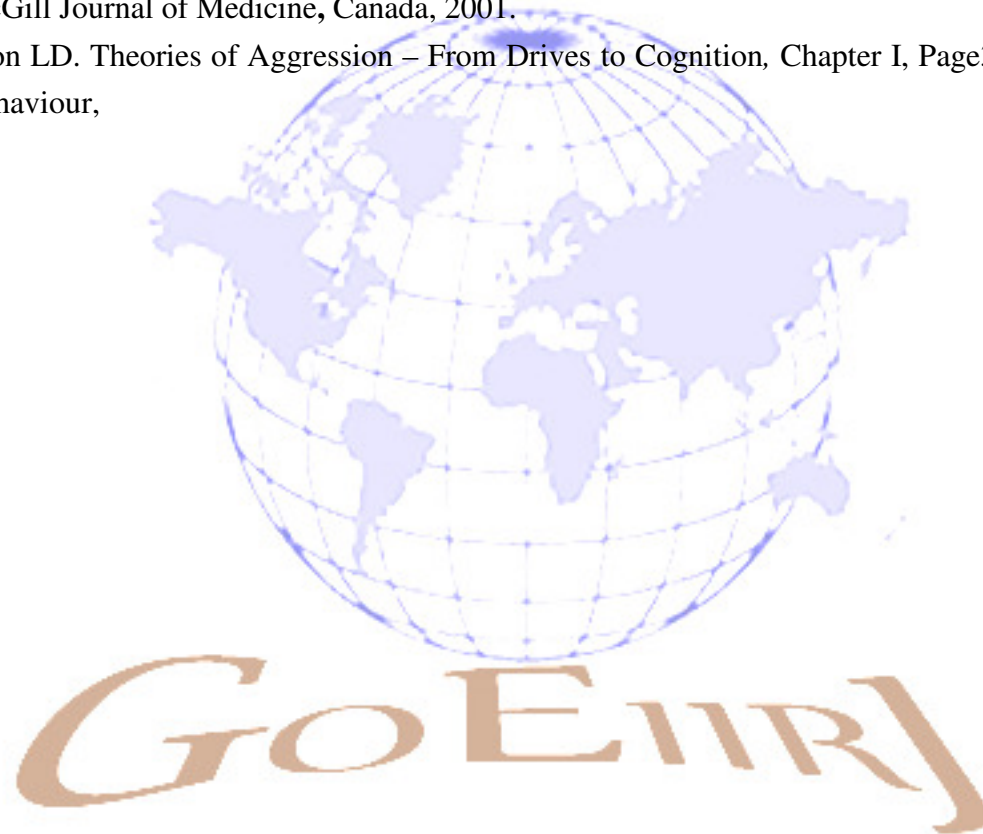
4. Media can help by not glamorizing the aggressive acts by players or fans.

10. Conclusion:-

Aggression and violence have become common in modern day sporting events, especially those that have high emotional content. Whatever the degree of aggression, it can be minimized by adopting a systematic approach at the psychological and sociological levels. Tolerance and empathy on the part of the organizers and the coach, followed by proper training to the athlete may be the solution.

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BILATERAL RELATIONSHIP OF PERSONALITY AND SPORTS PERFORMANCE

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Abstract

Apart from situational and contextual factors, personality variables are the most important determinants of sports performance for example: people differ in their social orientation and can be described as introverted or extroverted, depending upon the extent to which they prefer social contact and interaction. Introverts are people who are quiet and more thoughtful, while extroverts are more loud and excited people. Research has shown that people may also have preferences about the type of sports and games based on their personality type. Introverts like sports that require concentration, intricate skills and individual performance, while extroverts like team sports, fast paced, and low concentration type of sports. These preferences based on personality type in turn are likely to affect their performance as well. Similarly other personality traits seem to have a significant influence on sports performance.

The findings clearly indicate that sport and physical activity programs, selected in accordance with personality type can provide an effective vehicle for youth to develop at a personal, social and emotional level. It may also facilitate development of personality traits as perfectionism, anger, and over-competitiveness and player's sense of self-concept. Thus the relationship between sports and personality is two way and bilateral.

Key words : Personality variables, Performance, Bilateral

Personality and performance

Sport psychology is an interdisciplinary science that draws on knowledge from the fields of Kinesiology and Psychology. It involves the study of how psychological factors affect performance and how participation in sport and exercise affect psychological and physical factors. Over the past two decades, sport has been much more scientific. Our understanding of biomechanics, technique and technology has seen previous performance barriers broken time and time again. And one common area of study within sport psychology is the relationship between personality and performance. This research focuses on specific personality characteristics and how they are related to performance or other psychological variables.

Mental toughness is a psychological edge that helps one perform at a high level consistently.

Mentally tough athletes exhibit four characteristics: a strong self-belief (confidence) in their ability to perform well, an internal motivation to be successful, the ability to focus one's thoughts and feelings without distraction, and composure under pressure (Horsburgh, Schermer, Veselka, and Vernon, 2009). Some psychologists have highlighted the attributes of a mentally tough athlete in one sport may differ greatly from the attributes of a mentally tough athlete in a different sport. Differences have been hypothesized between male and female athletes, as well as between "team sport" and "individual sport" athletes. Many sports focused studies have employed the Clough model of mental toughness. They have, using samples of athletes, shown a link between toughness, coping, emotional reactivity, psychological skills and performance, (Crust, 2009; Crust, and Azadi, 2010; Nicholls, Polman, Levy, and Backhouse, 2008). Is mental toughness primarily a developed characteristic, or has a genetic basis? Two studies suggest that foundational processes occur during development that allows a person to build mental toughness throughout life. For instance, a study of Australian soccer players, parents, and coaches found that parents provide a "generalized form" of mental toughness upon which coaches can build a sport-specific form of mental toughness, (Coulter, Mallett, and Gucciardi, 2010). A similar study suggested that mental toughness development proceeds first through the development of a tough attitude (strong focus and strong self-belief); upon a tough attitude, an athlete learns how to develop mental toughness attributes needed for training, then for competition, (Coulter, Mallett, and Gucciardi, 2010). Another study examined the developmental experiences of 10 super-elite athletes and found that coaches and significant adults played an important role in mental toughness development through all stages of talent development, (Connaughton, Wadey, Hanton, and Jones, 2008).

Self-efficacy is a belief that one can successfully perform a specific task (Crust, and Clough, (2011). In sport, self-efficacy has been conceptualized as sport-confidence (Sheard, Golby, and van Wersch, 2009). However, efficacy beliefs are specific to a certain task (e.g., I believe I can successfully make both free throws), whereas confidence is a more general feeling (e.g., I believe I will have a good game today). *Arousal* refers to one's physiological and cognitive activation. While many researchers have explored the relationship between arousal and performance, research does suggest perception of arousal (i.e., as either good or bad) to be related to performance, (Horsburgh, Schermer, Veselka, and Vernon, 2009).

Motivation can be defined broadly as the will to perform a given task. People who play or perform for internal reasons, such as enjoyment and satisfaction, are said to be intrinsically motivated, while people who play for external reasons, such as money or attention from others, are extrinsically motivated (Crust, and Swann, (2011). A survey of 49 *Rowing New Zealand* and *Bike New Zealand* athletes who had been members of national teams since the 2004 Athens Olympics was completed online to assess personality facets of anxiety, self-determination, optimism, achievement

and striving, and impulsivity. The result indicated that the medal winning endurance athletes scored higher on self-determination, optimism, and achievement and striving than the non-medal winners. In contrast, the medal winners scored lower on anxiety and impulsivity.

Another personality variable associated with sports preference and performance is social orientation. Studies show that introverts tend to like sports which require: concentration, precision, self-motivation, intricate skills, low arousal levels, individual performances for example archery, golf and snooker. Extraverts on the other hand prefer sports which are exciting team sports, fast paced, high arousal levels, large, simple motor skills, low concentration for example rugby and boxing. Extroverted people were often involved in sports which required a degree of aggression. Aggression can be positive as long as it is controlled and channelized appropriately. Aggression can sometimes be the same as being assertive and determined, especially in non-contact sports. In contact sports, aggression, if uncontrolled, can lead to rule breaking and injuring the opponent.

Sports and Personality

Playing a sport not only keeps the person physically fit but also goes a long way in keeping the person stress-free and mentally strong. The regular sporting activities not only take care of physical fitness but also enhance personality and help in maintaining mental well-being.

Research has shown that playing badminton, tennis, cricket or baseball is said to improve mathematical skills in children. It helps develop leadership qualities too and foster a sense of team spirit. Sport inculcates a sense of competition and helps the person deal with success and failure with a positive spirit. Playing helps the person in the development of social skills. It teaches to interact with people, communicate with them and collaborate as a team. It fosters collective thinking and harnesses planning and delegation skills too. According to Raymond Banerjee, India's 8 times national racing champion, "Sports help channelize one's energy into something constructive. It helps develop one's personality thanks to the numerous 'similar to life' situations that one experience one goes through while playing different games. This gives a major confidence boost to your personality as well."

Sports require discipline, assertiveness and the ability to work as a team and a willingness to compete without fear of failure. These positive characteristic traits help the person at workplace, as well as in interpersonal relationships. Playing any kind of sport brings out the leader qualities. The person learns to handle pressure and perform under any given circumstances. Sports make dig deep into the innermost reserves of resources to pull out extraordinary performances when needed. It also facilitates an inward journey of self-discovery. One of the main aspects of playing some sort of sport is that it helps perform better at workplace; especially if person is required to work with a group of people of varied mentalities. Perhaps, the most important qualities sports inculcate in the person are

self-esteem and confidence. When people are bogged down with work and associated stress, playing some sort of sport helps to alleviate stress. Neurotransmitters present in brain cells are stimulated when exercise and it is believed that these transmitters meditate moods and emotions and help feel better and less stressed out.

Those who are into sports, learn to manage time efficiently. The person starts understanding the value of time. Sports help prepare, plan and schedule priorities, manage deadlines well and this in turn helps build time management skills (Jones, Hanton, and Swain, 1994).

The findings of various studies cited above clearly indicate that the relationship with personality and sports is not unilateral but two- way and bilateral.

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EFFECT OF AEROBIC EXERCISES ON SELECTED PHYSIOLOGICAL VARIABLES OF COLLEGE STUDENTS

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ABSTRACT

The purpose of the present study was to find out effect of aerobic exercises on selected physiological variables of college students of Amolakchand Mahavidyalaya Yavatmal. The researcher hypothesized that there would be significant effect of aerobic training on selected physiological variables and the effect of training showed the significant. The study consisted of 20 subjects of various age groups 18 to 25 which were selected randomly from B.A. students and divided into two groups in Amolakch and Mahavidyalaya Yavatmal. by applying the “t” test to check the difference among selected variables. After collection the data was statistically analyzed. The level of significance to test the hypothesis was set at 0.05 level of confidence which was considered adequate and reliable for the purpose of the study of subjects through the statistical analysis after 6-weeks training the results were statistically analyzed and the following conclusion was drawn.

Keywords : Aerobic Exercises And Physiological Variables

INTRODUCTION:

The promotion of sports is no longer a matter of dispute. The importance has been recognized at international level by all the countries of the world. Today sports is considered as an international discipline because, it develops international understanding and universal brotherhood. Sports are also one of the factors developing national character. Physical education and sports should form an integral part of life long education in the overall educational system and their promotion from pre-school age to old age should be treated as one of the fundamental right.

Aerobic Exercise

Aerobic is the term coined by Dr. Kenneth H Cooper M.D. in 1968 who was an exercise Physiologist in U.S Air Force, HE did his first research in 1960s on over 5000 U.S. air force personals. He has since written 18 books and is named “the father of aerobics”.

Aerobic exercises (also known as cardio) are physical exercise of relatively low intensity that depends primarily on the aerobic generating process. Aerobic literally means “living in air” and

refers to meet energy demands during exercise via aerobic metabolism. Generally light to moderate intensity activities that are sufficiently supported by aerobic metabolism can be performed for extended period of time. The intensity should be between 60-85% of maximum heart rate.

In most conditions, anaerobic exercise occurs simultaneously with aerobic exercises because the less efficient anaerobic metabolism must supplement the aerobic system due to energy demands that exceed the aerobic system's capacity. What is generally called aerobic exercise might be better termed "solely aerobic", because it is designed to be low-intensity enough not to generate [lactate](#) via [pyruvatefermentation](#), so that all carbohydrate is aerobically turned into energy.

Aerobic exercise comprises innumerable forms. In general, it is performed at a moderate level of intensity over a relatively long period of time. For example, [running](#) a long distance at a moderate pace is an aerobic exercise, but [sprinting](#) is not. Playing singles tennis, with near-continuous motion, is generally considered aerobic activity, while golf or two person team tennis, with brief bursts of activity punctuated by more frequent breaks, may not be predominantly aerobic. Some sports are thus inherently "aerobic", while other aerobic exercises, such as [fartlek](#) training or aerobic dance classes, are designed specifically to improve aerobic capacity and fitness. It is most common for aerobic exercises to involve the leg muscles, primarily or exclusively. There are some exceptions. For example, [rowing](#) to distances of 2,000 m or more is an aerobic sport that exercises several major muscle groups, including those of the legs, abdominals, chest, and arms. Common [kettle bell](#) exercises combine aerobic and anaerobic aspects.

Physiological Variables:

The physiological variables are the variables related to the physiology of a person. Physical fitness may be defined as the total functioning capacity to perform some task requiring muscular effort that implies sound organic development, motor skill and the capacity to perform physical work with biological efficiency

- Resting pulse rate.
- Blood pressure.
- vital capacity
- Chest expansion.

PURPOSE OF THE STUDY

The main purpose of the present study was to find out the effect of aerobic exercises on selected physiological variables of college boys.

SIGNIFICANCE OF THE STUDY:

- i. The result of this study would be help to the college students or players to know the effects of aerobic exercises and its contribution to the physiological variables.
- ii. The present study would be helpful for trainers and coaches of different games to create

- new training methods for players taking part in various competitions.
- iii. The study will generate interest to physical education teachers and coaches in improving the physical fitness level of the players.
 - iv. The study would be helpful to reduce the undue fatigue and injuries of players.
 - v. The effect of aerobic training will bring forward the merits and demerits of each exercise

SOURCES OF DATA

The subjects were selected from the Amolakchand Mahavidyalaya Yavatmal

SAMPLING METHOD

The study consisted of 20 subjects of various age groups 18 to 25 which were selected randomly in Amolakchand Mahavidyalaya Yavatmal. The Simple Random Sampling method was used.

SELECTION OF SUBJECTS

The subjects were selected randomly from Bachelor B.A students of Amolakchand Mahavidyalaya Yavatmal

FORMATION OF GROUPS

Researcher divided 20 subjects into two homogeneous groups. i.e. 10 in group 'A' as experimental group and 10 in group 'B' as Control group.

SELECTION OF TEST

To collect the data for the study were collected by administering the following tests

- ❖ Resting pulse rate
- ❖ Blood pressure (systolic and diastolic)
- ❖ Vital capacity
- ❖ Body mass index

COLLECTION OF DATA

The data pertaining to this study was collected by administering the test items on the selected subjects in the premises of Amolakchand Mahavidyalaya Yavatmal

PRE-TRAINING TEST It was conducted on both the groups i.e. "Experimental and Control groups" before starting the training programme.

LEVEL OF SIGNIFICANCE

The level of significance to test the hypothesis was set at 0.05 level of confidence which was considered adequate and reliable for the purpose of the study.

FINDINGS

The data collected on 20 subjects before and after six week training program on blood pressure, heart rate, lung capacity and body mass index was analyzed by comparing the means of pre

and post tests of control group and experimental group and was also statically analyzed by applying the “t” test to check the difference among selected variables. Therefore separate tables and graphs have been drawn for each item as follows.

Table No:-1

Resting Heart Rate between pre and post-Test of control group of age group of 18-25 years

Control Group	Mean	S.D	S.E. Comb.	M.D.	D.F.	C.T.	T.T.
Pre. Test	69.6	4.63	1.69	0.4	18	0.23	2.101
Post Test	69.2	2.7					

- Level of Significance = 0.05.
- Tabulated ‘t’ 0.05(18) = 2.101.

Table No: - 1 reveals that there is no significant difference between means of pre and post tests of control group, because mean of pre test is 69.6 is slightly higher than mean of post test is 69.2 and there mean difference is 0.4. To check significant difference between pre and post test of control group the data was again analyzed by applying ‘t’ test. Before applying ‘t’ test, standard deviation was calculated between pre test where S.D. = 4.63 and after post test S.D. = 2.7 and their combined standard error = 1.69. therefore after applying ‘t’ test it was found that was no significant difference between pre and post tests of control group because value of calculated ‘t’ = 0.4 which is less than tabulated ‘t’ = 2.101 at 0.05 level of confidence, which shows that there is no improvement in control group before and after test because no training was given to the subjects of control group.

Table No:-2

Resting Heart Rate between pre and post-Test of Experimental group of age group of 18-25 years

Experimental Group	Mean	S.D	S.E. Comb.	M.D.	D.F.	C.T.	T.T.
Pre. Test	69.1	4.30	1.87	9.4	18	5.026	2.101
Post Test	59.7	1.50					

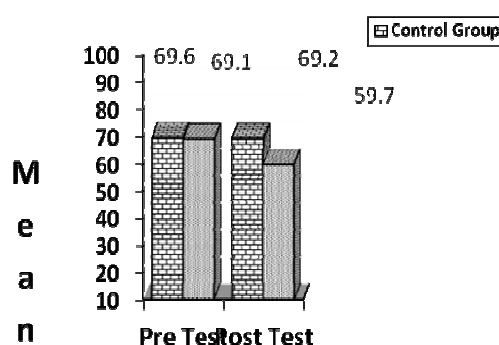
- Level of Significance=0.05
- Tabulated ‘t’ 0.05(18)=2.101

Table No:- 1 reveals that there is a significant difference between means of pre and post tests of experimental group, because mean of pre test is 69.1 is higher than mean of post test 59.7 and there mean difference is 9.4. To check significant difference between pre and post test of experimental group the data was again analyzed by applying ‘t’ test. Before applying ‘t’ test, standard deviation was calculated between pre test where S.D. =4.30 and after post test S.D. = 1.50 and their combined standard error = 1.87. therefore after applying ‘t’ test it was found that there was

a significant difference between pre and post tests of experimental group because value of calculated 't' = 5.026 which is higher than tabulated 't' = 2.101 at 0.05 level of confidence, which shows that there is significant effect on experimental group after six weeks aerobic training .

Graph-1

Graphical Representation of Mean Differences between Pre Tests and Post Tests of control and Experimental Group for Resting Heart Rate



Scale: Y-Axis: 1cm = 10 Mean

Table No:-3

Systolic Blood pressure between pre and post-Test of Experimental group of age group of 18-25 years

Experimental Group	Mean	S.D	S.E. Comb.	M.D.	D.F.	C.T.	T.T.
Pre. Test	121	5.44	1.78	3.3	18	1.85	2.101
Post Test	117.7	1.49					

- Level of Significance=0.05
- Tabulated 't' 0.05(18)=2.101

Table No:- 1 reveals that there is no significant difference between means of pre and post tests of experimental group, because mean of pre test is 121 is slightly higher than mean of post test is 117.7 and there mean difference is 3.3. To check significant difference between pre and post test of experimental group the data was again analyzed by applying 't' test. Before applying 't' test, standard deviation was calculated between pre test where S.D. =5.44 and after post test S.D. = 1.49 and their combined standard error = 3.3. therefore after applying 't' test it was found that there was no significant difference between pre and post tests of experimental group because value of calculated 't' =1.85 which is less than tabulated 't' = 2.101 at 0.05 level of confidence, which shows which shows that there is no significant effect on experimental group after aerobic training of six weeks.

Table:-4

Systolic Blood pressure between pre and post-Test of Control group of age group of 18-25 years

Control Group	Mean	S.D	S.E. Comb.	M.D.	D.F.	C.T.	T.T.
Pre. Test	119.4	3.18	3.94	0.4	18	0.11	2.101
Post Test	119.8	3.19					

➤ Level of Significance=0.05

➤ Tabulated 't'_{0.05(18)}=2.101

Table No:- 1 reveals that there is no significant difference between means of pre and post tests of control group, because mean of pre test is 119.4 is slightly higher than mean of post test is 119.8 and there mean difference is 0.4. To check significant difference between pre and post test of control group the data was again analyzed by applying 't' test. Before applying 't' test, standard deviation was calculated between pre test where S.D. =3.18 and after post test S.D. = 3.19 and their combined standard error = 3.94. therefore after applying 't' test it was found that there was no significant difference between pre and post tests of control group because value of calculated 't' = 0.11 which is less than tabulated 't' = 2.101 at 0.05 level of confidence, which shows that there is no improvement in control group before and after test because no training was given to the subjects of control group.

Graph-2

Graphical Representation of Mean Difference Between Pre and Post Test of Control group and Experimental Group

For Systolic blood Pressure

Scale: Y-Axis: 1cm = 20 Mean

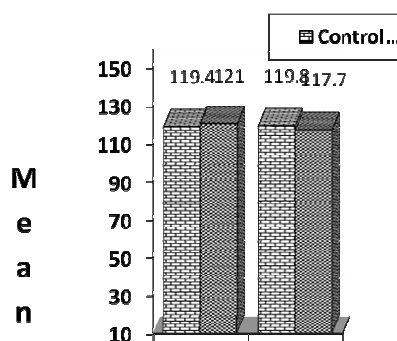


Table No:-5

Diastolic Blood pressure between pre and post-Test of Experimental group of age group of 18-25 years

Experimental Group	Mean	S.D	S.E. Comb.	M.D.	D.F.	C.T.	T.T.
Pre. Test	83.1	4.54	1.49	4.3	18	0.88	2.101
Post Test	78.8	1.32					

- Level of Significance=0.05
- Tabulated 't'0.05(18)=2.101

Table No:- 1 reveals that there is no significant difference between means of pre and post tests of experimental group, because mean of pre test is 83.1 is slightly higher than mean of post test is 78.8 and there mean difference is 4.3. To check significant difference between pre and post test of experimental group the data was again analyzed by applying 't' test. Before applying 't' test, standard deviation was calculated between pre test where S.D. =4.54 and after post test S.D. = 1.32 and their combined standard error = 1.49. therefore after applying 't' test it was found that there was no significant difference between pre and post tests of experimental group because value of calculated 't' = 0.88 which is less than tabulated 't' = 2.101 at 0.05 level of confidence, which shows that there is no significant effect on experimental group after aerobic training of six weeks.

Table:-6

Diastolic Blood pressure between pre and post-Test of control group of age group of 18-25 years

Control Group	Mean	S.D	S.E. Comb.	M.D.	D.F.	C.T.	T.T.
Pre. Test	79	12.54	16.90	1	18	0.05	2.101
Post Test	78	12.75					

- Level of Significance=0.05
- Tabulated 't'0.05(18)=2.101

Table No:- 1 reveals that there is no significant difference between means of pre and post tests of control group, because mean of pre test is 79 is slightly higher than mean of post test is 78 and there mean difference is 1. To check significant difference between pre and post test of control group the data was again analyzed by applying 't' test. Before applying 't' test, standard deviation was calculated between pre test where S.D. =12.54 and after post test S.D. = 12.75 and

their combined standard error = 16.90. therefore after applying 't' test it was found that there was no significant difference between pre and post tests of control group because value of calculated 't' 0.05 which is less than tabulated 't' = 2.101 at 0.05 level of confidence, which shows that there is no improvement in control group before and after test because no training was given to the subjects of control group.

Graph-3

Graphical Representation of Mean Difference between Pre and Post Test of Control and Experimental Group for Systolic Blood Pressure

Scale: Y-Axis: 1cm = 10 Mean

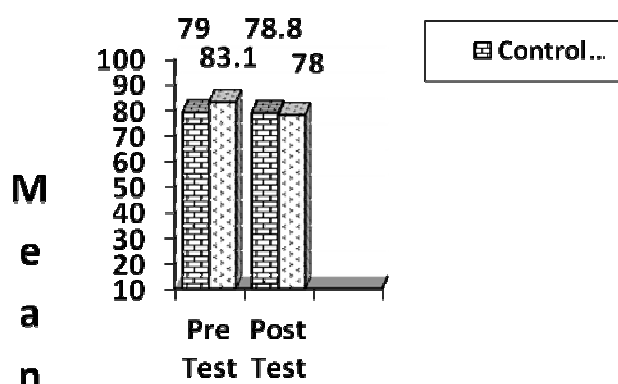


Table No:-7

Vital Capacity between pre and post-Test of control group of age group of 18-25 years

Control Group	Mean	S.D	S.E. Comb.	M.D.	D.F.	O.T.	T.T.
Pre. Test	404	56.22	24.99	8	18	0.32	2.101
Post Test	412	55.53					

- Level of Significance=0.05
- Tabulated 't' 0.05(18)=2.101

Table No:- 1 reveals that there is no significant difference between means of pre and post tests of control group, because mean of pre test is 404 is slightly higher than mean of post test is 412 and there mean difference is 8. To check significant difference between pre and post test of control group the data was again analyzed by applying 't' test. Before applying 't' test, standard deviation was calculated between pre test where S.D. = 56.22 and after post test S.D. = 55.53 and their combined standard error = 24.99. therefore after applying 't' test it was found that there was no significant difference between pre and post tests of control group because value of calculated 't' = 0.32 which is less than tabulated 't' = 2.101 at 0.05 level of confidence, which shows that there is no improvement

in control group before and after test because no training was given to the subjects of control group.

Table No:-8

Vital Capacity between pre and post-Test of Experimental group of age group of 18-25 years

Experimental Group	Mean	S.D	S.E. Comb.	M.D.	D.F.	O.T.	T.T.
Pre. Test	414	47.88	24.24	87	18	3.589	2.101
Post Test	501	59.89					

➤ Level of Significance=0.05

➤ Tabulated 't' 0.05(18)=2.101

Table No:- 1 revels that there is a significant difference between means of pre and post tests of experimental group, because mean of pre test is 414 is higher than mean of post test 501 and there mean difference is 87. To check significant difference between pre and post test of experimental group the data was again analyzed by applying 't' test. Before applying 't' test, standard deviation was calculated between pre test where S.D. =47.88 and after post test S.D. = 59.89 and their combined standard error = 24.24. therefore after applying 't' test it was found that there was a significant difference between pre and post tests of experimental group because value of calculated 't' = 3.589 which is higher than tabulated 't' = 2.101 at 0.05 level of confidence, which shows that there is good improvement in experimental group after six weeks aerobic training .

Graph-4

Graphical Representation of Mean Difference between Pre and Post Test of Experimental Group for Vital Capacity

Scale: Y-Axis: 1cm = 10 Mean

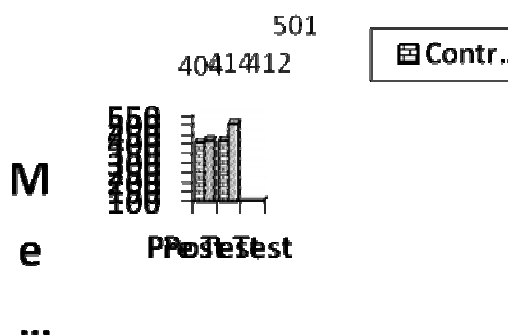


Table No:-9

Body Mass Index between pre and post-Test of control group of age group of 18-25 years

Control Group	Mean	S.D	S.E. Comb.	M.D.	D.F.	O.T.	T.T.
Pre. Test	21.46	2.05	0.84	0.04	18	0.047	2.101
Post Test	21.48	2.05					

➤ Level of Significance=0.05

➤ Tabulated 't'0.05(18)=2.101

Table No:- 1 reveals that there is no significant difference between means of pre and post tests of control group, because mean of pre test is 21.46 is slightly higher than mean of post test is 21.48 and there mean difference is 8. To check significant difference between pre and post test of control group the data was again analyzed by applying 't' test. Before applying 't' test, standard deviation was calculated between pre test where S.D. = 2.05 and after post test S.D. = 2.05 and their combined standard error = 0.84. therefore after applying 't' test it was found that there was no significant difference between pre and post tests of control group because value of calculated 't' = 0.047 which is less than tabulated 't' = 2.101 at 0.05 level of confidence, which shows that there is no improvement in control group before and after test because no training was given to the subjects of control group.

Table No:-10

Body Mass Index between pre and post-Test of Experimental group of age group of 18-25 years

Experimental Group	Mean	S.D	S.E. Comb.	M.D.	D.F.	O.T.	T.T.
Pre. Test	21.35	3.84	1.78	0.43	18	0.24	2.101
Post Test	20.92	4.15					

➤ Level of Significance=0.05

➤ Tabulated 't'0.05(18)=2.101

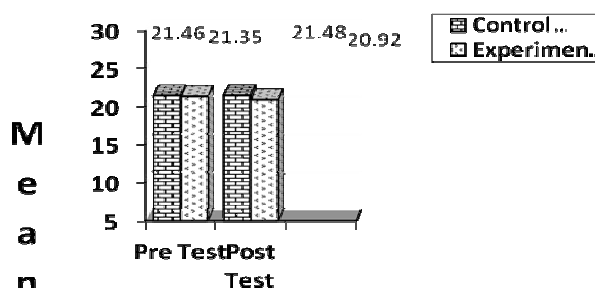
Table No:- 1 reveals that there is a no significant difference between means of pre and post tests of experimental group, because mean of pre test is 21.35 is higher than mean of post test 20.92 and there mean difference is 0.43. To check significant difference between pre and post test of experimental group the data was again analyzed by applying 't' test. Before applying 't' test, standard deviation was calculated between pre test where S.D. =3.84 and after post test S.D. = 4.15

and their combined standard error = 1.78. therefore after applying 't' test it was found that there was no significant difference between pre and post tests of experimental group because value of calculated 't' = 0.24 which is lower than tabulated 't' = 2.101 at 0.05 level of confidence, which shows that there was no significant effect on experimental group after six weeks aerobic training.

Graph-5

Graphical Representation of Mean Difference between Pre and Post Tests of Control and Experimental Group for Body Mass Index

Scale: Y-Axis: 1cm = 5 Mean



Findings of the Research.

It has been observed from the analysis of data that there was significant difference between the two items and no significant difference was found between the other two items after the administration of training programme. And good improvement was found in Resting Heart Rate and Vital Capacity while as in Blood Pressure (systolic & Diastolic) and Body Mass Index did not showed improvement.

Justification of Hypothesis:-

It was hypothesized that there would be significant effect of aerobic training on selected Physiological Variables. And the effect of training showed the significant effect on Resting Heart Rate, and Vital Capacity and did not show significant effect on Blood Pressure and Body Mass Index.

Conclusion

After 6-weeks training the results were statistically analyzed and the following conclusion was drawn.

The study revealed that Aerobic training have a considerable effect on physiological variables however, there was significant effects on Resting Heart Rate and Vital Capacity, Blood Pressure (systolic and diastolic) and Body Mass Index did not showed significant effect after 6-weeks aerobic training program.

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ROLE OF PSYCHOLOGY IN SPORTS AND PHYSICAL EDUCATION

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Introduction :

There are more exercise benefits than you imagine. They are physical, emotional and mental benefits. If you want to feel better, have more energy and perhaps even live longer than the solution is exercise. The health benefits of regular exercise and physical activity are hard to ignore.

“Lack of activity destroys the good condition of every human being, while movement and methodical physical exercise save it and preserve it” - **Plato**

You’ve heard it literally many times before that, “Working out is good for you and sitting around on your ass watching TV is bad.”

Today we are going to see the psychological benefits of exercise. Let’s see the emotional and mental benefits of exercises. Let us first explore the emotional benefits first. Do you know that your emotional mind have much more influence on your life as compare with the logical mind? Because your emotions have 24 times stronger than the logical mind. This means that the emotional benefits of exercise have a large impact of your overall health and fitness. And your emotional health is one of the best indicators whether you live well or not live well. In fact,

Exercise should never be painful at all. It is usually seem uncomfortable but that is common perception. So let us begin to see the benefits...

1) Help you stay calm :

Stay calm and focus can help you in many ways, Such as, getting stuck in a long jam or stressful situation or problems too big for you to handle. Being calm help you found solutions. Do you know there is something called “the zone”? It is a state of mind. It is when you are present with your movements or actions. You feel that you could go on forever.

2) Reduces stress, depression and anxiety.

Exercise right after work is the perfect natural therapy that can change your mood. It reduces stress and anxiety by diminishing electrical activity in tense muscles as soon as you finish your workout, which makes you less hyperactive and jittery. In addition, your body releases more endorphins for an hour and a half to two hours after your workout, which boosts your mood and promotes relaxation. Another benefit of physical activity is that it provides you with the motivation to improve your diet, and proper nutrition reduces stress. There is even evidence that regular exercise can aid in treating clinical depression.

3) Feet young and alive

Able to move freely is a born right. That everyone possesses the range of motions or movements help

in feel young and alive. Having both health and fitness help you keep that born right.

4. Exercise improves mood

Physical activity stimulates various brain chemicals that may leave you feeling happier and more relaxed. You may also feel better about your appearance and yourself when you exercise regularly, which can boost your confidence and improve your self-esteem.

Now the mental benefits of exercise....

5) Improve your ability to learn,

By daily exercises you create a strong, flexible, fit and healthy body and also create an ideal learning brain. This improves your ability to learn new things. This can be helpful since the world is changing so rapidly. Your ability to learn determines how far you get ahead in life.

6) Improve the mind and body connection

We are not only creatures of the mind. We are mind, body and soul all-in-one. Daily exercise does just that. Be it slow or fast the mind and body connection is undisputed. Having a strong mind and body connection keeps you young.

7. Exercise can be fun

Exercise and physical activity can be a fun way to spend some time. It gives you a chance to unwind, enjoy the outdoors or simply engage in activities that make you happy. Physical activity can also help you connect with family or friends in a fun social setting. So, take a dance class, hit the hiking trails or join a soccer team. Find a physical activity you enjoy, and just do it. If you get bored, try something new.

8. Improves mental acuity.

Many studies have proven that people who exercise on a regular basis have better memory, reaction time and concentration than their sedentary counterparts. They also stand a much better chance of avoiding such diseases as Alzheimer's and senility. And it doesn't take much: walking for 45 minutes three times a week is enough to improve your degree of mental sharpness. Aerobic activity stimulates the middle-frontal and superior parietal regions of the brain, which are associated with attention and keeping goals in mind.

Conclusion:

Exercise and physical activity are a great way to feel better, gain health benefits and have fun. As a general goal, aim for at least 30 minutes of physical activity every day. If you want to lose weight or meet specific fitness goals, you may need to exercise more. Don't you think it is time to exercise to enjoy the benefits for yourself?

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IMPORTANCE OF YOGA IN SPORTS

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ABSTRACT:

This paper highlights the yogas benefits for sportsperson. The human body needs sound relation to nature and its natural remedies which are available in our surrounds in this paper I tried to highlight the need of yoga and its benefits for sportspersons well being and physical fitness. Yoga , asana , pranayama, meditation are usually performed by sportsperson for various purpose in sports. Yoga improves concentration. It helps in developing physical fitness and it is also good for relaxation, good for rehabilitation after injury. Practice of yoga does not need any equipment and can be done daily. It is simple and gives a feeling of satisfaction.

Key words : Yoga, Sports, Fitness, Mind & Though.

INTRODUCTION

Physical fitness is the important role in the sports. Physical fitness is the capacity to do work: it is needed in every aspect of life. A sport is not physiological phenomenon but a complex inter play of the mind and body. It is now becoming more and more competitive and has also become a career with an emphasis on monetary gains and the desire to win at any cost. It is important to find solution to the changing sports scene of today. A sports person needs four basic four qualities I) Speed, II) Skill, III) Strength, IV) Stamina. To achieve a sports person call for discipline in training, a balanced diet, a balanced life style pressure, and an inner focus and determination.

Yoga is a holistic system teaching skill which many sports person seeks, such as control over the mind, the body, good breathing habits, relaxation under pressure, develop the concentration skill and the ability to focus on the present.

What is Yoga: - Derived from the Sanskrit word yuj, yoga means union of the individual consciousness or soul with the universal consciousness or spirit. Yoga is 5000 years old Indian body of knowledge. Though many think of yoga only a physical exercise where people twist, turn, stretch and breathe in the most complex ways, these are actually only the most superficial aspect of this profound science of unfolding the infinite potential of complete essence of the way of life. Integration and spiritual elevation with a touch of mystic element, which gives you a glimpse of

something beyond all imagination.”

Therefore yoga plays an important role in sports. Yoga, asana, pranayama, suryanamaskara, meditation are usually performed by sportsperson for various purpose in sports. Yoga improves their concentration. It helps in developing physical fitness and it is also good for relaxation, good for rehabilitation after injury. Sportsperson can learn and develop a lot of these psychological skills through the practice of yoga and it is always worth acknowledging the value it can add to any psychological intervention. There are many research studies that show that yoga has the potential to reduce stress, anxiety, depression. Previous studies carried out on the influence of yoga on anxiety suggest that yogic relaxation can counter balance sympathetic over activity and increase in parasympathetic activity.

Yoga techniques were summarized for the first time by Patanjali so as to bring a practical form of yoga to the people. 195 sutras were written in short, concise meaningful sentences. As in modern days psychology explains the nature of mind, how it works and the obstacles, difficulties and emotional disturbances that can affect its functioning. Patanjali recommended” Eight-Limb-Path” as a way to change the mind positively.

Yoga is composed of many layers. All of which can enhance sportsperson performance. These layers are referred to as the “limbs” of yoga. These eight limbs from the main principles of yoga. As follows:

- Yamas: refer to universal ethics. This is our moral code of conduct. These are the moral principal that governs the way you treat-others and the world around you.
- Niyamas: refers to personal ethics. These are five observances or rules of conduct by which we should live our lives.
- Asana: refer to posture. These are the physical exercises in yoga.
- Pranayama: refer to breath. This is the conscious control of energy by practicing controlled breathing techniques.
- Pratyahara: refer to withdrawal or quieting of the senses. It teaches us to close the doors to the senses so that the mind can still be aware of external stimuli but no longer responds to them.
- Dharana: refer to inner focus or concentration. This is ability to focus our entire concentration on one object.
- Dhyana: refer to meditation. This is an interaction with the object of concentration whereby we become observers and view the object intuitively, free from subjective notions. It is an acceptance.
- Samadhi: refer to absorption with the whole being. The inner freedom. This is the complete felling of being at one with the world, knowledge of the true self. Ultimate

enlightens: inner happiness.

While sportsman can benefit from all these principles and they are all equally important to enhancing athletic performance.

There are different types of yoga:

- * Astanga yoga- discipline of mind.
- * Hatha yoga- Discipline of body and prana.
- * Bhakti yoga- Discipline of emotion.
- * Karma yoga- Discipline of actions.
- * Gyan yoga- Discipline of intellect.

HOW YOGA HELPS A SPORTS PERSON:

- Yoga helps sports persons to feel and understand the body processes more accurately. Thereby learning what the body needs. By understanding this. An sportsperson can work on areas that need attention with confidence.
- Yoga is useful for all types of sports to help prevent injuries. One gets extra agility which helps to avoid damage. Provides more strength and improves a players ability to react to a situation.
- In competition sportsperson at all ability levels tend to have a fear of losing of other competitors or of developing mental deterrents to excellent performance. Yoga trains us to be our best every single moment. To hold ourselves at our highest standard and to go beyond our preconceived limitations.
- Yoga postures work all around a limb and help to knit the muscle fibres thus building resilience to injury. By anticipating areas of the body that are subject to stress. One can use yoga effectively to pre-strengthen areas of concern.
- Due to long term sports training, muscular imbalance can develop in the body which can lead to damage and injury. Yoga's practices are ideal in this respect because integration. Balance and harmony are key words of yoga. These practices correct the one-sided effect of training by promoting general harmonious development of the body and by improving the whole physical system.
- Yoga practices offer the natural remedy because Asanas are based on the gentle stretching of muscles, which induces relaxation and increases the blood supply. These also release residual tension and speed up regeneration. It is a natural counterbalance to the muscular effort of training and competing.
- Sports' training tends to be very intensive over an extended period of time. This again can lead to a form of imbalance where muscles or the body as a whole becomes weak through

over exertion. Regeneration is a remedial process for regaining strength and for the prevention of injuries. Yoga regeneration exercises are based on the principle that after contracting for a specific time period in an isometric movement against specific resistance, muscles will release and relax. But all this would be effective only if done consciously.

CONCLUSION:

Sports are highly demanding, competitive and yoga moves in the opposite direction with its apparent emphasis on a relaxed approach and detached state of mind. However, the state of mind and physical preparedness that yoga brings is exactly the same state that the most successful players speak of when at the work of their performance and his best while being relaxed, ready and confident.

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THE MOST COMMON EXERCISE MISTAKE AVOID MISTAKES AND START GETTING SOME REAL FITNESS RESULTS

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ABSTRACT:

The purpose of this study was to reduce the negative effects that self precipitated levels of the exercise and get good results from physical exercise and find out the most common mistakes and avoid these common exercise mistakes and start getting some real fitness results . To evaluate and rectify those mistakes at personal level one should start observing from where did they learn current exercise routine? By watching others at gym, friends, TV, Newspapers etc, but they should find reasons what is the mistakes & find the solutions to correct the mistake.

Key Word : Enough time, Not seeing Results, common mistakes Exercise, solutions,

Introduction:

These are researcher's observations and research on city areas people. Now a days, the trend came to do exercise but many people go to gym , walk, run without any trainer or coach. When we are doing any physical activity, first we set up some common goal about workout. Sometimes the people do exercise for status, fashion, and for co-friends, but the physical workout for every person's body structure is different & physical capacity is different. Without consulting the proper guide and continuing with same health club exercises, the exerciser quits just after some months for one of the following reasons.

1. Not Enough time
2. Not seeing Results

Most people become frustrated and quit exercising before they see any real results, but it is not too surprising given the common mistakes many people make with their training programs. Are you making these workout mistakes? After doing any type of physical activities, check the progress after six months .

Common Reasons if Your Workouts Don't Work:

- All Quantity, No Quality
- Take a look around the gym (if you haven't quit going yet) and see how many people are really getting a quality workout. I'm always amazed by how many people are wandering aimlessly, walking leisurely on a treadmill while reading a book, lifting weights so lightly that not one's hairs

move out of place, or simply look bored. A lot of exercisers head to the gym out of habit, and as if on automatic pilot, put in some time and head back to work or home. If you are one of these people, ask yourself, "What do I want to get out of this?" If you want serious results, you need to do serious exercise. That doesn't mean you can't enjoy it and have fun. But it does mean you need to focus on what you're doing and increase the quality of every movement. Once you start exercising with a real purpose, and pushing both your aerobic capacity and your strength, you will find your workouts take half the time and yield better results.

- **Overestimating Your Exercise**

Most exercisers are far too generous with estimates of exercise intensity and time, amount of weight lifted, and the frequency of their workouts. To avoid overestimating, it is helpful to keep an exercise log and track these items. Additionally, many people mistakenly believe that if they exercise at a moderate pace for 30 minutes, they've burned lots and lots of calories and fat. Unfortunately, it's not that simple. While exercise does burn calories over time, and consistent exercise is one of the best ways to lose weight and keep it off, it's hard to lose body fat through exercise alone which brings us to the next mistake.

- **Underestimating Your Eating.**

Many people are in denial about the foods they eat, and particularly, the quantity consumed. If you really want to lose weight, you need to be honest with yourself about what you put into your mouth and how that helps or hinders your weight-loss goals. To get real with yourself, write it down. Tracking what you eat in a food diary will help you break the cycle of food denial. (Besides, you are the only one who needs to know.)

- **Doing the Wrong Type of Workout**

Where did you learn your current exercise routine? By watching others at the gym, (who may be exercising incorrectly)? from your friends, co-workers, the web, TV, the newspaper, the latest research findings, or perhaps your untrained gym teacher? What you're doing for exercise directly determines the results you will get. To learn what you should do, there's no better place to start than by writing down your goals and then working with a professional trainer to design the right workout to meet those goals. Haphazard exercise will provide haphazard results.

- **Never Changing Your Workout**

When you do the same thing day after day, you get very good at it. In exercise, this is called the principle of adaptation. It basically means that we become very efficient by doing the same exercise over and over. This is great for sports performance, but not that great for weight loss, increasing strength, or physical fitness progression. If you always do the same workout for the same amount of time, you will eventually hit a plateau where you fail to see any additional change. One

way of overcoming this plateau is to modify your workouts every few weeks or months. You can change the type of exercise you do, the length, the amount of weight lifted, or the number or reps. This is why professional athletes change their programs during the off-season.

Using Incorrect Form or Technique

Learning the right way to exercise is essential to getting results. Form does matter, especially when doing any strength training exercise. Incorrect form or technique also sets you up for potential injuries, pain and soreness. To learn proper technique, there's no better place to start than with a personal trainer or coach.

- **Setting Unrealistic Goals**

So, what are your goals? Are they realistic for you? If your goal is to be the next Lance Armstrong, and you only have 30 minutes a day to train, or you want to lose 25 pounds in a month . . . well, how realistic is that? Again, it comes back to being honest with yourself about your abilities, your level of commitment, and your lifestyle. You need to set appropriate goals that start from where you are and progress at a reasonable rate, or you're sure to get frustrated and quit.

- **Measuring the Wrong Results**

Many people think their workout isn't working because they don't measure the right things. Looking for proof in a scale is often a set-up for disappointment, because some new exercisers build muscle and lose fat, but the scale doesn't provide information about body composition. Better ways to measure your fitness progress include tracking your heart rate at a given pace, measuring the distance you can cover in a certain amount of time, tracking the amount of weight you can lift, or even writing down how you feel -- physically -- at the end of each day. Many of the benefits from exercise are subtle and not visible by looking into the mirror, but things such as cholesterol level, blood pressure, and the ease with which you can do daily chores are every bit as motivating -- if you monitor them.

- **SOLUTION FOR GET FIT & AVOID COMMON EXERCISE MISTAKES**

How to get fit fast

Whether you're training hard for a marathon, or just looking to get the most from your exercise workout routine, these tips can help you get fit faster and reach your fitness goals while you avoid injuries.

1. **Get a Personal Trainer**

Sometimes to get the most out of your training program you need objective advice from a professional. We get very set in our ways and habits, which can be a good thing for consistency. However, it's hard to make upward progress when you do the same thing week

after week, year after year. Following a program written by someone else can take the pressure off and give you new ideas.

2. **Eat Well**

Proper nutrition and effective training go hand-in-hand. Eating right is an essential component of all athletic activities. Eating well is the best way to be sure you get the most from your training and performance. What you eat before, during, and after exercise has a major impact on how well you perform and how well you feel. Good nutrition also allows you to maintain high quality training, good recovery and good race day performance.

3. **Rest and Recover**

This is an often overlooked part of effective training. If you don't plan rest or schedule recovery days in your training, you limit your ability to train. Your body actually gets stronger *after* exercise stress, so you need to allow down time for rebuilding muscle tissue. An effective training program will have regular periods of rest and recovery. This also allows adaptation to the exercise -- you return bigger, stronger and faster. Rest also allows you to recover mentally and emotionally and avoid exercise burn-out.

Get Support

It's extremely helpful to have support for your training program, whether it's from training partners, friends or family. But it's also important to be sure that you follow your own training plan and needs. If you work out with others, be careful that you don't get sucked into training at their intensity or for their duration. If you scheduled an easy day, but your buddy decides to hammer, you need to let go and follow your plan. All too often training partners can encourage us to over or under train. Do what you need to do for your program.

Listen to Your Body

Effective training requires you to follow a game plan, but have enough flexibility to alter the plan based on how you feel. If you are tired, ill, stressed, injured, or notice your heart rate is elevated, you need to be able to pay attention to the message these signs are sending. Slowing down, resting, or changing the activity are all appropriate compromises. You should also learn the

Cross Train

Alternating exercise is a great way to train effectively. Not only do you develop overall muscle conditioning, but you allow muscles to rest and recover without losing your fitness and get a mental boost from alternating activities.

Strength Train

Building strength is one of the fastest ways to improve your sports performance and train more efficiently. You can spend hours running, cycling or playing your sport, but a few weight training

sessions each week will add strength, power, and help reduce your risk of injury.

Consider Interval Training

Interval training has been the basis for exercise routines for years. It involves alternating short, fast bursts of intense exercise with slow, easy activity. Interval training works both the aerobic and the anaerobic system, and it results in improved conditioning of the cardiovascular system. It also helps prevent injuries often associated with repetitive exercise by allowing you to increase training intensity without overtraining or burn-out.

CONCLUSION:

Today, creativity needs for the personality development of each person. Researcher himself has worked in school, college, and he is always associated with teenagers & adolescent students. He observed various personality types and traits among the students. If any person wants to be fit then they should consult proper fitness trainer & dietician and follow the tips given for getting good results.

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A COMPARATIVE STUDY OF MENTAL HEALTH AMONG ATHLETE AND NON - ATHLETE

Mr. Jige Devidas Pandurang

Abstract

The present study was undertaken to investigate the mental health among athlete and non-athlete. For the present study 200 sample were selected from Aurangabad town. The effective sample consisted of 200 subjects, out of whom 100 Athlete (Short distance runners, throwers Short put, Javelin, Javelin thrower, and Disk throwers) and 100 non-Athlete (Football players, Cricket players, and Volleyball players). The purpose of the study was to examine the mental health among athlete and non-athlete. Hypothesis of the study is there will be significant difference between Athlete and non-athlete with respect to mental health. C.G. Deshpande mental health test was used for measuring Mental Health. Conclusions Athlete has significantly good mental health than the non-athlete.

Healthy human development is necessary foundation for all development progress. Without healthy populations, the achievement of development objectives will be out of reach. Good health is fundamental to the ability of individuals to realize their full human potential. It is also a crucially important economic asset Low levels of health impede people's ability to work and earn a living for themselves and their families When someone becomes ill, an entire family can become trapped in a downward spiral of lost income and high health-care costs.2 On a national scale, poor population health diminishes productivity and impedes economic growth, while investment in better health outcome is generally seen as an investment in economic growth. Increasing physical activity level because physical inactivity is a primary risk factor driving the global increase in chronic disease, sport can play a critical role in slowing the spread of chronic diseases, reducing their social and economic burden, and saving lives. While physical activity includes a broader range of activities than sport alone (people can be physically active at work or engaged in domestic tasks at home) direct participation in sport is one of the most enjoyable, and therefore powerful ,means of motivating and mobilizing people to become physically active. In addition to enhancing overall physical fitness, regular physical activity, active play and sport can have a positive impact on other major health risk factor ,such as high blood pressure, high cholesterol, obesity, tobacco use and stress.

Parivash nourbakhsh [2004] A comparison between athlete and non-athlete students stressors and their relationship with their mental health. Introduction University students are the transitional stage from adolescence to adulthood .During this period, university issues and psychological problem among students appear to have been overlooked to a large extent. the

purpose of this study was to compare the athlete and non-athlete students stressors and their relationships with their mental health. Methods 273 male and female athletes and 147 male and female non athletes by staged random sampling were selected as sample of this study. Two scales, the students stressors questionnaire [SSQ] and symptom -25[SCL-25] were used to test the proposed hypothesis. The reliability and validity of these two instruments are reported to be significant in various studies. Results Testing the proposed hypothesis at the $p < .05$ showed the following result No significant difference was reported between female and male athlete and non-athlete student in their responses to the stressors. Significant different were reported between athletes and non-athletes in their responses to dormitory stressors. The comparison between male athlete and non-athletes stressors and their mental health did not show a significant difference at $P < .05$. There was a positive and significant relationship between female and male athlete stressors with their mental health This relationship was also significant for male non-athletes, but was not significant for female non-athlete. A multi-comparison between stressors and mental health showed that two factors (academic setting and living in dormitory) were considered to be better predictors of men athletes' mental health. But factors like graduation and living in dormitory were better predictors of women athletes mental health. Discussion conclusions Based on the results of this study it is therefore recommended that higher education institutions prepare suitable conditions in which students can advance their knowledge and understanding and be to live in such dormitories where they are able to reduce their mental stressors and increase their mental health.

Objective and Aim of Study:

To find out the mental health among athlete and non athlete.

Hypothesis:

There will be significant difference between Athlete and non- athlete with respect to mental health.

Method:

Sample:

For the present study 200 Sample were selected from Aurangabad town. The effective sample consisted of 200 subjects, out of whom 100 Athlete (Short distance runners, throwers Short put, Javelin, Javelin thrower, and Disk throwers) and 100 non-Athlete (Football players, Cricket players, and Volleyball players). The age range of subjects where 18-25 year ($M=22.09$, $SD=3.13$).

Tools:

C.G Deshpande Mental Health test:

C.G.Deshpande Mental Health test was used for measuring Mental Health. All the 50 items

of the scale are presented in simple and brisk style. Each of the 40 item has two answer (multiple Choice) YES and NO This is well known test having high reliability and validity coefficients.

Procedures of data collection:

Mental Health test administered individuals as well as a small group. While collecting the data for the study the later called in a small group of 20 to 25 subjects and there seating arrangements was made in a classroom. Prior to administration of test or scale, through informal talk appropriate rapport form. Following the instructions and procedure suggested by the author of the scale and tests. The test were administered and field copies of each test was collected. Following the same procedure, the whole data were collected.

Variables of the study:

Independent Variable:

- 1) Group a) Athlete b) Non-athlete

Dependent Variable:

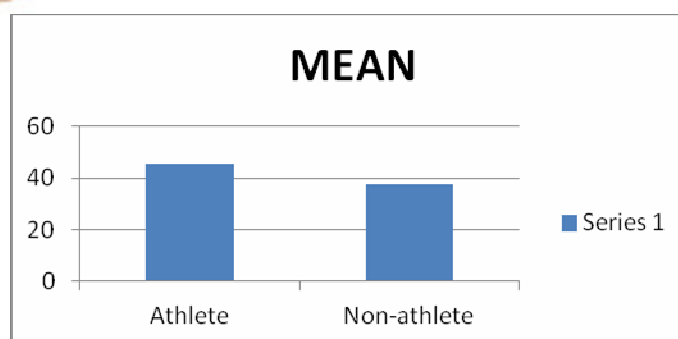
- 1 Mental Health

Statistical Analysis:

Table No. 01

Group	MEA N	SD	SE	N	DF	'T'
Athlete	45.26	6.28	0.63	100	19	10.1
Non-athlete	37.59	4.18	0.42	100	8	7

Significant at 0.01 Level**



The results related to the hypothesis have been recorded. Mean of mental health score of the athlete is 45.26 and that of the non-athlete is 37.59 The difference between the two mean is highly significant 't'=10.17, df=298. Thus hypothesis is confirmed athlete have significantly high mental health than non-athlete.

Results:

Athlete has significantly high mental health than the non-athlete.

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A COMPARATIVE STUDY OF EGO-STRENGTH AMONG URBAN AND RURAL WOMEN

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ABSTRACT

Objective of the Study: 1.To find out the effect of age and area of residence on ego-strength of urban and rural women's. 2. To find out the effect of age and area of residence on ambitiousness of urban and rural women's. Hypotheses: 1. 22-25 years women's have significantly high ego-strength than the 18-21 years women's. 2. high socio-economic status women's have significantly high ego-strength than the low socio-economic status women's 3. urban women's have significantly high ego-strength than the rural women's. Sample: For the present study 200Sample were selected from Dr. babasaheb ambedkar university Aurangabad, Maharashtra State. The effective sample consisted of 200subjects, out of whom 100 subjects were urban women's and 100 subjects were rural women's. The age range of subjects was 18-25 years. Tools Differential Personality Inventory (DPI): This test is developed and standardized by L.N.K. Shinha and Arun Kumar Singh. Results: 1. 22-25 years women's have significantly high ego-strength than the 18-21 years women's 2.High socio-economic status women's have significantly high ego-strength than the low socio-economic status women's 3. Urban women's have significantly high ego-strength than the rural women's

Introduction:

In Sigmund Freud's psychoanalytic theory of personality, ego strength is the ability of the ego to effectively deal with the demands of the id, the superego and reality. Those with little ego strength may feel torn between these competing demands, while those with too much ego strength can become too unyielding and rigid. Ego strength helps us maintain emotional stability and cope with internal and external stress. According to Sigmund Freud, personality is composed of three elements: the id, the ego and the super-ego. The id is composed of all the primal urges and desires and is the only part of personality present at birth. The super-ego is the part of personality that is composed of the internalized standards and rules that we acquire from our parents and from society. The ego is the part of personality that mediates between the demands of reality, the urges of the id and the idealistic standards of the super-ego. In situations involving psychological disorders, ego strength is often used to described a patient's ability to maintain their identity and sense of self in the

face of pain, distress and conflict. Researchers have also suggested that acquiring new defenses and coping mechanisms is an important component of ego strength.

High Ego Strength

An individual with strong ego-strength approaches challenges with a sense that he or she can overcome the problem and even grow as a result. By having strong ego-strength, the individual feels that he or she can cope with the problem and find new ways of dealing with struggles. These people can handle whatever life throws at them without losing their sense of self.

Low Ego Strength

David R. Berman, Ryan M. Johnson (2000) [Age, ambition, and the local charter: a study in voting behavior](#). This article tests ambition theory by looking into the relatively unexplored area concerning the voting behavior of local charter committee members. Our findings lend support to the notion in ambition theory that age is an important factor in understanding voting blocs and differences on issues. More specifically, our study suggests that differences in political ambition along age lines may help ex

S. Epstein (December 1961) [Food-related responses to ambiguous stimuli as a function of hunger and ego strength](#). College students were given the Rorschach after periods of food deprivation up to 23 hours. Food imagery increased through 8 hours and decreased at 23 hours when strong food associations were eliminated. High ego strength Ss reported less hunger and produced fewer food-related responses, including a decrease at 23 hours. Food related activity responses were related to derivation; food object responses were not.

D.K. Deady, M.J. Law Smith, M.A. Sharp, E.A.S. Al-Dujaili (January 2006) [Maternal personality and reproductive ambition in women is associated with salivary testosterone levels](#). Previous research has linked testosterone levels with sex-specific personality traits within women. The present study investigates the relation between salivary testosterone levels and specifically maternal personality traits in healthy adult women. Twenty-seven young women completed the Bem Sex Role Inventory (BSRI). Additional questions were asked about maternal personality (importance of having children, self-rated maternal/broodiness), reproductive ambition (ideal number of children, ideal own age at first child) and career orientation (importance of having career). Higher circulating testosterone levels were associated with lower scores on measures of maternal personality and reproductive ambition. There was no relation of career orientation with testosterone. A median split on BSRI masculinity revealed high scorers had higher testosterone levels than low scorers. There was no relation of BSRI femininity with testosterone. Results suggest maternal tendencies may be partly androgen driven.

Objective of the Study:

1. To find out the effect of age and area of residence on ego-strength of urban and rural women's.
2. To find out the effect of age and area of residence on ambitiousness of urban and rural women's.

Hypothesis:

1. 22-25 years women's have significantly high ego-strength than the 18-21 years women's
2. high socio-economic status women's have significantly high ego-strength than the low socio-economic status women's
3. urban women's have significantly high ego-strength than the rural women's

Sample:

For the present study 200Sample were selected from Dr. babasaheb ambedkar university Aurangabad, Maharashtra State. The effective sample consisted of 200subjects, out of whom 100 subjects were urban women's and 100 subjects were rural women's. The age range of subjects was 18-25 years.

Tools

Differential Personality Inventory (DPI):

This test is developed and standardized by L.N.K. Shinha and Arun Kumar Singh. The test consisted of 165 Items. The subjects were required to respond to each item in terms of 'True' OR 'False'. The test – retest Reliability Coefficient Range from .73 to .86 which were high and significant indicating that the Different dimensions of the Scale have sufficient Temporal Stability.

Procedures of data collection

One instrument could be administered individuals as well as a small group. While collecting the data for the study the later approaches was adopted. The subjects were called in a small group of 20 to 25 subjects and there seating arrangements was made in a classroom. Prior to administration of test, through informal talk appropriate rapport form. Following the instructions and procedure suggested by the author of the test. The tests were administered and a field copy of test was collected. Following the same procedure, the whole data were collected.

Variable

Independent variable-		Age	a) 22-25y	b) 18-21y
SES	a) High	b) Low		
Women's	a) urban	b) Rural		

Dependent Variable 1. Ego-strength

Statistical Treatment of Data

Urban and rural women's S.D and Three Way ANOVAs of factors 'ego-strength'

Factor	Group	A1B1C 1	A1B1C 2	A1B2C 1	A1B2C 2	A2B1C 1	A2B1C 2	A2B2C 1	A2B2C 2
Ego-strength	Mean	15.96	13.16	10.4	8.24	15.00	13.08	9.8	7.24
	S.D.	0.68	0.85	0.87	1.2	0.91	0.95	1.22	1.66

A = Age

B = SES

C = Residence

A1 = 18-21

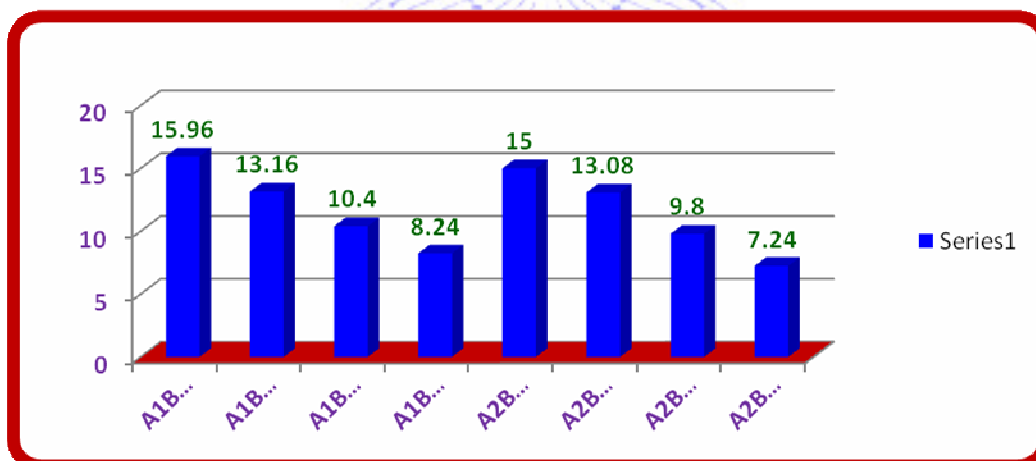
A2 = 22-25

B1 = High

B2 = Low

C1 = Urban

C2 = Rural



Summary of Three Way ANOVA

Source	Ss	df	MS	F	P
A = Age	21.78	1	21.78	18.62	< 0.01
B = SES	1447.22	1	1447.22	1236.94	< 0.01
C = Area	278.48	1	278.48	238.02	< 0.01
A x B	0.98	1	0.98	.84	NS
A x C	0.72	1	0.72	0.62	NS
B x C	0	1	0	0	NS
A x B x C	5.12	1	5.12	4.38	< 0.05
Within Error	225.28	192	1.17		
Total	1978.58	199			

From the Summary and graph it is seen that main effect A is highly significant main effect A refer to the factor Age. It was varied at two levels i.e. 22-25years women's it was assumed 18-21years women's differ significantly with regards to ego-strength. Since the main effect A is highly Significant ($F = 18.62$, $df = 1$ and 192 , $P < 0.01$) It is Clear that 22-25years women's and 18-21years women's Subjects Differ Significantly From each other from the mean scores and graph it was found that 22-25years women's have

significantly high ego-strength than 18-21years. This Result Support the Hypothesis.

The Second Independent Variable the Factor of socio-economic status it was also varied at two levels. The effective sample was divided in to two groups, high SES and Low SES. Main effect has yielded highly significantly result and $F = 1236.94$ for 1 and 192 df is significant beyond 0.01 level. And Support the Hypothesis high socio-economic status women's has significantly high ego-strength low socio-economic status.

Main Effect C represent the factor of Residence, it was also varied at two level from the summary it is seen that main effect C is Associated with a High F values ($F = 238.02$, $df = 1 \text{ \& } 192$, $P < 0.01$) It is Clear that Urban and Rural Subjects Differ Significantly From each other from the mean scores and graph it was found that the Urban women's have significantly high ego-strength than Rural women's. Support the Hypothesis.

Conclusion:

1. 22-25 years women's have significantly high ego-strength than the 18-21 years women's
2. High socio-economic status women's have significantly high ego-strength than the low socio-economic status women's
3. Urban women's have significantly high ego-strength than the rural women's

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MENTAL HEALTH AND SPORT

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Abstract

Present research to study of mental health among sportsman and non-sportsman college students. By employing a sample of 100 subject in which 50 subject were from playing at least college, university and district level various games. And 50 were selected from those students who were not playing games. All subjects included in the study from Aurangabad district from various college and various sports groups. Standardized tool was Mental Health Inventory developed by Dr .Jagdish and Srivastava. Results indicate that is significant difference of Mental Health among college students of sportsman and non-sportsman. A summary of two way ANOVA shows that main effect college students is significant ($F= 5.56$, df 1 and 96, $p< .05$). There is no significant difference of mental health between male and female college students. A summary of two way ANOVA shows that main effect gender is not significant ($F=2 .61$, df 1 and 96,).

• Introduction:

Team sports are those in which a person does not play alone, but plays as a team. Though many people consider that team sports are better because the whole team has to play and win games as a unit, the other thought is that the individual sports are better. This is mainly because of the fact that the individual sports are those in which the person can play alone and the talent of one person is known to the whole world. On the other hand, in case of a team game, the whole team has to perform well for a positive result

Mental health describes either a level of cognitive or emotional well-being or an absence of a mental disorder. From perspectives of the discipline of positive psychology or holism mental health may include an individual's ability to enjoy life and procure a balance between life activities and efforts to achieve psychological resilience mental health is an expression of emotions and signifies a successful adaptation to a range of demands.

The World Health Organization defines mental health as "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community". It was

previously stated that there was no one "official" definition of mental health. Cultural differences, subjective assessments, and competing professional theories all affect how "mental health" is defined. There are different types of mental health problems, some of which are common, such as depression and anxiety disorders, and some not so common, such as schizophrenia and bipolar disorder.

Most recently, the field of Global Mental Health has emerged, which has been defined as 'the area of study, research and practice that places a priority on improving mental health and achieving equity in mental health for all people worldwide'. The concept of mental health originated early in the presence century. The meaning of term mental health can be expressed in a dictionary of psychology, "A state of good adjustment with a subjective state of well being, zest for living and the feeling that one is exercising his talents and abilities". The terms mental health refers to those behaviors, perceptions and feelings that determine a person overall Level of personal effectiveness, success, happiness and excellence of functioning as a person. (Kornhauser 1965)

Sports have emerged in modern society as an institution with patterned relationship that disseminate and transmit social values.

- **Objective of the study:**

1. To study Mental Health among sportsman and non-sportsman college students.
2. To study Mental Health among male and female college students.

- **Hypothesis:**

1. There will be significant difference of mental health between sportsman and non-sportsman college students.
2. There will be significant difference of aggression between male and female college students.

- **Methodology**

- **Variable:**

I) Independent variable:

- a) College students:
 - i) Sportsman
 - ii) Non-sportsman

II) Dependent variable:

- a) Mental Health.

- **Design:**

2 X 2 balance factorial design was used.

		College students	
		Sportsman	Non-sportsman
Gender	Male	25	25
	Female	25	25

• **Sample:**

According to the purpose of present study 100 samples has selected. Total sample selected random sampling method. There are 50 girls and 50 boys included. All sample selected from various college in Aurangabad District. All players playing at list College University and District levels games. The subjects were from age range 18 to 24.

Tools:

1. **Mental Health Inventory :**

This inventory developed by Dr. Jagdish and A.K. Srivastava. The reliability of the inventory was determined by spilt half method using add even procedure the reliability coefficients was .73 found. Construct validity of the inventory is determined by finding coefficients of correlation between scores on mental health inventory and general health questionnaire.

• **Results and Discussion:**

Table no 1

Two-way ANOVA for dependent variable Mental Health.

Source	Ss	df	Ms	F
College students	130.33	1	130.33	5.56
Gender	61.22	1	61.22	2.61
A X B	32.31	1	32.31	1.38

The table above shows that is not significant difference in Mental Health among college students of sportsman and non-sportsman. Result of the 'F' test comparisons of groups formed on the basis of college students and sex present in the table no.2 when college students of sportsman and non-sportsman are compared on Mental Health 'F' ration of 4.13 where obtained. There was first hypothesis 'There will be significant difference of mental health between sportsman and non-sportsman college students.' Accepted.

Second variable of this study gender shows that F ratio 1.98 not is significant both the level

there was second hypothesis;’ There will be significant difference of Mental health between male and female college students was rejected. In the summary of ANOVA table no. 2 shows that the interaction effect $A \times B$ ($F= 1.08$, $df 1, 96$) was not significant.

Aggression is behavior intended to cause physical or psychological harm to another person. One important practical aspects of many research into sporting aggression has concerned whether participating in and watching sports has an effect on levels of aggression

Optimism is crucial to psychological well-being and has been shown to be influential in achievement behavior, self-mastery and enhanced motivation. A recent investigation by Kavussanu and McAuley (1995) demonstrated the relationship between high physical activity and optimism. Their findings also revealed an "inverse relationship between regular exercise and trait anxiety levels" (p. 254), suggesting that those who exercise have lower anxiety. In an earlier study, Buffone (1984) discussed the potential of exercise as a psychological enhancer and stated that "current research in counseling, psychology and medicine points to physical exercise's positive effect on mental health. Running and other forms of exercise or sport participation seem to build confidence, alleviate moderate anxiety and reactive depression, increase body awareness and image, reduce weight, promote habit control and improve sleep".

• Conclusion:

1. There is significant difference of mental health between sportsman and non-sportsman college students.
2. There is no significant difference of mental health between male and female college students.

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COMPARISION OF PERSONALITY TRAIT FACTORS OF INTER UNIVERSITY AND INTER COLLEGIATE INDIVIDUAL GAME FEMALE PLAYERS

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ABSTRACT

The purpose of the present investigation was to assess the personality trait factors of Inter-University and Inter Collegiate Individual game female players of Dr. Babasaheb Ambedkar Marathwada University. The study conducted on 50 samples, consisting of 25 Inter-University and 25 Inter-Collegiate Individual game female players of Dr. Babasaheb Ambedkar Marathwada University. Personality trait factors were obtained by administering R. B. Cattell's Sixteen Personality Factor questionnaire. The data collected through this test were analyzed with respect to second order personality trait factors i.e. control, adjustment, leadership and creativity. T test was applied to compute the significance of differences among two groups. The significance of data was judged at .05 level of significance. The result of the study indicates that personality trait factors of Inter-University Individual game Female players were excellent than Inter Collegiate Female Individual game players of Dr. Babasaheb Ambedkar Marathwada University except creativity.

INTRODUCTION :

The term personality has been derived from the Latin word 'Persona' that was associated with Greek theatre in ancient times. Persona was meant a mask which the Greek actors commonly used to wear before their faces when they worked on the stage. In India, actor in Ram Lila and Krishna Lila use mask when they enact the role of a particular character from the epics. According to G. W. Allport, "Personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustments to his environments."

According to Carl Jung 'Persona' was at the outer edge of self, a mask worn by the person in response to demands of social convention. It was a role given to him by his culture, the part he was expected to play in life; in other words, his public image.

Sports Personality traits may be defined as, " A traits is an enduring characteristics of a person that can be observed in a wide variety of situations and can be used to describe the behaviour of

most individuals.”

Sports Personality of an individual has certain characteristics which he shares with others and at the same time certain other characteristics which are unique to him.

In this research paper a comparative study between Inter-University and Inter Collegiate Individual female players personality trait factors had been studied.

DELIMITATIONS :

The study has been delimited to ICT and IUT Individual game female players of Dr. Babasaheb Ambedkar Marathwada University. Only Athletics, Badminton, Wrestling, Judo and Archery players in the age group of 18-27 years, were drawn from Dr. Babasaheb Ambedkar Marathwada University and colleges affiliated to them.

OBJECTIVES OF THE STUDY :

- 1) To study personality trait factors of ICT and IUT Individual game Female players of Dr. Babasaheb Ambedkar Marathwada University.
- 2) To compare personality trait factors of ICT and IUT Individual game Female players of Dr. Babasaheb Ambedkar Marathwada University.

HYPOTHESES :

- 1) There would be no significant difference between ICT and IUT Individual game Female players on Control personality trait factor.
- 2) There would be no significant difference between ICT and IUT Individual game Female players on Adjustment personality trait factor.
- 3) There would be no significant difference between ICT and IUT Individual game Female players on Leadership personality trait factor.
- 4) There would be no significant difference between ICT and IUT Individual game Female players on Creativity personality trait factor.

METHODOLOGY :

Selection of Sample :

The sample consists of twenty five ICT and twenty five IUT Individual game female players of Dr. Babasaheb Ambedkar Marathwada University. The subjects were drawn from the colleges affiliated to Dr. Babasaheb Ambedkar Marathwada University Aurangabad. Random Sampling Technique was employed to select the subjects. The data were collected from Athletics, Badminton, Wrestling, Judo and Archery Individual Game female players. The researcher will use survey

research methodology for the study. For this study 25 ICT winner Individual Game Female players who participated at IUT and 25 Female players who are not winner in ICT were selected as subject for the study.

Tools used :

R. B. Cattell's Sixteen personality factors test has been taken to assess the personality trait factors. This questionnaire consisted of 187 statements. Forty five to sixty minutes is required for administration of this test.

Method for Analysis :

Student's T test has been applied to find out the significant differences among two groups at .05 levels of significance. The collected data were tabulated to find out the difference of personality trait factors between ICT and IUT Individual Game Female Players.

RESULTS AND DISCUSSIONS :

Table No. 1

Mean, SD & T- ratio of Control Personality trait factor of ICT & IUT Individual Game Female Players

Variable	Group	N	Mean	SD	T- ratio
Control	ICT	25	2.44	1.194	13.88*
	IUT	25	7.89	1.510	

* Significant at .05 level

Figure 1 : Histogram Showing Mean and SD of Control Personality trait factor of ICT & IUT Individual Game Female Players

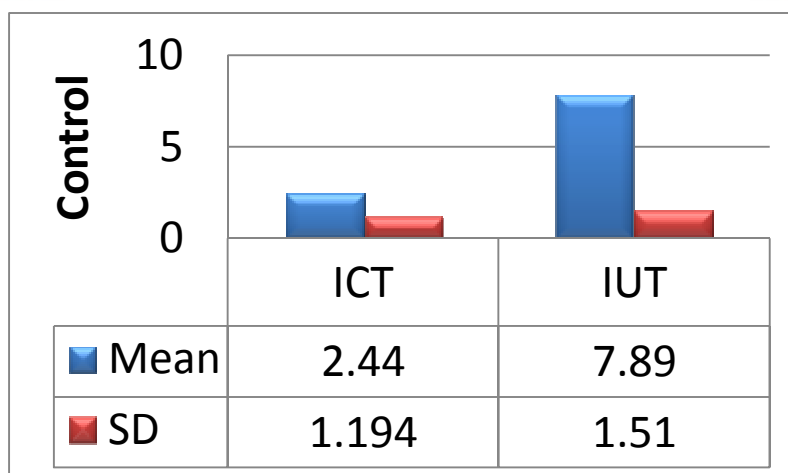


Table 1 and Figure I reveals that there is significant difference between IUT and ICT Individual Game Female players on Control personality trait factor. It is inferred that the average control of IUT Individual Game female players was higher than ICT players. Thus it may concluded that control personality trait factor of both, ICT and IUT Individual Game female players are different. Hence the first hypotheses is accepted.

Table No. 2

Mean, SD & T- ratio of Adjustment Personality trait factor of ICT & IUT Individual Game Female Players

Variable	Group	N	Mean	SD	T- ratio
Adjustment	ICT	25	0.15	1.032	34.29*
	IUT	25	10.45	1.049	

* Significant at .05 level

Figure 1I : Histogram Showing Mean and SD of Adjustment trait factor of ICT & IUT Individual Game Female Players

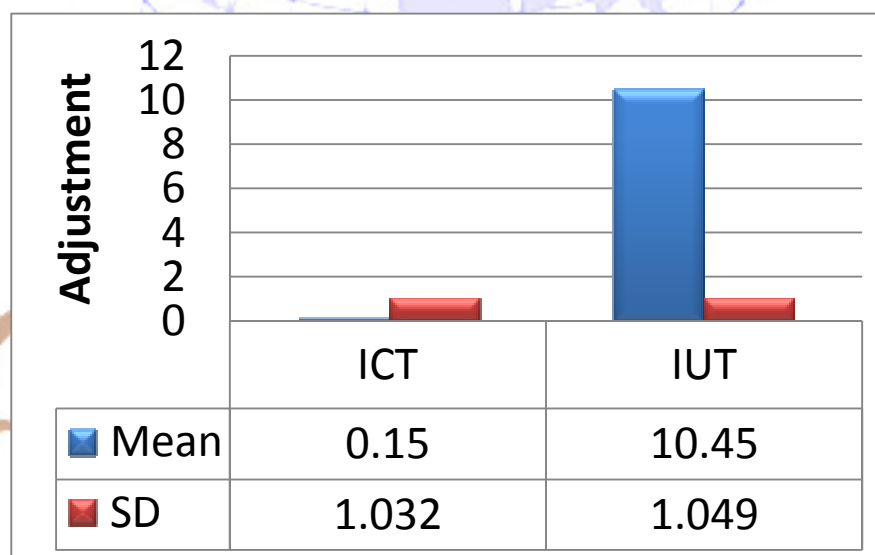


Table 2 and Figure II reveals that there is significant difference between IUT and ICT Individual Game Female players on Adjustment personality trait factor. It is inferred that the average Adjustment of IUT Individual Game female players was higher than ICT players. Thus it may concluded that Adjustment personality trait factor of both, ICT and IUT Individual Game female players are different. Hence the second hypotheses is accepted.

Table No. 3

Mean, SD & T- ratio of Leadership Personality trait factor of ICT & IUT Individual Game Female Players

Variable	Group	N	Mean	SD	T- ratio
Leadership	ICT	25	1.24	0.898	28.47*
	IUT	25	9.77	1.162	

* Significant at .05 level

Figure 1II : Histogram Showing Mean and SD of Leadership trait factor of ICT & IUT Individual Game Female Players

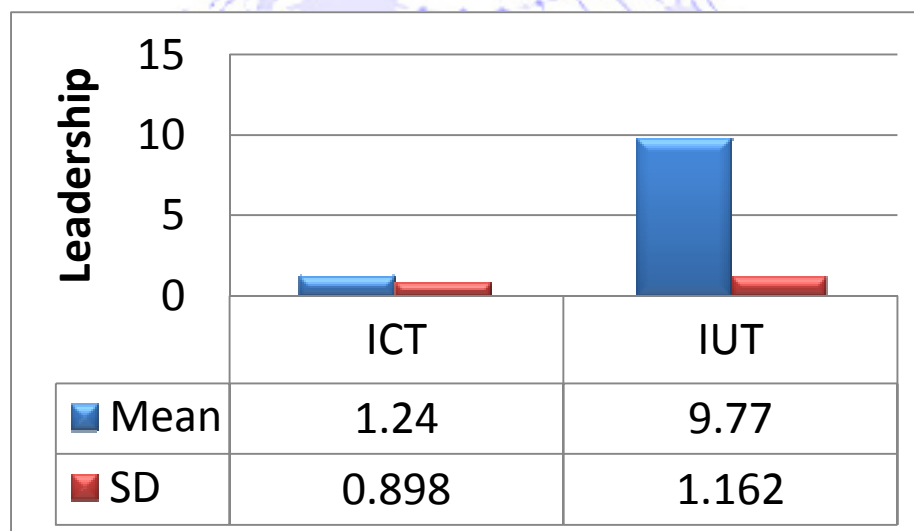


Table 3 and Figure III reveals that there is significant difference between IUT and ICT Individual Game Female players on Leadership personality trait factor. It is inferred that the average Leadership of IUT Individual Game female players was higher than ICT players. Thus it may concluded that Leadership personality trait factor of both, ICT and IUT Individual Game female players are different. Hence the third hypotheses is accepted.

Table No. 4

Mean, SD & T- ratio of Creativity Personality trait factor of ICT & IUT Individual Game Female Players

	Group	N	Mean	SD	T- ratio
Creativity	ICT	25	6.12	0.798	1.35
	IUT	25	5.72	1.199	

Insignificant at .05 level

Figure 1V : Histogram Showing Mean and SD of creativity trait factor of ICT & IUT Individual Game Female Players

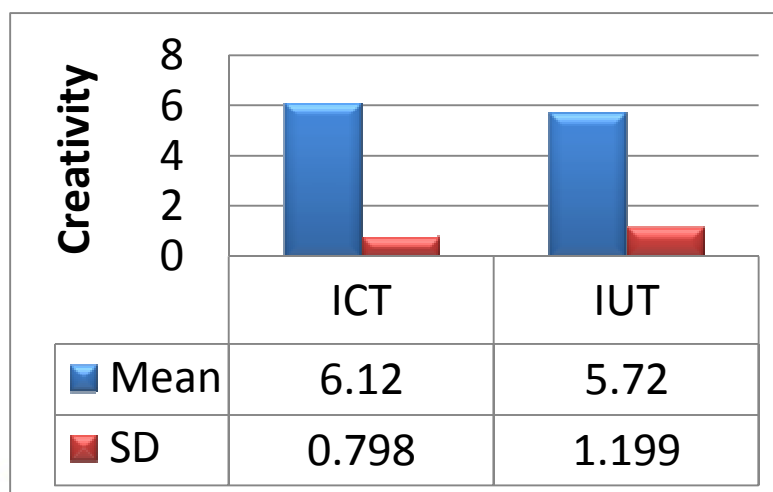


Table 4 and Figure IV reveals that there is insignificant difference between IUT and ICT Individual Game Female players on Creativity personality trait factor. It is inferred that the average Creativity of IUT Individual Game female players was lower than ICT players. Thus it may concluded that Creativity personality trait factor of both, ICT and IUT Individual Game female players are same. Hence the fourth hypotheses is rejected.

T-ratio regarding the level of significance were calculated at .05 level of significance for control, Adjustment, Leadership and Creativity personality trait factors. It was inferred that the differences of means of IUT and ICT Individual Game Female players were significant for control, Adjustment and leadership personality trait factors except creativity which was insignificant at .05 level of significance. Hence the two groups of Individual Game female players differ in control, Adjustment and Leadership personality trait factors except creativity at .05 level of significance.

CONCLUSIONS :

1. There is significant difference between ICT and IUT Individual Game Female players on Control personality trait factors at .05 level of Significance.
2. There is significant difference between ICT and IUT Individual Game Female players on Adjustment personality trait factor at .05 level of Significance.
3. There is significant difference between ICT and IUT Individual Game Female players on Leadership personality trait factor at .05 level of Significance.
4. There is insignificant difference between ICT and IUT Individual Game Female players on Creativity personality trait factor at .05 level of Significance.
5. There has been significant differences between the means of control, adjustment and leadership

of Dr. Babasaheb Ambedkar Marathwada University's IUT and ICT Individual Game Female Players. But there has been insignificant difference between the mean of creativity of IUT and ICT Individual Game Female Players.

6. The differences between the means of ICT and IUT Individual Game Female players of Dr. Babasaheb Ambedkar Marathwada University were significant at.05 level of significance. But the difference of mean of creativity was insignificant at.05 level of significance.
7. The differences between the means ICT and IUT Individual Game Female players of Dr. Babasaheb Ambedkar Marathwada University were significant at.05 level of significance. Hence ICT and IUT Individual Game Female players differ in personality trait factors except Creativity.

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NUTRITION & YOGA FOR HEALTHY LIFE

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Abstract

Nutrition plays a very vital role in our life. Yoga and Ayurveda had laid down the foundations of dietetics. The valuable guidelines regarding various food articles and diet for Yoga Sadhaka, to achieve maximum benefits, are given in traditional yoga texts like Hatha Pradipika and GherandaSamhitha. Now is the time to evaluate the place of nutrition in Yoga and to study how the dietetic principles in yoga will help to eradicate the national problem of Mal-nutrition and poverty which is the pressing need of the momomen

Keywords - Nutrition, Ayurveda, Hatha, Pradipika and GherandaSamhitha, mal- nutrition

Introduction

The practice of yoga is inherently individual, directly experienced within the solitary confines of the body's internal landscape. And why you choose to practice yoga is also personal, with as many goals for yoga as there are different personalities and life histories. But while you approach the sticky mat with your own unique body type, physical geometry, injuries, quirks, and habits, what you are ultimately seeking through the practice of yoga is the universal form. By working with your own individual patterns within the universal form of the asanas, what you probably hope to discover is a place of balance.

Eating can also be considered a practice in which you seek universal balance. Like yoga, eating is a highly personal activity-you learn to adapt your needs to the many popular nutritional systems and diets. Developing a mindful eating practice can provide a ground that truly supports and nurtures your yoga.

But in developing this kind of supportive nutritional practice, one of the joys and challenges is understanding that (as with everything else in yoga) there is no easy "one size fits all" solution for finding the right foods.

For better or worse, within the yoga community there are endless (often contradictory) myths, folk tales, and urban legends asserting what foods are "good" or "bad" for a yoga practice. You've probably heard at least some of this yogic eating folklore before: "Feeling stiff/ Eat more ghee or more sweets, have only fruit before you practice, and whatever you do, stay away from those potatoes! If you're eating out, definitely don't let that errant but boy put ice in your water, and above all, remember that if you're practicing in the morning, don't eat dinner before you go bed!".

Nutrition & Yoga for good health

Yoga emphasizes and intimate connection of diet with the mind, because the mind is formed from the subtlest portion of the essence of food. According to yogic concept of good nutrition, diet is of three kinds :

Sattvic (pure), Rajasic (over-stimulating) and Tamasic (dull) with respect to its effect on the body and mind. Sattvic diet is supposed to increase the energy of mind and produce cheerfulness, serenity and mental clarity. Rajasic food creates jealousy, anger, delusion, fantasies and egotism. Tamasic food increase pessimism, laziness, and doubt. Sattvic food is fresh, juicy, light, unctuous, nourishing and tasty. Rajasic food is bitter, sour, salty, pungent, hot and dry. Tamasic food are stale, heavy, half-cooked or over-cooked. Generally, Sattvic food includes dairy products, fresh fruits and vegetable, while bitter, sour, salty and pungent food, white sugar, radish and deep fried food are known as Rajasic. Beef, pork, intoxicants, drugs, stimulants, garlic, onion, stale, rotten and unclean food, half-cooked or twice-cooked food and mushroom, etc. are Tamasic.

Current nutritional knowledge lays emphasis on micro-nutrient quality of diet with less fat and high fibre. Fried and stale food, as also smoking, pollution, etc. are known to produce excessive free radicals in the body leading to numerous diseases like cardiovascular, respiratory, cancer and arthritis.

The value of dietetics for the growth of the body, the maintenance of good health, and the prolongation of life besides its application as a therapeutic measure in the treatment of diseases was fully known in India not only to the yoga hygienists but also to the ancient medical authorities. It is also becoming increasingly evident to the modern dietitians that the value of food transcends not the mere nutritive values in the physiological sense but also has its counterpart in the psychological potencies. Inversely, certain psychological and physiological peculiarities create appetite for like foods from which such elements could be nourished. This inter-dependence of food values in relation to both the body and the mind and vice versa was fully realized by the yogins thousands of years ago.

Chemically and physically elements may be the same, but their rates of vibrations differ according to their scale of evolution. The calcium in a lime bed may be likened to a dull apathy, as compared with the heightened consciousness of calcium abounding in the bones of an ox. Nor is the calcium occurring in the bones of an ox, or in the coarse Bushman of the primitive world of the same quality or of the same degree of sensitivity as is calcium resident in the bones of a philosopher or genius. That the chemicals of our diet are constantly undergoing sublimating process is a scientific fact known to the yogins but which still needs appreciation and proper evaluation by modern dietitians.

The balanced yoga dietary for the layman should be spaced by an interval of four hours between each meal. Breakfast may be made up of milk, a little of whole wheat preparation, honey and dried or fresh fruits. At noon, vegetable soup, preparations from grains, fresh green vegetables and roots, salads and fresh curd or buttermilk should provide the lunch. In the evening, fruit juices, nuts and a small quantity of preparation either from whole wheat or other grains may make up what is generally a light refreshment. The dinner is to be taken at least an hour before going to bed and should consist of preparations from grains, dairy products, green vegetables and juicy fruits. The ration for the composition of meals is somewhat like this : grains to contain 30 per cent of the calorific value needed for the individual, dairy products 20 per cent, vegetables and roots 25 per cent, fruits and honey 20 per cent, and nuts to make up the balance of 5 per cent for a whole some (sattvika) dietary.

RESEARCH COMMUNICATIONS

Yogic classification of food vs micronutrient density

Micro-nutrient density	Tamasic
Low (0.3-15.2)	Biscuit, fermented rice flour within jaggery and ghee (anarasa), achar, wafers.
Medium (16-46)	Mixture of fried lentil, pulses (pharasan), mixture of puffed rice with pharsan, peanut, onion, tomato, jaggery, tamarind chilli (bhel, fried rolls of mixed grains (rice, wheat, bajra, jowar) flour (chakli, bakarwadi)
High (48-1474)	Egg, meat

Micro-nutrient density	Rajasic
Low (0.3-15.2)	Coffee, tea, sherbet, jam, puri, pancake of split Bengal gram, jaggery, wheat (puranpoli), fermented and fried refined wheat flour rolls, sweets (jilebi), ice cream, chocolate.
Medium (16-46)	Peanut – jaggery balls, curds with rice flakes, semolina with ghee, sugar (shira/suji), salty semolina (upma), sago-peanut-ghee (sago khichadi) samosa, shallow-fried pancake of cereal and legume flours (thalipeeth), patties, onion pakoda, fried balls of fermented split black gram (meduwada).
High (48-1474)	Rice-split black gram shallow-fried pancake (uttappa)

Micro-nutrient density	Sattvic
Low (0.3-15.2)	Rice, ghee
Medium (16-46)	Milk, steamed rice flakes with onion (kandapohe), idli, curds, chapatti, sorghum roti, pearl millet roti, onion stalks, ambadi, split red gram, split Bengal gram, field beans, French beans, apple, potato.
High (48-1474)	Sprouted beans, fenugreek leaves, pumpkin, brinjal, guava, custard apple, papaya, cabbage, shepu, colocassia, flower, bottle gourd, cluster beans, tondli, snake gourd, buttermilk with split Bengal gram flour (kadhi), beet, cucumber, tomato, carrot, raddish, rice with split green gram (mung-khichadi), spinach, amaranth, capsicum, bitter gourd, ridge gourd, lady's finger, banana, pomegranate

Beneficial Suggestions

Temperature and seasons permitting, open-air exercise is the best, whenever possible. In the case of

indoor practice, however, the room should be well ventilated but free from draughts having the windows kept at suitable angles or, as in the foreign countries, down from the top and up from the bottom. The clothing of the body should be sparing and loose fitting. During exercise, the more the skin is exposed to air, the better. The body must be left unimpeded for free movements. The feet should be bare to allow of proper exercise to the lower limbs. In winter, unless in sunshine, keep the body warm with suitable clothing. White cotton or silk clothes are preferable for air hygiene. The mouth should be close; and exhale and inhale only through the nose. Quick and jerky breathing might impair the elasticity of the lung-structure, and it is, therefore, advisable to take in slow rhythmic breaths and exhale in one continuous and long rhythm. Each breathing movement must be deep and full. As a rule, the yoga postural exercises should be performed on an empty stomach; alternatively an hour before or after food.

Conclusion

The body needs food containing for the right balance of carbohydrates, proteins, fats, vitamins minerals and salts. Water is needed to help digestion and assimilation. Food in the form of Nourishment is finally assimilated in various forms throughout the body. Do not eat when emotionally disturbed. While dining, talk well and eat wisely. Moderate and nourishing food is essential to maintain vigour, strength and alertness. Avoid fasting.

Principles of yoga wholefood diet suggests that diet must also be regulated. Vegetarians can carry on with their usual food reducing excess spices, oily and rich foods. These things can be reduced gradually and whenever possible eliminate completely once and for all.

All kinds of Non-vegetarian food like meat, eggs and fish must be totally avoided So also alcohol drinks. Freshly cooked vegetables, freshly cooked foods, plenty of fruits and milk are the best foods for practicing yoga.

By moderation in eating and resting, by regular working hours and by the right balance Between sleeping and working, yoga destroys all pain and sorrow. Yoga is working wisely and living a skilful active life in harmony and moderation.

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THE BENEFITS OF YOGA FOR KIDS

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INTRODUCTION

Yoga is a physical, mental, and spiritual discipline, originating in ancient India. The goal of yoga, or of the person practicing yoga, creates harmony in the physical, mental, psychological and spiritual aspects of the human personality.

The term "yoga," describing a system of meditation or contemplation with the aim of the cessation of mental activity and the attaining of a "supreme state" arises with early Buddhism. In Hindu scripture, this sense of the term "yoga" first appears in the middle Upanishads, such as the Katha Upanishad. Shvetashvatara Upanishad mentions, "When earth, water, fire, air and akasa arise, when the five attributes of the elements, mentioned in the books on yoga, become manifest then the yogi's body becomes purified by the fire of yoga and he is free from illness, old age and death. More importantly in the following verse it mentions, the "precursors of perfection in yoga", namely lightness and healthiness of the body, absence of desire, clear complexion, pleasantness of voice, sweet odour and slight excretions.

THE BENEFITS OF YOGA FOR KIDS

There are mainly five key areas where kids benefit from the practice of yoga, and each of them improves their overall well-being.

Enhances Physical Flexibility:

Yoga promotes physical strength because kids learn to use all of their muscles in new ways. Whether a posture is done standing, sitting, or lying down, each one can challenge various muscle groups while helping a child become aware of his body and how it efficiently functions.

Refines Balance and Coordination:

Balance is a key element of yoga. Balancing postures were created to promote mental and physical poise, as mental clarity and stability emerge from the effort of trying the postures. Even if a child has difficulty standing on one foot, he/she learns mental and physical balance if he/she can stay calm when he/she falls and when he/she gets up to try again. As children learn to improve their physical balance, they will be filled with a sense of accomplishment. Coordination is also closely tied to balance and promotes overall dexterity. Some yoga teachers and occupational therapists use

finger yoga and other specialized techniques to help children with gross and fine motor coordination.

Develops Focus and Concentration:

The act of practicing poses encourages children to clear their mind and focus on the effort. As a result of this single focus to achieve particular postures or stay balanced, yoga helps children to focus and concentrate in school and get better grades, several studies proved.

Boosts Self-Esteem and Confidence:

Yoga helps to instill confidence and to bring learning to children on an experiential level. It helps to provide building blocks for the future. It is our responsibility to develop our children's sense of wonder and to give them a strong sense of self so they know where they belong in this world and can contribute to making their community a better place.

Yoga teaches them to persevere, be patient, and work toward their goals. A yoga teacher can only offer guidance; it is the child who has to work to succeed. Therefore, when a child masters a pose, it gives him confidence and self-esteem. Often yoga is describes as "prehabilitation," a proactive action to ward off instability or sickness. Yoga also provides tools for practicing compassion, mindfulness, generosity, focus, strength, and flexibility.

Strengthens the Mind-Body Connection:

Yoga helps kids achieve a sound mind in a sound body by exercising the physical body and calming the mental spirit. "As parents we want our children to act and behave with mindfulness and with compassion, to be brave, to know love and happiness, and to find inner peace. As the modern world moves very, very fast for children, it's not long before they feel all kinds of pressure (personal, parental, social) to keep up with everyone around them. Yoga functions as a release valve that alleviates pressure and as a foundation to nurture and develop a resilient and resourceful body, mind, and spirit.

Practicing yoga is also beneficial for anxiety, poor motor coordination, weak self-regulation, aggressive behavior of students, reduction in body weight, increased vital capacity, acceleration in endocrinal functions, improvement in memory, eye-hand coordination, attention, concentration, and relaxation.

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MODERN TYPES OF YOGA EXISTING IN TODAY'S WORLD

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HISTORY

The word yoga is derived from the Sanskrit root-verb yuj meaning bind, join, unite, control, it is allied to the English word Yoke, the German joch and the Latin jungo (I join). Literally yoga means union and control. It indicates the union of man with God, of the individual with the universal reality, of each with the all of existence.

Yoga is a way to integrated and healthy living. "Prevention is better than cure". The origin of yoga was first expounded in the great shastras (texts), known as the Vedas. The four Vedas Rigveda, Yajurveda, Samaveda and Atharvanaveda. The Upanishads (also known as the books of the vedas) also reveal this same Vedic origin of yoga. One of the oldest books, the Ramayana, authored some 7,000 years ago. The existence of yoga practices can be traced in The Ramayana, The Mahabharata, The Bhagavad Gita, Jaina and Buddha period, and still in existing.

The father of Yoga, patanjali described eight areas of Yoga and Yogic Practices. They are Yam (Rules), Niyam (Regulations), Asan (Postures), Pranayam (Control or extension of pran-vital energy), Pratyahar (Withdrawal of senses), Dharana (Concentration), Dhyan (Meditation), and Samadhi. (Super-consciousness). Yam, Niyam, Asan and pranayam have greater effect on the physical personality or external shape of the individual.

YOGA DURING MODERN PERIOD

The history of modern yoga began with the Parliament of Religions held in Chicago in 1893. Modern yoga arrived in the United States during the late 1800's. It was at this congress that Swami Vivekananda, a disciple of saint Ramakrishna, made a lasting impression on the American public. He addressed the gathering as, 'Brothers and Sisters of America'. Through these words he captured millions of hearts in the United States and attracted many students to yoga and Vedanta.

After Swami Vivekananda, the next popular teacher in the west was Paramahansa Yogananda. In 1965, Shri Prabhupada came to the United States and founded the International Society for Krishna Consciousness (ISKON). He spread a movement based on Bhakthi Yoga (yoga of devotion). Other masters are Swami Satchitanadaa, Swami Sivananda Radha, Swami Satyananda

and Swami Chidananda. Bhagawan Rajneesh, also known as Osho, was a widely popular guru in the 1970's and 1980's. Sathya Sai Baba, whom millions of people all over the world throng to see, is the living yoga master of his time. He was called the 'man of miracles'.

Amrit Yoga: Yogi Amrit Desai (the founder of Kripalu Yoga) created this yoga type, which is best described as 'meditation in motion' – a practice which integrates joyful inner stillness with effortless outer action. The principle objective of Amrit yoga is to help one to learn to live in harmony and, as they refer to it, 'alignment'. This style of yoga is a deeply mindful practice. It combines elements of hatha yoga and raja yoga.

Anahata Yoga: Anahata yoga was developed by Ana Costa, who refers to it as a 'meditative interpretation of hatha yoga'. The focus of this style of yoga is the opening of the anahata chakra, or 'heart center', while at the same time correcting bad posture and opening up the chest, shoulders and lungs to enhance the flow of the life force into the body. This yoga type is characterized primarily by a flow of exercises, postures and short meditation. The practice itself is not designed to be physically taxing, but mainly to encourage full breathing, calmness, and an 'opening of the heart centre'.

Ananda Yoga: Ananda yoga was developed by an American named Donald J. Walters (Swami Kriyananda), who was a direct disciple of the famous Paramahansa Yogananda. Still one of the less common types of yoga today, ananda yoga is a gentle practice that combines breath awareness, affirmations and yoga postures.

Anusara Yoga : Of the many modern styles of yoga, anusara yoga is of relative recent advent. It was founded in 1997 by John Friend, and combines a strong emphasis on physical alignment with, a 'philosophy that believes in the intrinsic goodness of all beings'. During these yoga sessions, poses are taught in a way that opens the heart, both physically and mentally.

Ashtanga Vinyasa Yoga: Ashtanga vinyasa yoga is among the most common styles of yoga being practiced today. This practice is also synonymous with Mysore yoga (or Mysore ashtanga yoga). This yoga style is a rigorous system of 'yoga-based' physical exercises, which were developed by K. Pattabhi Jois of Mysore, India. These exercises were specifically designed to build strength, flexibility, and stamina.

Bikram Yoga: Of the common types of yoga being practiced today, Bikram yoga is certainly among the most well-known. It was developed by Bikram Choudhury and has hundreds of studio franchises

today, primarily in North America. Its practice is characterized by a series of 26 postures and two breathing exercises.

Children's Yoga : Children's yoga may not really be considered one of the specific styles of yoga, although the term 'children's yoga' (or kid's yoga) is popular now and applied generally to yoga classes or practices specifically designed for children.

Dru Yoga : Dru yoga takes its name from the Sanskrit word dravam, which means 'fixed', 'immovable' or 'in one place'. This word essentially refers to a state of stillness within the mind, which remains unaffected by the external world. This style of yoga is based upon soft, flowing movements, coupled with controlled breathing and visualisations. The primary intentions of this yoga style are strengthening the core stability of the body, stress relief, and building a sense of empowerment and overall wellbeing.

Forrest Yoga: Ana Forrest, creator of Forrest Yoga, has spent 30 years developing Forrest Yoga specifically to address current day stresses and challenges, both physical and emotional. Forrest Yoga uses intense postures sequences with the aim of "awakening each of the senses," and helps you to "connect to ones core." The methodology involves the use of heat, deep breathing and vigorous sequences, as well as holding positions for longer periods of time. The pillars of Forrest Yoga are Breath, Strength, Integrity and Spirit.

Flow Yoga: The practice of flow Yoga is becoming an increasingly popular aspect of the modern approach to yoga. This word 'flow' is a generic term that has become very popular in Western yoga culture. Flow yoga is based upon postures and breathing practices from the hatha yoga tradition, and generally refers to the integration of movement with deep, abdominal breathing.

Gitananda Yoga: The teachings of Swami Gitananda Giri Gurumaharaj of Pondicherry India are referred to by his students as Gitananda Yoga. Swami Gitananda himself found much folly in the growing number of new 'types of yoga' today. He referred to his system of yoga as Rishiculture Ashtanga Yoga, as he felt this name accurately reflected his teachings, which were based upon the traditional ashtanga yoga as passed down through the lineages of the great saints and sages of ancient India, who were known as Rishis. Swamiji's principal messages was, "Yoga is a way of life".

Purna Yoga: Sri Aurobindo's Purna Yoga or Integral Yoga focuses on the whole being in order to bring about total transformation. The approach, objective and means of Purna Yoga are all integral

in essence. The main stages of Purna Yoga are: a). Aspiration for the Divine b). Surrender of the individual soul to the Universal Soul. 3). Rejection of all obstructions to the path of total transformation.

Hot Yoga: Hot yoga is performed with much the same approach as Bikram Yoga. It utilizes a heated room for the performance of various poses.

Integral Yoga: Integral yoga was created by Swami Satchidananda (who gained fame at the 1969 Woodstock Festival), along with and his student, Dr. Dean Ornish, who used this yoga style to treat heart patients. Integral yoga is essentially a gentle practice of some of the hatha yoga techniques, with particular emphasis placed upon certain pranayamas (breathing practices), kriyas, meditations and chants.

Iyengar Yoga : The founder of this, perhaps the most recognizable of all the modern types of yoga, was BKS Iyengar of India. Iyengar yoga focuses on precision of physical alignment, and perfection of posture. It is also characterized by its use of props, such as belts, cushions, straps, blocks and benches as aids in performing the positions. This popular style of yoga often emphasizes holding poses over long periods, stressing the development of flexibility, strength, stamina, balance and concentration.

Jivamukti Yoga: Jivamukti yoga, created in 1984 by David Life and Sharon Gannon. In the Sanskrit language, jiva refers to the 'individual soul'. Mukti means 'freedom' or 'liberation'. Similar to some of the other modern types of yoga, jivamukti emphasizes vigorous asanas performed in a vinyasa-style series.

Kali Ray TriYoga: American Kali Ray founded this style of yoga. Its practice brings posture, breath and focus together to create what she refers to as dynamic and intuitive flows. These 'triyoga flows' combine fluid movements and static postures, emphasizing spinal wavelike movements and the synchronization of movement with the breath.

Kripalu Yoga: This practice emphasizes proper breath, alignment and the coordination of breath and movement. Students learn to focus on the physical and psychological reactions caused by various postures, and to develop a more subtle awareness of their mind, body and emotions.

Power Yoga: Made popular by Beryl Bender Birch, power yoga is certainly one of the more fashionable types of yoga being propagated today. In essence, power yoga is a Western version of

the ashtanga vinyasa yoga of Sri Pattabhi Jois, of Mysore India. The dynamic movements characteristic of ashtanga vinyasa yoga are also a primary feature of power yoga, although power yoga does not necessarily keep strictly to the set series of poses prescribed in modern ashtanga. Like ashtanga vinyasa yoga, power yoga is a dynamic, challenging and sweat-inducing practice.

Pre / Post-Natal Yoga: ‘Pre’ and ‘Post Natal’ yoga are not particular types of yoga, per se. They are generic terms which are used to refer to any yoga practices designed for women during pregnancy or after delivery.

Satyananda Yoga: Swami Satyananda founder of **Satyananda Yoga**. It includes asanas, pranayama, cleansing techniques, practices for mental concentration, sense withdrawal (pratyahara) and meditation, all brought together in a unified package that aims to integrate all aspects of one’s being in a meaningful way which is also relevant to modern day life. Unique teaching is yoga nidra, which involves a systematic relaxation of the body and the mind.

Siddha Yoga: Siddha yoga was founded by Swami Muktananda, a Hindu guru from India, in the 1970s. It is more of a ‘yoga movement’ than any particular style of yoga. Its practice includes mantrachanting, meditation, seva, satsanga, darshan and dakshina.

Sivananda Yoga: Swami Sivananda was a famous guru from Rishikesh, India. In 1957 he founded the first Sivananda Yoga Vedanta Center. His style of yoga focuses on classical hatha yoga postures, chanting, pranayama, relaxation and meditation. Also include the surya namaskar (sun salutation).

Svaroopa Yoga: It was developed by Rama Berch. It is a therapeutic style of hatha yoga that teaches significantly different ways of doing familiar poses, emphasizing a deep opening in the muscles around the spine.

Svastha Yoga: Developed by A.G. Mohan and his wife Indra, of Chennai India. Svastha yoga was developed as a means to promote structural health by improving both spinal strength and flexibility, while also conditioning mental steadiness. Thus, the sequence of yoga asanas taught in this yoga style progress from simple to more challenging, while at the same time incorporating both dynamic and static postures.

Taoist Yoga: Taoist yoga is a system of vigorous exercises designed to develop strength, flexibility and balance, and to enhance the flow of energy in the body.

Viniyoga: Viniyoga goal of promoting healing and enhancing the flexibility and strength of the joints. Practices may also include aspects of breathing (pranayama), meditation, contemplation, deeper study and other classic elements of yoga, yet the emphasis remains on coordinating breath and movement.

Vinyasa Yoga: Vinyasa it simply means a 'breath-synchronized movement'. In most styles of yoga that employ vinyasas (such as power yoga or ashtanga vinyasa yoga), these movements commonly based upon the surya namaskara, or 'sun salutations' series of postures.

Likewise many more such yoga traditions are prevalent today globally such as Bhautika Yoga (games, sports, recreational activities), adhyatmika yoga (postures and nadis), Paramarthika yoga (mantras and japa) etc.

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A STUDY OF ACHIEVEMENT MOTIVATION AMONG PLAYER AND NON PLAYER STUDENTS

Dr. Rajesh Shirsath

ABSTRACT

The present study aims to determine the status of Achievement motivation among Player and non player student.. The sample consist of 100 subject 50 player 50 Non player students. Total sample select in to from Jalna dist. in Maharashtra. The subject selected in the sample was in the age group of 09 to 16 who are living in urban areas only. Standardized Psychological Tools was used for data collection that is Achievement motivations Scale. After done of scoring data were treated as two way analysis. The results indicate that among Player and non player students thus differ from each other significantly on the Achievement motivation. According to mean values the player student having high Achievement motivation than the non player student. The 'F' ratios indicate that there is significant difference between male and female of both Player and non player on Achievement motivation.

Key words : Player and non player Achievement motivation,

Introduction:-

1. Achievement motivation

Motivation research has long considered human motives and needs. However, isolating people's motivational needs can be a difficult process because most people are not explicitly aware of what their motives are.

In attempting to understand employee motivation, Abraham Maslow proposed a hierarchy of needs. David McClelland furthered this idea in his learned needs theory. McClelland's experimental work identified sets of motivators present to varying degrees in different people. He proposed that these needs were socially acquired or learned. That is, the extent to which these motivators are present varies from person to person, and depends on the individual and his or her background.

McClelland's experiment -- the Thematic Apperception Test (TAT) -- consisted of showing individuals a series of pictures and asking them to give brief descriptions of what was happening in the pictures. The responses were analyzed in terms of the presence or absence of certain themes. The themes McClelland and his associates were looking for revolved around the following motivators: achievement, affiliation and power.

According to David McClelland, regardless of culture or gender, people are driven by three motives: Achievement, Affiliation, and Influence.

Since McClelland's first experiments, over 1,000 studies relevant to achievement motivation have been conducted. These studies strongly support the theory.

• **Objective of the study:**

- I. To investigate the level status of Achievement Motivation among Player and non player student.
- II. To investigate the level status of Achievement Motivation among male and female student..

• **Hypothesis:**

- I. There will be significant difference of Achievement Motivation between Player and non player student.
- II. There will be significant difference of Achievement Motivation between male and female student.

• **Variable:**

In the present study there are three variables was treated as dependent and independent variables. Achievement Motivation the dependent variable and type of the student and Gender these are independent variables.

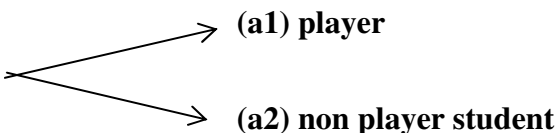
The independent variables of Gender are natural dichotomous variables with two levels: Male and female. Type of students is second independent variables with two type: Player and non player student.

Design:

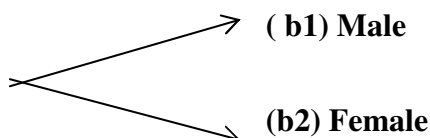
2x2 factorial design was used for research.

	A1	A2
B1	a1+b1	a2+b1
B2	a1+b2	a2+b2

A = Types of Students



B = Gender



• **Sample:-**

The sample consist of 100 subject 50 player included that 25 male and 25 female, 50 non

player student. included that 25 male and 25 female. Total sample select in to the school from Jalna dist. in Maharashtra. The subject selected in the sample was in the age group of 9 to 16 who are living in urban areas only.

- **Tools:**

In the present study following psychological tests will be used for data collection.

- 1. Achievement Motivation scale**

This test developed by Dr. (Mrs.) Pratibha Deo. The prepare present scale, an effort was made to study factors suitable for measuring the achievement motivations. A part from the standard of excellence, unique accomplishment and long term involvement, indicating achievement imagery suggested by McClelland and Atkinson, the following factors were classified as cues of achieve imagery. All this factors were accepted for providing the basis to prepare the item in the scale of achievement motivation. To sum of items for the scale were based on i) academic factors, ii) factors of general interest and iii) factors of social interests.

The manual reported that the test-retest method was applied to obtain the reliability coefficients of the scale. Taking difference set of sample the administrations of the scale was reported on several occasions. The mixed group reliability .69 was found. The coefficient of correlation between the scale and projective test was observed to be .64 which speaks for the validity of the scale also, the validity being of the concurrent nature.

- **Procedure of Data collection:**

The Personal data sheet and Achievement Motivation Scale were administered to four groups of 50 children each in their leisure time after they finish their daily classes by the researchers with the help of some of his colleagues. Students were instructed according to the instructions and procedures given in the test manual. Students filled their personal information about sex, age and area of residence on the PDS form. They responded directly on the test. The total time taken for administrations including time for instructions and explanations was Half hours. The PDS and Achievement Motivation Scale were collected. The scoring for Achievement Motivation Scale was done according to the procedure describe in the test manual.

After the completion of scoring, appropriate list and tables were prepared for recording raw scores and their totals. Data sheets for Achievement Motivation Scale were prepared for statistical analysis.

- **Result & Discussion:**

The sample for statistical analysis consisted of 100 subjects. For the each subjects, initially data of each group were separately tabulated by employing descriptive statistics. The statistical analysis was mainly consisted of factorial analysis of two way analysis of variance.

I. Table No. 1 Mean & S. D. of Achievement motivation among Player and non player student.

Group	Mean	SD
Non player	115.20	12.58
player	129.26	12.87
Male	125.84	12.95
Female	118.44	15.22

I. Mean & S. D. of Achievement motivation among Player and non player student

Figure shows mean and SD values of Achievement motivation form Player and non player student. It indicates that mean value of Non player found 115.20 and SD 12.58 is comparatively small than mean value of player students 129.26 and SD 12.87 on Achievement motivation. According to mean value player students have less mean value than non player mean values, but according to Achievement motivation scales manual high score indicate low Achievement motivation and low score high Achievement motivation. So that the according to mean value by manual player students's high Achievement motivation than the non player

Table 1.2 summary of the 2x2 ANOVA for Achievement motivation

Source	Type III Sum of Squares	df	Mean Square	F
Type of students	5069.440	1	5069.440	35.155**
Sex	1369.000	1	1369.000	9.493**
Type of students * Sex	676.000	1	676.000	4.688**
Error	13843.600	96	144.204	
Total	1512776.000	100		

★Significant at 0.01 level(df =1,96)=4.82★ ★Significant at 0.05 level=3.09

The table shows that subjects from Type of students differ significantly among themselves on

the dependant variable achievement motivation. A summary of two way ANOVA shows that main effect Type of students is highly significant ($F=35.15$, df 1 and 396, $p < .01$). According to these result hypotheses no.1 there will be significant difference of Achievement Motivation between non player and player students. was accepted.

According to summary of ANOVA, the hypothesis no.2 there will be significant difference of Achievement Motivation between male and female child. was accepted. Result of ANOVA showed that main effect 'A' and main effect 'B' function independently. Interaction $A \times B$ is significant ($F= 4.68$, df 1 and 96, $P > 0.01$).

Conclusions:

1. There is an effect on non player on their Achievement motivation
2. The non player students low on Achievement motivation than the other students' e.g. player students's
3. There is gender wise difference on Achievement motivation. Female students more Achievement motivation than male students.

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A STUDY OF EGO-STRENGTH AND DOMINANCE OF DISTRICT LEVEL PERFORMANCE DISTRICT LEVEL PERFORMANCE INTERSCHOOL PLAYERS

Mr. Patil Suresh Prakash

ABSTRACT

The purpose of the study was to examine the ego strength and dominance of district level performance interschool players. For the present study 120 players were selected from Various School Aurangabad. The effective sample consisted of 120 subjects, out of which 60 subjects were male and 60 subjects were female. The age rang of subjects where 12 to 18 years ($M= 15.27$, $SD=4.16$) hypothesis 1. There will be significant difference between male and female District level Performance Interschool Players with respect to ego strength. 2. There will be significant difference between male and female District level Performance Interschool Players with respect to dominance. This test is developed and standardized by L.N.K. Shinha and Arun Kumar Singh for measuring ego strength and dominance. Conclusions 1. Female District level Players have Significantly High Ego-Strength than the Male District level Performance Interschool Players. 2. Male District level Performance Interschool Players have Significantly High Dominance than the Female District level Performance Interschool Players.

Personality psychology, also known as personology, is the person, that is the whole human individual. Most people, when they think of personality difference-types and the like. This is certainly an important part of personality psychology, since one of the characteristics of persons is that they can differ from each other quite a bit. But the main part of personality psychology addresses the broader issue of “what is it to be a person.”

Personality psychologists view their field of study as being at the top (of course) of a pyramid of other fields in psychology, each more detailed and precise than the ones above. Since this is quite an undertaking, personality psychology may also be seen as the least scientific (and most philosophical) field in psychology. It is for this reason that most personality courses in colleges still teach the field in terms of theories. Like all psychologists and all scientists personality psychologists yearn for a unified theory, one we can all agree on one that is firmly rooted in solid scientific evidence. Unfortunately, that is easier said than done. People are very hard to study. We are looking at an enormously complicated organism (one with “mind,” whatever that is), embedded in not only a physical environment, but in a social one made up of more of these enormously complicated organisms. Too much is going on for us to easily simplify the situation without making it totally meaningless by doing so.

Martin S. Hagger, Chantelle Wood, Chris Stiff, Nikos L.D.Chatzisarantis (july 2010)Ego Depletion and the Strength Model of Self Control: A Meta-Analysis. Accordig to the strength model, self-Control is a finite resource that determines capacity for effortful control over dominant responses and, once expended, leads to impaired self-control task performance, known as ego depletion. A meta-analysis of 83 studies teste the effect of ego depletion on task performance and related outcomes, alternative explanations and moderators

of the effect, and additional strength model hypotheses. Results revealed a significant effect of ego depletion on self-control task performance. Significant effect sizes were found for ego depletion on effort, perceived difficulty, negative affect, subjective fatigue, and blood glucose levels. Small, on significant effects were found for positive affect and self-efficacy. Moderator analyses indicated minimal variation in the effect across sphere of depleting and dependent task, frequently used depleting and dependent tasks,

John H. Kerr, George V. Wilson, Sven Svebak, Bruce D. Kirkcaldy (june 2006) Matches and mismatches between telic dominance and type of sport: Changes in emotions and stress pre to post-performance. This study was intended to test the proposition that telic dominant individuals have a greater affinity and preference for endurance sports compared to paratelic dominant individuals who prefer explosive sports. The Telic Dominance Scale (TDS) was used to divide 66 university student into telic (high) and paratelic (low) dominance groups (n=33in each group) The state version of the Tension and Effort Stress Inventory (TESI) was completed before and after participation in an endurance sport (long distance running) and an explosive sport (basketball) It was predicated that participation in a preferred sport would produce a higher level of positive response for each group. This prediction was not supported. Irrespective of the type of sport, participation consistently produced positive changes in emotional tone with significant increases in excitement and decreases in anxiety, boredom, sullenness, modesty, resentment and guilt. Some differences were found between groups and between sports. The telic group had higher levels of pride, gratitude, and virtue. Placidity, somatic tension stress and effort stress were higher for running than basketball.

Objective of study:

- 1 to find out the Ego-Strength of Male and Female District level Performance Interschool Players.
- 2 To find out the Dominance of Male and Female District level Performance Interschool Players.

Hypothesis:

- 1 There will be significant difference between male and female District level Performance Interschool Players with respect to ego strength.

- 2 There will be significant difference between male and female District level Performance Interschool Players with respect to dominance.

Method

Sample

For the present study 120 players were selected from Various School Aurangabad The effective sample consisted of 120 subjects, out of which 60 subjects were male and 60 subjects were female. The age range of subjects where 12 to 18 year (M=15.27,SD=4.16).

Tools

Differential Personality Inventory (DPI)

This test is developed and standardized by L.N.K. Shinha and Arun Kumar Singh for measuring ego strength and dominance. The test consisted of 165 Items The subjects were required to respond to each item in terms of True OR False' The test- retest Reliability Coefficient Range From .73 to .86 which were high and significant indicating that the Different dimensions of the Scale have sufficient Temporal Stability.

Procedures of data collection

Differential Personality Inventory (DPI) administered individuals as well as small group While collecting the data for the study the later approaches was Adopted The subjects were called in a small group of 20 to 25 subjects and their seating arrangements were made in a classroom. Prior to administration of test, through informal talk appropriate rapport was formed. Following the instruction and procedure suggested by the author of the tests. The test was administered and a field copy of each test was collected. Following the same procedure. The whole data were collected.

Variable

Independent variable

Gender :- A) Male B) Female

Dependent variable

1. Ego- Strength 2. Dominance

Data Analysis and Discussion

Table No.01

Ego-Strength of Male and Female District level Performance Interschool Players Mean S.D. and “t” Value.

Group	MEAN	S.D	SE	N	Df	“t”
Male	0.12	3.21	0.42	60	118	8.11
Female	13.40	3.89	0.50	60		

Mean of Ego-strength score of the Male District level Performance Interschool players Mean is 8.12 and that of the Female District level Performance Interschool Players Mean is 13.40 The difference between the two mean is highly significant ($t = 8.11$, $df = 118$, $P < 0.01$)

It is clear that Male and Female Subjects Differ Significantly From each other from the mean scores and graph it was found that the Female District level Performance Interschool Players have Significantly High Ego-strength than the Male District level Performance Interschool Players. This Result Support the Hypothesis.

Table No.2

Dominance of Male and Female District level Performance Interschool Players Mean S.D. and “t” Value.

Grou	MEAN	S.D	SE	N	df	“t”
Male	14.59	2.97	0.38	60	118	5.64
Female	11.45	3.12	0.40	60		

Mean of Dominance score of the Male District level Performance Interschool Players Mean is 14.59 and that of the Female District level Performance Interschool Players Mean is 11.45 The difference

between the two mean is highly significant ($t=5.64$, $df=118$, $P<0.01$)

It is clear that Male and Female Subjects Differ Significantly From each from the mean score and graph it was found that the Male District level Performance Interschool Players have Significantly High Stress than the Female District level Performance Interschool Players. This Result Support the Hypothesis.

Results:

- 1) Female District level Performance Interschool Players have Significantly High Ego-Strength than the Male District level Performance Interschool Players.
- 2) Male District level Performance Interschool Players have Significantly High Dominance than the Female District level performance Interschool Players.

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INDIAN PRESPECTIVE OF GAMES AND SPORTS : A HISTORICAL OVERVIEW

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ABSTRACT

The physical and sports have remained a good passion and outdoor and indoor activities as revealed through the archeological and written records during different historical periods. The study also gives the evidences of military and yoga related activities in ancient India. The sports culture started from Indus Valley civilization and comes up to today's modern sports through various ancient ages like:- Vedic age, Epic age, Jainism & Buddhism, Mauryan Period, Post-Mauryan Era. Ancient Indian history was rich with the knowledge of sports and physical activities. Therefore the sports have the history of the history of human civilization. The paper aims to provide the basic information and research in the sports and physical activities in ancient India since the Indus valley period up to early medieval period.

1. Introduction

The history of sports in India dates back to the Vedic era. Physical culture in ancient India was fed by a powerful fuel--religious rites. There were some welldefined values like the mantra in the Atharva-Veda, saying, " Duty is in my right hand and the fruits of victory in my left". In terms of an ideal, these words hold the same sentiments as the traditional Olympic oath: ".....For the Honour of my Country and the Glory of Sport."

India has a rich heritage of these activities as can be found in the archaeological excavations of Mohenjadaro and Harappa, the Vedic literature, The Ramayana and the Mahabharata, the Puranas, the literary works of Kautilya, Kalidasa, Panini and Dandin as well as a whole lot of Buddhist and Jain literatures. Various archaeological evidences like coins, inscriptions and monumental carvings support them. Several games now familiar across the world owe their origins in India, particularly, the games of chess, ludo (including ladders and snake), and playing 24 cards. The famous epic Mahabharata narrates an incidence where a game called Chaturanga was played between two groups of warring cousins. The age when epic Mahabharata was written is variously dated around 800 BC to 1000 BC. In some form or the other, the game continued till it evolved into chess. H. J. R. Murry, in his work titled A History of Chess, has concluded that chess is a descendant of an Indian game played in the 7th century AD. The Encyclopedia Britannica states that we find the

best authorities agreeing that chess existed in India before it is known to have been played anywhere else. The game of cards also developed in ancient India. Abul Fazal was a scholar in the court of Mughal emperor Akbar. In his book, Ain-e-Akbari, which is a mirror of life of that time, records game of cards is of Indian origins. Martial arts by the name of Kalaripayattu were a native of Kerala. Kalaripayattu consists of a series of intricate movements that train the body and mind.

2. Indus valley civilization (3250 BC to 2750 BC):

A statuette found in the Mohenjodaro remains is that of a dancer, which points out that the important pastime of the people then was dancing and singing. The other important game was swimming which has strong evidence as to the presence of the "Great Bath" which is analogous to the present day modern swimming pool. Marbles, balls and dice were used for games and dicing was the important game as is evident from lots of dices unearthed. Besides, a type of board game resembling the modern chess was also prevalent. A cylindrical gamesman resembling the present-day game of Draught has also been excavated at Harappa. Hunting was the next important game. Seals showing men using bows and arrows for killing wild boars and deers have been found. Punching or boxing was also played. A number of toys of children made of clay have been found which shows that children engaged themselves with lots of games.

3. Vedic period (2500 BC-600 BC)

The Vedic women received a fair share of masculine attention in physical culture and military training. The Rigveda tells us that many women joined the army in those days. A form of chariot race was one of the games most popular during the Vedic period. People were fond of swinging. Ball games were in vogue in those days by both men and women. Apart from this, a number of courtyard games like "Hide and seek" and "Run and catch" were also played by the girls. Playing with dice became a popular activity. The dices were apparently made of Vibhidaka nuts. From the Rigveda, it appears that the Vedic Aryans knew the art of boxing.

4. Early Hindu period (600BC-320BC)

4.1 The Ramayana:

People took much interest in games during this period. Ayodhya, Kiskindha and Lanka the three great places related with this period were centers of many games and sports. Chariot -riding and horse- riding were popular. Hunting was taken as a royal sport. Swimming was also popular and it is learnt that Ravana had a beautiful swimming pool in Asoka Vatika where he used to sport. Gambling with dices was also well known. "Chaturang" or chess as we call it today developed during this period and India is proud to be called the homeland of this great sport. Ball games were popular with the women.

4.2 The Mahabharata:

Special mention has been made of games and gymnastics during this period. Jumping, arms

contracting, wrestling, playing with balls, hide and seek, chasing animals were some of the games prevalent during this period. Ball games were popular and it is said that Lord Krishna played ball-games with maidens on the banks of the Yamuna." Iti-Danda " or "Gullidanda" was also one of the games played and it involves one long and one short stick. Bhima was well versed in this and this is similar to the present day cricket. There is also a mention of the Kauravas and the Pandavas playing Gulli Danda in the Mahabharata. Yudhistar had a great liking for dicing and it is known that he lost his whole kingdom, his brothers and his wife in this game to his opponents. People also enjoyed water sports. Bhima was a great swimmer. Duryodhana was an expert in swimming. All the Pandava and Kaurava princes, on the invitation of Duryodhana, went to the Ganges for some water games. During the era of the Rigveda, Ramayana and Mahabharata, men of a certain stature were expected to be well - versed in chariot - racing, archery, military stratagems, swimming, wrestling and hunting. Excavations at Harappa and Mohenjodaro confirm that during the Indus valley civilization (2500 - 1550 B.C) the weapons involved in war and hunting exercises included the bow and arrow, the dagger, the axe and the mace. These weapons of war, for instance, the javelin (toran) and the discus {chakra}, were also, frequently used in the sports arena. Lord Krishna wielded an impressive discus or sudarshan chakra. Arjuna and Bhima, two of the mighty Pandavas, excelled in archery and weightlifting respectively. Bhimsena, Hanuman, Jambhanta, Jarasandha were some of the great champion wrestlers of yore. Women also excelled in sport and the art of self - defence, and were active participants in games like cock fighting, quail fighting, and ram fighting.

4.3 The Puranas:

The use of Discus was very popular. At times, the attack of sword was also rendered useless by the discus. The Munda monster is said to have used it. Rope fighting or Pasi-yuddha was also prevalent. The rope was the main weapon of some of the Gods and because of the use of rope, Varuna is called Pasi. The art of using silambu or long sticks, lathi and slings was also taught during this period.

4.4 Buddhist and Jain Literatures:

The game of chess is found mentioned in the canonical texts of Jainism. Chess was found prevalent in the campus of Nalanda. Archaeological excavations have found gambling dice in monasteries and other Buddhist sites. Another item of amusement was swimming. The Viharas offered the pleasure of bathing pools. Boxing was also popular. With the flowering of Buddhism in the country, Indian sport reached the very peak of excellence. Gautam Buddha himself, is said to have been an ace at archery, chariot - racing, equitation and hammer - throwing.

4.5 Jataka stories:

Archery is found mentioned in the Jataka stories. The Bhimsena Jataka tells that Bodhisatva learnt archery at Takshila. Wrestling was popular and descriptions of such breath-holding bouts in wrestling are available in the Jataka stories. Two kinds of games called Udyana Krida or garden

games and Salila Krida or water sports are also mentioned. In Villas Manx Manjri, Tiruvedacharya describes many of these games in detail.

5. Later Hindu Period (320AD-1200 AD)

Great Universities like Takshila and Nalanda developed during this period. Takshila was famous for military training, wrestling, archery and mountain- climbing. In Nalanda, swimming, breathing exercises and yoga formed an integral part of the curriculum. Harshavardhana, of the Gupta dynasty was a great sportsman and he encouraged his subjects as well. Another great contemporary of Harsha, Narasimha Mamallah, the Pallava ruler was also a great wrestler. Archery was also popular among the women during this period, as can be seen from the Ahicchatra images. Hunting, elephant fighting, ram fighting, and partridge fighting were the other important games of this period. In Manasollasa - 1135 AD. - Someshwara writes at length about bharashram (weight lifting), bharamansham (walking), both of which are established as Olympic disciplines at present, and mall -stambha, a peculiar form of wrestling, wherein both contestants sit on the shoulders of their 'seconds', who stand in waist - deep water throughout the game. The renowned Chinese travelers Hieun Tsang and Fa Hien wrote of a plethora of sporting activities. Swimming, sword - fighting (fencing, as we know it today), running, wrestling and ball games were immensely popular among the students of Nalanda and Taxila.

6. Mughal period (after 1200AD)

In the 16th century, a Portuguese ambassador who visited Krishnanagar was impressed by the range of sports activity, and the many sports venues, in the city. The King, Krishnadevraya was an ace wrestler and horseman, himself. The Mughal emperors were keen hunters of wild animals and avid patrons of sports, especially wrestling. The Agra fort and the Red Fort were the popular venues of many a wrestling bout, in the times of Emperor Shahjahan.

Importance of Sport in Ancient, medieval, today and tomorrow:

Regular sporting activities that are performed on most days of the week are capable of reducing the risk of developing or dying from some of the leading causes of illness and death. Regular and supervised physical activities and sport may improve health of the individual by reducing:-

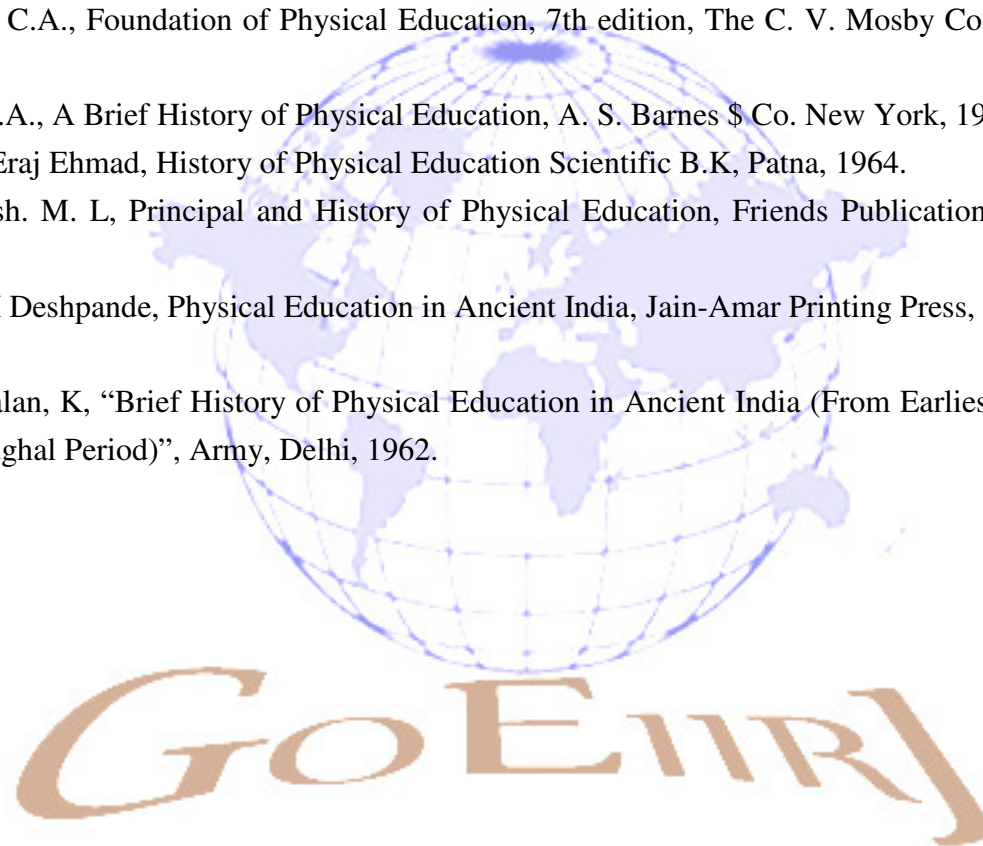
- the risk of dying prematurely
- the risk of dying from heart disease
- the risk of developing diabetes
- the risk of developing high blood pressure
- blood pressure in people who already have high blood pressure
- feelings of depression and anxiety
- the tendency to become overweight
- the hindrances in build and maintain healthy bones, muscles and joints

CONCLUSIONS:

At last, the ancient Indian history concludes that the sports culture started from Indus Valley civilization and comes up to today's modern sports through various ancient ages like:- Vedic age, Epic age, Jainism & Buddhism, Mauryan Period, Post-Mauryan Era. Ancient Indian history was rich with the knowledge of sports and physical activities.

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LIFESTYLE AND WELL-BEING AMONG SPORT PERSONS: CONCEPTUAL REPERTOIRE AND IMPLICATIONS

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Abstract

Life style has emerged as one of the important predictor of human health and well-being. However, relevance of life style for promoting sport person's well-being has not been cognized appropriately. Existing perspectives offer several cues for addressing lifestyle issues of sport persons. Against this backdrop, present paper elaborates key learning of Lifestyle and well-being.

Introduction

In contemporary scenario, human life style is getting increasing deteriorated. Consequently, although we are progressing technologically in health care facilities, but newer forms of diseases and disorders continue to emerge. But, we continue to be confronted by simultaneous intensification of threats to our health and well-being (Cornelissen, Misra & Varma, 2011). As a result, health and well-being are increasingly occupying central focus in global agenda. Particularly, sport person's wellbeing is becoming one of newly emerging area of research. The study of sport person's life, health and well-being is a vast research area. There have been contributions from several quarters (i.e., sociologists, medical anthropologists, psychiatrists, psychologists, biologists etc.). But, life style and well-being have not been understood properly. Therefore, in view of need to understand changing configurations of sport persons living resulting, this paper presents a summarized view of concept of life style and well-being in existing perspectives.

Life style, though a popular concept, has diverse meanings. Initially used by Alfred Adler to denote "a person's basic character as established in early childhood which governs his reactions and behaviors", has now been defined as the way of life based on cooperation of life conditions and individual behaviors which were specified by social and cultural factors as well as personal character dispositions (see Sibal, 1997). Although the notion of life style shifted from intrinsic attribute to behaviours and styles of living, it continued to evade its' significant value for wellness. In spite of significance in modern times, health-associated construct of life style remained at the periphery in traditional perspectives for a long time. It will be appropriate to have a look at how

conceptualization of health and well-being has undergone radical changes to encompass some issues related to life style and what aspects need to be covered for proper theorizing of life style in relation to well-being.

Biomedical thought

Firstly, it was biomedical model that was most prominent and popular understanding of health. But this model due to it's' constricted idea of health as a state “essentially absence of disease” remained occupied in tracing specific etiology, underlying pathological processes, and their particular effects (Bury, 2004). Although, this model held centre stage during the 20th century in providing cure to diseases; it paid limited attention to relevance of individual actions, role of environment and individual perceptions in accounting for their health (Bury, 2004; Foucault, 1973). Initially, confined to morbidity and mortality, it reduced all health problems into biological causes. The power of medical model directed away the attention from mutiple concerns related to adolescent health and well-being.

Psychosomatic and Abnormal Perspectives

In challenge to the biomedical thought, Freud's description of a condition ‘hysterical paralysis’ characterized by paralyzed limbs with no obvious physical cause paved the way for psychosomatic model (Freud, 1980). Freud argued that this condition was individual adolescents' state of mind and that repressed experiences and feelings were expressed in terms of a physical problem. However, psychoanalysis remained occupied to search of unconscious sexual conflicts during childhood. Latter on controversial but interesting systematic classification of mental disorders came out in the form of Diagnostic and Statistical Manual of Mental Disorders (DSM) and International Classification of Disease (ICD). These classifications frame mental disorders as something that is part of his psychological set up of the individual (Lopez, et al., 2006). Thus, all mental problems “become lost in the DSM's focus on disorders being rooted in the individual” (Kress, Eriksen, Rayle, & Ford, 2005, p.98). It does not deal substantially with anything but individual diagnosis, many of which are sever (Gladding, 2009, p. 49). Therefore, it is of little value for life style problems.

Developmental Approaches

The developmental perspective is based on stages that various personality theorists have outlined that people go through as a normal part of human growth (Gladdig, 2009). Thus behaviors are assessed in terms of their appropriateness for a particular period of life. It recognizes relevance of applying Piagetian concepts of cognitive levels to understanding of our wellness concerns and providing help for the same (Ivey, 1990). It has some value to explain developmental variations in some life style practices.

Bio-Psycho-social Model

Realizing the limitations of above views, bio-psychosocial perspective broadened its ambit of understanding of health by dynamically adding the influence of psychological and social factors to the biological factors (Engel, 1980). The bio-psychosocial perspective emphasizes biological, psychological, and social changes of adolescence to explain a congregation of health concerns and targeting inventions. It proposes that all three factors are reciprocally related to the adolescent health. According to this model, “Health is a state of complete positive physical, mental and social well being and not merely the absence of disease or infirmity.” (Preamble to the Constitution of the World Health Organization, 1946) This perspective informs research on a range of etiological factors (gender, temperament, community variables, socioeconomic status, parental support and monitoring, type and frequency of peer relations, school related variables) in the genesis of health-relevant behaviors and subsequent consequences for adolescent health (see Williams, Holmbeck, &Greenley, 2002).

Based on this perspective, the success of a number of exemplary school-based prevention programs targeting a variety of health behaviors have paved the way developing an intervention to conduct life style counseling among adolescents. In essence, it paid some recognition to linkages between life style and health; but the conceptualization of life style, health and well-being remained tied to periphery of human existence.

Positive Psychology Orientation

During latter decades of 20th century, the relevance of positive psychological gained emphasis with emerging specter of positive psychology. Well-being is emerging as prominent preoccupation for psychologists. The recognition of positive dimensions related with human wellness (i.e., hope, optimism, satisfaction, contentment, faith, trust etc.) and interactive nature of mind/body in restoring and promoting well-being have been given special focus (Seligman, 2008). Seligman (2008) introduced the construct of ‘positive health’ that may predict better mental health, and better prognosis when illness strikes. Particularly, satisfaction, contentment, optimism, hope, and more enduring gratifications related to positive virtues (humanity, transcendence, justice, wisdom, compassion etc.) are emerging as latest constructs occupying positive health (Carr, 2007). Another broader construct, quality of life covering a variety of domains of life, is achieving prominence among health scientists. Overall, positive psychologists assert need for emphasizing the positive nature and health of human beings (Myers & Sweeney, 2005).

In positivistic view, individuals are seen as having resources to solve their own problems in a practical immediate way (Gladding, 2009). With the onset of 21st century, the positive idea of promoting positive health and wellness has grown (Myers & Sweeney, 2005). Myers, Sweeney &Witmer (2000) define wellness as a way of life oriented toward optimal health and well-being in

which body, mind and spirit are integrated by the individual to live life more fully within the human and natural community (p. 252). It has been probably recognized that some behaviors (i.e., exercise, eating nutritious food, proper sleep etc.) are biologically designed to produce a sense of happiness because they promote our survival (Argyle, 2001; Carr, 2007, p. 20). Some other life style related aspects such as meditation, relaxation, religiosity, exercise have been given some space by Carr (2007) in promoting well-being.

Different forms of relaxation, like muscle relaxation, breathing exercises, visualization, autosuggestion have been demonstrated to be effective for reducing arousal, stress, and managing anxiety and pain (Davis et al., 1995; Madders, 1997; Sarafino, 2002). Exercise reduces anxiety, depression, improves self concept, accuracy of work, cardiovascular capacity, fitness, and helps us to cope with hassles of life (Sarafino, 2002). In short term, the releases of endorphins leads to a sense of well-being (see Carr, 2007). Although empirical validation of effect of positive life style has remained unattended but some neurobiological routes of increasing hope and optimism seem to indicate some possibility for explaining it (Carr, 2007, p. 100). These may involve: (1) efficient functioning of neurotransmitter systems involving serotonin and noradrenaline; (2) efficient functioning of the immune system; (3) increased GABA binding and a capacity to forget or inhibit memories of stressful events; and (4) a particular active or behavioral activation of facilitation system involving mesolimbic and mesocortical dopamine pathways. So, there is scope for us to optimize our sense of well-being through positive change in life style. However, seeking the position of life style in positive psychological interventions and wellness studies remained untenured.

Lay Notions

Some extensive influential studies explored lay notions about health and well-being. A majority of these studies noted presence of popular perceptions and beliefs about the relationship between life style and well-being ((Blaxter 1990; Herzlich, 1973). In one of the influential studies of lay concepts, Herzlich (1973) showed how middle-class French respondents thought health as linked to the connections between individual and the 'way of life'. The majority of respondents recognized way of life as crucial determinant of poor health. Many of the illnesses were perceived to be linked to the 'restlessness' of modern living. In another study through large sample survey conducted among participants from European countries (N = 9000), it was found that people generally hold the view about health as a multi-dimensional concept and in an interactive relationship with life style across age and social groups. The responses showed that for lay people 'health can be defined negatively, as the absence of illness, functionally as the ability to cope with everyday activities, or positively as fitness and well being'. It was further argued that health in lay thinking is seen to constitute a form of 'reserve stock', to be invested in by adopting health behaviour, or diminished by self-neglect or unhealthy behaviours (Blaxter, 1990). But, the above explorations demonstrated

limited view of life style located in sanitary arrangements, nutritious diet, civic and medical facilities.

Sociological Exploration

In cue with lay explorations, a medical sociologist, Antonovosky (1979) in a path-breaking model 'illness-wellness continuum' proposed 'health as a positive state of physical, mental and social well being and not simply the absence of injury or disease that varies overtime along a continuum'. In view of this model, wellness and illness are not separate but overlapping concepts characterized by certain physical conditions (e.g., signs as B.P., symptoms and disability) and life style (e.g., regular exercise, cholesterol consumption and cigarette smoking). Wellness exists as a dominant state at one end of continua featured by positive life style practices and illness at the other end in which destructive processes produce characteristic signs, symptoms and disabilities. He proposed a promising possibility about increasing wellness through life style improvements rather than medical treatment.

Social Psychological Framework

Perry and Jesson (1985) provided four domains of adolescent health (physical, social, psychological and personal) which are substantially related to different categories of adolescent health behavior. Latter on, Jessor (1992) called attention to predisposing risk and protective factors related to contextual variables (i.e., biology/genetics, social environment, perceived environment, personality, and behavior) and corresponding health-related outcomes of risk behaviors. Jessor noted that the risk behaviors can jeopardize the accomplishment of normal adolescent tasks, fulfillment of expected social roles, acquisition of essential skills, achievement of sense of adequacy and competence, and preparation for transition to the next stage of life. Its propositions in-relation to bi-directional relationship among background factors, risk behaviors and its consequences for health led to eloquent debate about contribution of health-compromising behaviors. However, attention to comprehensive life style behaviors linked with promotion of health and well-being continued to remain unattended.

Conclusions

Above review of existing perspectives indicated for relevant gaps in conceptualization of life style and its' linking to wider determinants and outcomes for health and well-being. Mainstream academics have looked at particular components of life style in a segmental manner. In the culture of Indian origin, these components have been looked rather holistically. However, comprehensive account of Vedic life style has not received attention yet to promote wellbeing of sport persons. In view of emerging life style concerns, it is essential to broaden the ambit of concept of life style, health and well-being of sport persons. In this context, appealing insights of indigenous perspectives have promising potential.

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खिलाडी को होने वाले तनाव और उपाय

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सारांश

प्रस्तुत लेख में लेखकों द्वारा खेला में खिलाडी को होने वाले तनाव व उससे बचने के लिये किये जाने वाले प्रयोजनों पर प्रकाश डाला गया है। आजकल के प्रतियोगिता के युग में खिलाडी निराशा और तनाव के अवसाद में घिरते जा रहे हैं। जिसे कम करने में विविध पद्धतियों का उपयोग किया जाता है।

मुख्य शब्दावली : खेल, खिलाडी, ध्यान, मानसशास्त्र, योग.

प्रस्तावना :

तनाव एक भावनात्मक और शारीरिक प्रतिक्रिया है जो किसी बदलाव के होने के परिणाम स्वरूप होती है। वैसे तो तनाव एक मानसिक रोग का प्रतीक है, किंतु इसके होने के मुख्य कारण अत्याधिक कार्य का भार होना अथवा कार्य भार ही न होना बताया गया है।

डॉ. हंस सेले जो तनाव के विषय पर विश्व प्रसिद्ध वैज्ञानी है। ने तनाव को अंग्रेजी के शब्दों से परिभाषित किया है।

"A state manifested by a specific syndrome which consists of all the non-specifically induced changes within a biological system."

शरीर और मन :

हमारे शरीर और मन का आपसी तालमेल प्राकृतिक रूप से होता रहता है। ये तालमेल ही तनाव की स्थिति में प्रतिक्रिया करता है। इसके परिणाम स्वरूप मस्तिष्क और नाडी संस्थान में अभूतपूर्व गतिविधि होती है। आंखों की पुतलियाँ गिरने लगती हैं। पाचन क्रिया भी शिथिल होने लगती है। मासपेशियों में खिंचाव की स्थिति, हृदय गति का उध स्वरूप में बढ़ना, धमनियाँ में खिंचाव के साथ अतिरिक्त रक्त का संचार होना, स्वसन प्रक्रिया का तीव्र होना, ऐड्रेनील हार्मोन का ग्लूकोज के साथ बनकर यकृत तक जाने के कारण पसीने की अधिक मात्रा में निकासी होना, आदि प्रकार के बदलाव मस्तिष्क में तंत्रिक तंत्र के माध्यम से होते हैं। तनाव आंतरिक और बाह्य दोनों प्रकार का होता है।

शुरुवाती स्तर में तनाव (Stress at early stage) :

शुरुवाती स्तर में तनाव के लक्षणों में नींद पर्याप्त न होना, गर्म मिजाजी का व्यवहार, लगातार खुराटे लेना, कार्य के घंटों का ज्यादा होना व अपेक्षाकृत परिणामों में कमी का होना, घरेलू विवाद, मानसिक बिमारी किसी दुर्घटना का डर बने रहना, निराशा की भावना, अत्याधिक मपान करना आदि होते हैं ।

खेल के स्वरूप में खिलाड़ी और तनाव :

प्रत्येक खेल में उसकी विशेषताओं के कारण खिलाड़ी अपने प्रदर्शन के स्तर को उत्कृष्ट बनाने के सतत प्रयास करते रहते हैं । खेला में निहित शोहरत खिलाड़ी को मिलने वाला पैसा नाम, और सम्मान फैंस के द्वारा खिलाड़ी को मिलने वाला स्नेह व आदर खिलाड़ी को सतत खेल में उच्च प्रदर्शन कर बने रहने को प्रेरित करता है । किंतु इस स्तर पर खिलाड़ी की एक विफलता उसे तनाव के जाल में जकड़ सकती है । खिलाड़ी अपने उच्च प्रदर्शन के बल पर जितने ऊँचे मुकाम पर पहुँचता है । उसका खराब प्रदर्शन उसे तीव्रता से नीचे के पायदान पर पहुँचा देता है । ऐसे प्रत्येक क्षेत्र में देखने को मिलता है ।

खेला में परिदृश्य में हमें कई उदाहरण देखने को मिलते हैं । बड़े-बड़े व्यवसायिक खिलाड़ी बार-बार मिलने वाली असफलताओं के कारण तनाव में आकर गुमनाम हो जाते हैं ।

तनाव का प्रमुख कारण इस प्रकार है -

1. खिलाड़ी को मिलने वाली शोहरत की आदत हो जाना ।
2. खिलाड़ी को अपना सर्वश्रेष्ठ प्रदर्शन करने का दबाव ।
3. खिलाड़ी को बार-बार एक विशिष्ट स्थान पर पहुँचने में असफलता मिलना ।
4. खिलाड़ी की लंबी बिमारी, अथवा उसका चोटिल होना ।
5. खिलाड़ी का मादकद्रव्यों का सेवन करना ।
6. खिलाड़ी का पारिवारिक जीवन, उसके आंतरिक मुद्दों का सार्वजनिक होना ।
7. खिलाड़ी का उसके फैंस की अपेक्षाओं पर खरे न उतरना ।
8. अत्याधिक व्यस्त खेल कार्यक्रम, व खंशिक्षण काल का होना ।
9. वरिष्ठ खिलाड़ियों, अधिकारियों से वाद-विवाद होना ।
10. मन में हार की भावना का उत्पन्न होना ।
11. अपेक्षाकृत खेल पर्यावरण की उपलब्धता का न होना ।



12. खिलाड़ी का अन्य खिलाड़ी से ईर्ष्या पूर्ण द्वेष रखना ।
13. खिलाड़ी के आत्मविश्वास में अभूतपूर्व कमी होना ।
14. प्रतियोगिता के समय दबाव में खेलकर चोटिल होना आदि ।

तनाव कम करने के उपाय (Techniques to avoid stress) :

नियमित व्यायाम तनाव की अवस्था को कम करने में सहायक सिद्ध होता है । जिससे शरीर केवल शारीरिक दृष्टि से तंदुरुस्त ही नहीं होता, बल्कि वह मनोरंजनात्मक रूप से मन को भी व्यस्त रखता है । जिसे प्रकृति का सुंदर अस्त्र माना गया है ।

खिलाड़ी व्यायाम शैली का उपयोग करके ही प्रशिक्षण लेते हैं । इसलिये उनके लिये शिथिलीकरण तकनीक (Relaxation Techniques) एक प्रमुख तकनीक है ।

शिथिलीकरण तकनीक (Relaxation Techniques) :

इस तकनीक में, योग क्रियाएँ, ध्यान, प्राणायाम का उपयोग कर तनाव कम किया जा सकता है । विविध शोधों से ऐसा प्रतीत होता है कि लयबद्ध तकनीकों का उपयोग कर निराशा और दुःख के द्वारा निर्मित तनाव को कम किया जा सकता है ।

हावर्ड मेडिकल कॉलेज के हृदयरोग विशेषज्ञ डॉ. हरबर्ट बेसन ने ध्यान की विविध चरणों का अभ्यास किया और पाया कि चिंता या तनाव में कमी करने हेतु किसी धार्मिक विधि अथवा रुढ़ी वादी मान्यताओं या अंधविश्वास की जरूरत नहीं है, बल्कि शांतिपूर्ण वातावरण में की जाने वाली मानसिक साधना जिसमें आराम की अवस्था में शरीर की स्थिती हो, अथवा ध्यान की अवस्था हो, आंखें बंद रहें, स्वासोच्छ्वास स्वसन क्रिया पूर्ण रूप से नियंत्रित हो और इसी अवस्था में मन व चित्त लगाने पर किया गया ध्यान मन को एकाग्र करने में मदद करता है । और निराशा दूर कर तनाव कम करता है ।

दिसंबर 2008 में जारी एक सर्वेक्षण अहवाल के अनुसार अल्टरनेटिव मेडिसिन संस्थान ने अपने अहवाल में युनाइटेड स्टेट के 18 वर्ष पूर्ण कर चुके वयस्कों पर वैकल्पिक उपचार पद्धती में योग विद्या का मुख्यतः 6 वे स्थान पर उपयोग किया । पाया गया जो कुल 6.1% प्रतिभागियों द्वारा की गई । इसके संदर्भ में मन व शरीर को चिर प्रसन्न रखने में व सहजता से तनाव आने की स्थिती को कम करने में योग क्रियाओं का उपयोग स्वीकारा जा चुका है ।

निष्कर्ष (Conclusion) :

खिलाडी को उसके खेल, क्रिया के समय, चिंता, थकावट, मन में डर की भावना, निराशा की गर्त में चले जाना, गुस्सा, तनाव के प्रमुख कारण है । जिसके कारण नकारात्मक ऊर्जा निर्माण होती है और तनाव की अवस्था बन जाती है । इसका उपचार मानसिक व शारीरिक दोनों क्रियाओं से किया जा सकता है । जिसके लिये खिलाडी का जागरूक होना, अपनी सोच बदलकर उसका दायरा बढ़ाना, परिस्थितियों का डटकर सामना करना, अपने आहार पर नियंत्रण रखना और अत्याधिक प्रशिक्षण, परिश्रम से होने वाली क्षती से स्वयं को निकालकर इस दशा से उभरना होगा ।

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खेलों में आक्रमकता और मनोविज्ञान

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प्रस्तावना (Introduction) :

खेलों के उच्च स्तर को और ज्यादा प्रतियोगी व रोचक बनाने के लिए आये दिन खेलों में नव-नविन प्रयोग किये जाते हैं। खेलों की लोकप्रियता, उसके नियमों से, खिलाड़ियों से, उनके व्यवहार व खेल से प्राप्त मनोरंजन पर निर्भर करती है। खेल और खिलाड़ी नियम और शर्तों के अनुरूप बने हुये खेल ढांचे में अपना प्रदर्शन करते हैं। ये प्रदर्शन शारीरिक कौशल्य को तो दर्शाता ही है अपितु मानसिक गतिविधियों को संतुलित रूप से उपयोग करना भी सिखाता है। आज उच्च स्तर के खेलों में कौशल्य, युक्ती के साथ साथ वाद-विवाद, नौक-झौक, गलत व्यवहार, खिलाड़ियों द्वारा दर्शकों के साथ अभद्रता पंचो के साथ विवाद, आज आम रूप में देखा जाता है। टेलिविजन पर आये दिन आयोजित होनेवाले क्रिकेट, फुटबॉल, हॉकी जैसे खेलों में खिलाड़ियों की आक्रमकता का प्रदर्शन कई बार खेलों के निर्णयों में भी बदलाव लाता है। अक्सर दर्शक दीर्घा में बैठे लोगों को उनके चहेते खिलाड़ी का विपरीत खिलाड़ी से दुर्व्यवहार उनकी आक्रमकता को दर्शाता है। ये आक्रमकता खिलाड़ियों को उनके खेल में बने रहने के प्रयास के रूप में देखी जा सकती है। आक्रमकता का स्वरूप मानसिक अवस्था से जुड़ा है, जिसमें निराशा, क्रोध, जीतने की जुगत में किये जाने वाले अनैतिक प्रयासों का मिला-जुला स्वरूप है। जिसे मनोविज्ञानियों ने आक्रमकता का नाम दिया है।

बोरॉन व रिचर्डसन के मतों के अनुसार “किसी उद्देश की पूर्ती करने हेतु दूसरे व्यक्ति को अपने व्यवहार से हानी पहुंचकर अपने लक्ष्य की प्राप्ती करना आक्रमकता की श्रेणी में आता है।”

Baron & Richardson, 1994 "Any form of behavior directed toward the goal of harming or injuring another live being who is motivated to avoid such treatment."

1. शत्रुतापूर्ण आक्रमकता (Hostile Aggression) :

जिसमे क्रोध से की आवृत्ती के कारण उत्पन्न हुई शत्रुता की भावना आक्रमकता के स्वरुप में परिवर्तित हो जाती है ।

2. साधनात्मक आक्रमकता (Instrumental Aggression) :

जिसमे चोट लगने की तीव्रता ज्यादा होती है । किंतु अन्य उद्देश्यों की पूर्ती करने के लिये साधन के साथ आक्रमकता का उपयोग किया जाता है । जैसे पुलिस द्वारा इस हेतु से किया लाठीमार जिससे भीड उग्र रुप धारण करके आक्रमक न होने पाये ।

आक्रमकता खेलकूद के वातावरण में भी सामाजिक मनोविज्ञान की श्रेणी में आता है । यह लगभग सभी खेल प्रकारों में पाया जाता है । ठीक वैसे ही जैसे हम इसे सामान्य जीवन में महसूस करते है ।

खेलों में उनकी विशेषताओ, प्रकृती और तीव्रता आक्रमकता का दायरा तय करती है । जैसे बॉक्सिंग, कुस्ती अथवा फुटबॉल खेलों के अलग-अलग स्वरुपों में आक्रमकता का स्वरुप भी अलग-अलग होता है ।

कभी- कभी प्राकृतीक खेल प्रदर्शन भी खिलाडी के आक्रमक होने की दिशा में संकेत करते है । कई बार कॉमेटेटर भी इस क्रिया में भ्रमित हो जाते है और खेल क्रिया वास्तव में प्रतियोगितात्मक है अथवा उद्देशपूर्ण आक्रमकता ?

इसका उदाहरण मुक्केबाजी (Boxing) से लिया जा सकता है । मुक्केबाजी में खिलाडी की विषय उसकी कौशल्यक्षमता, शारीरिक दमखम के साथ साथ उसके आक्रमक होकर खेलने की क्रिया पर भी प्रभावी रुप से निर्भर करती है ।

खेल मनोविज्ञान में मानसशास्त्रीयों के द्वार प्रदत्त आक्रमकता की विभिन्न परिभाषाओं के द्वारा हम ऐसा मान सकते है की नीचे दी गई क्रियाए आक्रमकता की श्रेणी में नहीं आती ।

❖ एक गलत शॉट लगाने के बाद टैनिस् खिलाडी का गुस्से में आकर कोर्ट पर जोर से रैकेट पटकने की क्रिया ।

उपरोक्त क्रिया लगातार चल रहे खेल में प्राप्त अंको और खिलाडी के प्रदर्शन में आने वाली अस्थिरताओं के परिणाम स्वरुप होने वाली पराजय की पीडा को क्षण मात्र दर्शाने की अवस्था का द्योतक है । क्योकी खिलाडी को इस स्थिती का ज्ञान उसके प्रदर्शन के दौरान की गई

गलतियों व उसमें ना सुधार पाने की दशा का अहसास पूर्व ही होता रहा होने के कारण गुस्से की अवस्था में की गई कृति मात्र है ! जो खेलों की दृष्टि में एक खिलाडी द्वारा की गई सामान्य कृति है ।

- ❖ गुस्से में आकर तीव्रता से किसी वस्तु को दीवार पर फेक कर तोड़ने की क्रिया भी आक्रमता की श्रेणी से परे होती है ।

यहाँ पर आक्रमकता और गुस्से की अलग अलग अवस्थाओं का विचार किया जा सकता है । गुस्से में अपने मन-अवचेतन की क्रियाओं पर नियंत्रण न रख पाने की स्थिति में खिलाडी इस अवस्था से गुजरते हैं । इसमें किसी विशेष उद्देश के लिये की जाने वाली क्रिया कही भी प्रतीत नहीं होती ।

- ❖ खेलों में खिलाडी द्वारा प्रतिद्वंदी को शर्त लगाना ।

यहाँ खेल खिलाडी एक दूसरे को सर्वश्रेष्ठ साबित करने के लिये व खेल में सफल होने के लिये शर्त का सहारा लेते हैं । ऐसा अक्सर देखा जाता है कि खिलाडी एक दूसरे को चुनौती देकर जीतने की शर्त लगाते हैं जो एक खेल स्वाभाव की प्राकृतिक क्रिया मात्र है । इसे आक्रमकता के परीदृष्ट्य में नहीं देखा जा सकता ।

- ❖ मौखिक वाद-विवाद या अपशब्दों का प्रयोग जिनके प्रभाव से किसी विपरीत खिलाडी को चोट न पहुँचे ।

यहाँ यह निश्चित है कि खिलाडी किसी भी तरह खेल में जीतना चाहता है किंतु वह इसके लिये कौशल्य तो उपयोग करता है । अपितु युक्ती तंत्र का उपयोग भी कौशल्यपूर्ण रूप से करता है । यह इसका ही उदाहरण है । मौखिक वाद-विवाद झगड़े की स्थिति अपशब्दों का प्रयोग विपरीत खिलाडी के मनोबल को गिराने उसके एकाग्रता को भंग करने उसकी कौशल्य निष्पादन की क्षमता को कम करने उसका ध्यान बँटाने का कार्य करता है । जो स्पष्टतः विपक्षी खिलाडी के लिये नुकसान दायक रहता है ।

❖ शत्रुतापूर्ण आक्रमकता (Hostile Aggression) :

शत्रुतापूर्ण आक्रमकता किसी खिलाड़ी द्वारा दुसरे खिलाड़ी को चोट पहुंचाकर क्षतिग्रस्त करने की क्रिया है। जिसे विपरीत खिलाड़ी चोटिल होकर, कमजोर और दर्द की अवस्था में आ जाये और दूसरे खिलाड़ी को विजय प्राप्त करने का अवसर मिल जाये। कई खेलों में वे क्षण आते हैं जिसमें हमें खिलाड़ी द्वारा शत्रुतापूर्ण व्यवहार करने का पता चलता है। इसका मुख्य उदाहरण क्रिकेट के मैदान से लिया जा सकता है।

क्रिकेट में किसी बैट्समैन की मानसिक अवस्था को बिगाड़ने हेतु बॉलर का तीव्र बाउंसर बॉल डालकर प्रहार करना जिससे बल्लेबाज का ध्यान भंग होता है। और विकेट मिल सकती है। शत्रुतापूर्ण आक्रमकता का एक और उदाहरण हमें फुटबॉल खेल से मिलता है। सन 2006 के वर्ल्ड कप के फाइनल मैच में फ्रेंच फुटबॉलर जिनादेन जिदान जो विश्व के नामांकित फुटबॉल खिलाड़ी है, ने मैच के दौरान इटली के डिफेंडर मार्को मेंत्राजी के सीने पर अपने सर से तीव्र प्रहार कर मैदान पर गिरा दिया था। इस क्रिया की वजह से खेल प्रेमियों की आलोचना भी जिदान को झेलनी पड़ी थी !

कभी कभी आक्रमकता का व्यवहार खिलाड़ी को सफलता दिलाने में मददगार साबित हो सकता है। खिलाड़ियों का मुक्केबाजी की रिंग में लड़ने से पूर्व किया गया आक्रमक व्यवहार इसमें प्रमुख उदाहरण है।

मनोविज्ञान की दृष्टि में खेल आक्रमकता को निम्न सिद्धांतों के रूप में जाना जाता है। जिन्हें मुख्यतः

1. वृत्ती का सिद्धांत (Instinct Theory)

वृत्ती सिद्धांत एक खिलाड़ी के साहजिक आक्रमक होने के कारण हमला करने की वृत्ति से है। यह किसी खिलाड़ी द्वारा सामाजिक रूप से स्वीकृत आक्रमकता की भावना से प्रेरित होकर की जाने वाली गतिविधि है।

2. सामाजिक अवलोकन द्वारा सिखने का सिद्धांत (Social Learning Theory)

सामाजिक अवलोकन द्वारा सीखने का सिद्धांत के स्वरूप में पर्यावरणीय कारको द्वारा सीखकर आक्रमकता का व्यवहार करने से लिया जाता है। इसमें खिलाड़ी को उसके द्वारा किये जाने वाले व्यवहार और उसके बाद होने वाले परिणामों की जानकारी जैविक, अदृश्य तरंगों के माध्यम से मस्तिष्क में पहुंच जाती है। जिसका अवलोकन कर खिलाड़ी निर्णय ले पाता है।

3. हताशा और आक्रमकता का सिद्धांत (Revised Frustration Aggression Theory)

हताशा-आक्रमकता का सिद्धांत आक्रमकता के द्वारा लक्ष्य प्राप्ति के प्रयास और विफलताओं के परिणाम स्वरूप होनी वाली हिंसक आक्रमकता है। मानसशास्त्रीय संदर्भ में ऐसा पाया गया है कि जब खिलाड़ी हताशा की स्थिति में आता है। तब आक्रमकता तीव्र प्रमाण में बढ़ जाती है। उदा. बैल को लाल झंडी दिखाकर आक्रमक करना।

निष्कर्ष :

क्या खेलों में आक्रमकता की वास्तव में जरूरत है ?

खिलाड़ी के कौशल्य विकसन हेतु कई मानसिक घटकों की आवश्यकता होती है। क्योंकि खेल एक शारीरिक क्रिया ही नहीं मानसिक अभ्यास है। और मानसिक कौशल्यों का खेल कौशल्य से मिलाप कर लिया गया प्रशिक्षण सर्वोच्च प्रदर्शन में मददगार होता है। जिस प्रकार व्यक्ती, प्रेरणा, उद्दीपन, भावना सहयोग, सामजस्य, डर, खुशी और दुःख: इन अवस्थाओं का उपयोग खिलाड़ी द्वारा किया जाता है। इसी प्रकार आक्रमकता का भी उपयोग किया जाता है। परंतु मानसशास्त्रीय विशेषज्ञों की इस पर मिश्रित राय देखने को मिलती है। किंतु वास्तविकता से खेलों में आक्रमकता का स्थान अवैध है। जिसे खेलों के हर स्तर पर अस्विकारना होगा।

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CONCENTRATION SKILL IN SPORTS

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Abstract:-

Attention appears to be a fundamental prerequisite for optimal performance in any sporting endeavor. It also plays a key role in the learning of skills. The learner's motivation to attend to the task and exert effort to improve performance has been identified as a key ingredient in the development of expertise in a variety of domains. It is not surprising therefore, that attention skills training is a major area of applied sport psychology. We will show that, despite everyone knowing what attention is, the phenomenon itself is still poorly understood. A brief overview of theoretical perspectives to attention developed in mainstream psychology will be followed by an examination of those aspects of attention most relevant to sport. Finally, some models and metaphors for attentional functioning will be considered that may provide a useful framework for understanding the relationships between the sub – dimensions of attention.

Introduction:-

It is also clear that the focus of our mental effort is shift able. Some shifts are involuntary as when our attention is drawn by a sudden change. Such as a loud noise or flash of light. Most shifts of focus, however, appear to be under our control, as when the Rugby place kicker shifts attentional focus between the ball and the post as he prepares for a penalty shot. In fast ball games, such as Basketball, the player has to be able to make rapid shifts in attentional focus, often from a broad focus as when scanning the court for the position of opponents, to a narrow focus when shooting.

Shift of attentional focus can also be from external stimuli to stimuli arising from within the individual, internal attention.

In addition to being selective and shiftable, under certain circumstances we seem to be able to maintain more than one focus of attention simultaneously. Many sports, for example, require players to perform a number of activities concurrently. This is especially so in fast ball games like basketball, soccer and hockey where players have to look for someone to pass to while dribbling the ball. The limitations we have on performing more than one activity at the same time have been of long standing interest to researchers in attention.

I could concentrate for long periods... If I could concentrate and play each ball the best way

I could ... I would score.... The concentrating player plays each ball on its merits... I often hit good scores when Australia was in trouble... because I could concentrate....

Greg Chappell Australian Cricketer.

The article included an examination of a number of issues resulting from a variety of research and theoretical approaches which have enhanced our understanding of the concept of attention or concentration in sport. The article examined the theoretical models and the research which has been conducted and proposed that attention was comprised of a number of complementary dimensions by examining.

- The distinction between controlled and automatic processing of information
- The direction of attentional focus
- The Intensity of attentional
- The flexibility if attentional shifting

The Importance of focusing on the Right thing at the right time:-

It is perhaps paradoxical that our performance on virtually all task depend so much on attentional capacities and yet the efficient application of these very capacities is so volatile and at times fragile. It takes only the slightest distraction at time to bring a performance down from exceptional to sub-standard.

The two terms "Concentration" and "attention" are so often interchanged with each other in the language of athletes and coaches that for the purposes of this article. We will refer to them as the same concept. Concentration is very often linked with exceptional athletic performance and there are many anecdotal examples which appear in post-performance interviews. There have been a number of attempts to investigate aspects of peck performance via qualitative methods.

Garfield and Bennett (1984) investigated the components of exceptional performance and suggested eight physical and mental capacities that elite athletes describe as associated with those moments when they performance extraordinarily well of these eight, three were particularly associated with high levels of concentration.

The Test of Attentional and Interpersonal Style:-

The Test of Attentional and Interpersonal Style (TAIS) was developed by Nideffer as a means of measuring a number of attentional and interpersonal characteristics which might have applicability in a range of situations including high performance sport.

Applied sport psychologists use the TAIS as mean of assisting athletes to understand their attentional style and as a diagnostic tool for helping to explain performance related phenomena which are affecting the athlete and coach.

This athlete's attentional profile shows a clear strength in the capacity to use a broad external focus of attention (High BET). This was confirmed by the athlete via a number of examples from training and competition situations. There was discussion about a prediction which arose from this attentional strength that during times of increases arousal the athlete might subconsciously revert to the use of this type of focus at the expense of a concentration focus which would be more appropriate to high quality performance. Further discussion centered on learning to control arousal levels prior to entering that type of situation in competition. Also, the athlete was encouraged to focus on identifying appropriate attentional cues appropriate for that specific situation. The coach was advised to develop a specific drill that required that the athlete adopt a specific type focus (NAR) and to progressively increase the competitive intensity as a way of "Testing" the athlete's ability to maintain the appropriate focus.

Specific Attentional Training Exercises for Athletes:-

We believe that a major emphasis should center on appropriate exercise for the development of attentional skills. This section therefore deals with some of the literature and some additional drills which we use on a regular basis with elite Australian athletes. Any list of training exercise can never be complete so we encourage readers to be creative in developing specific concentration exercises for inclusion within their own programs. This creativity is further required when preparing exercises which may have originally been developed for other sports and other circumstances.

Related to this practice component is an assumption that athletes will have the necessary self – awareness to realise when concentration training and practice may be indicated. This awareness could result from the athletes self-analysis, from coaching observations or those of an applied sport psychologist or from a psychological profiling exercise. Athletes should take some responsibility by identifying the types of situations where they exhibit less than effective concentration, as well as testing out any of the attentional skills in training and ultimately in competition.

Another consideration which the athlete and professional should address is when is the best time for some of these attentional training activities to be undertaken. Most elite athletes experience the frustration of being injured and unable to join in regular training, and this may be an excellent time to enhance an important performance building block. Coaches should also be encouraged to include attentional training into their ongoing training program. Within current coaching philosophies and terminology the idea of "Periodisation" is extremely popular (Bompa, 1983). A close working relationship with the coach and an understanding of the sequence of the total training program is essential for the applied sport psychologist to be able to make effective decisions with the coach about where mental training should be placed relative to other area of the total program.

The different concentration activities can be crudely divided into those activities which are traditionally set in a non-sport context, and those which are specifically related to the sporting environment. Within this section, both types will be examined.

Future Directions:-

The future direction in concentration training is indeed exciting. Given the central importance of concentration within sport performance, there remain a number of issues to be resolved in coming to terms with the construct from a number of different research domains. In spite of the lack of agreement about a number of key issues in the attention area, we believe that this article has demonstrated just how valuable work within the applied concentration area can be for the athlete, coach and applied sport psychologist.

There is great potential for the further development of attentional style testing, analysis and feedback procedures for the benefit of athletes and coaches. Our long – term use of the TAIS has proven to be valuable.

There has also been considerable interest in the planning of mental training programs to ensure that all skills are systematically treated. Somestanding of the physical training requirements of the individual is necessary when developing a program which aims to develop the mental components in line with physical training demands.

Conclusions:-

This article extends the theoretical bases of attention presented in an applied model of concentration in work with athletes and coaches. We urge the reader to acknowledge, as many athletes and coach have done, the significance of the concentration area to enhancement of athletic performance.

The model is useful in understanding, predicting strategies for change in the area of concentration and sport performance. Nideffer's test of Attentional and Interpersonal style (TAIS) has continued to prove useful in our applied work with athletes and coaches. We encourage applied sport psychologists to include this measure as part of their repertoire. The TAIS used in conjunction with other measure, is an excellent way to assess and educate athletes and coaches and an important precursor for attentional training programs.

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PROBLEM SOLVING AMONG GENDER

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ABSTRACT

The main purpose of this study was to find problem solving among boy's & girl's. The total sample consist (60) students among them (30) boys students and (30) girls students select as a sample. The t-test was used to check significant differences between boys and girls students on problem solving method. In the present study descriptive statistic Mean, S.D., and t-test were used. How do we solve problems? Problem involve the presence of an obstacle in the goal seeking activity. Therefore, the problem can be solved by removing obstacles to reach the goal. First of all we are indentifying the specified problem and start working removing the obstacle and then reach the goal. Some obstacles may be removed easily by thinking but some needs the combination of thinking, observation and experimentation. Result show, Boys Students are significantly high on Complex Problem solving than then girl's students. Girls Students are significantly high on Simple Problem solving than boys students.

Keywords :- Simple problem, complex problem, Yearakes Multiple ChoiceApparatus, Gender.

Introduction :-The concept 'Problem solving' itself involves something that in not normally of easily performed task. It involves something more than what is required in performing task. Condiant (1970)states that problem solving includes thinking, reasoning on creative behavior. Therefore, it is concerned with higher mental processes. Gange (1970) states three conditions that are necessary for problem solving. First of all, the rules required for the solution of the problem must be active and must be following one after the other, Secondly, verbal questions should be used to recall relevant rules. Thirdly, the direction of thought process should be also decided by verbal instructions.

Everyone of us is constantly facing one problem or the other. There are needs and motives and motives that ought to be satisfied. For this purpose definite goals or aims are set. In an attempt to realize them, one experiences obstacles and interferences. It poses a problem for him that needs serious attention and a deliberate effort on his part to overcome the obstacle or interference in the attainment of theobjectives. For this purpose, one has to set oneself to think and reason and proceed systematically in a scientific manner. The productive work as a whole discussed above is known as problem-solving. It has been found very useful for the progress of the individual aswell as society. The meaning and nature of this term can be made clearer still

through the following definitions. **Woodworth and Marquis-** Problem-solving behaviour occurs in novel or difficult situations in which a solution is not obtainable by the habitual methods of applying concepts and principles derived from past experience in very familiar situations. (1948, p. 623) **Skinner-** Problem-solving is a process of overcoming difficulties that appear to interfere with the attainment of a goal. It is a procedure of making adjustment in spite of interferences. (1968, p. 539)

SCIENTIFIC METHOD OF PROBLEM-SOLVING :- The important step to scientific procedure should be followed in a problem-solving. Let us describe its systematic steps :- Problem-awareness, Problem-understanding, Collection of Relevant Information, Formation of Hypotheses or Hunch for Possible Solutions, Selection of a Proper Solution, Verification of the Concluded Solution or Hypothesis.

Factors Inherent in the Nature of the Problem. :- The problem-solving behaviour depends to a great extent on the nature of the problem. Some of the important factors or the attributes related with the nature of the problem may be outlined as

- The simplicity or complexity of the problem.
- The size or shape of the problem.
- Appropriate or inappropriate defining of the problem
- The nature of the definiteness of the problem
- Its similarity or analogy with the problems experienced or solved in the past.
- The nature of the help available from the present circumstances and resources at hand.
- The effect of the unfavourable circumstances or lack of resources in the solution of the problem.

Factors that influence problem solving :- Metacognitive skills, Expertise, Memory, Knowledge base, Representation, Appreciating structural similarity, Elaborating initial states, Speed and Efficiency. These things or factors related with the problem solver.

METHODOLOGY

OBJECTIVES:-

- 1) To study the problem solving method among boys & girls .
- 2) To find out the difference between boys & girls on simple problem solving method .
- 3) To find out the difference between boys & girls on complex problem solving method.

HYPOTHESES:-

- 1) There will be significant difference between boys and girls students on problem solving method .
- 2) Girls students Simple problem solve easily compare to Boys students.
- 3) Boys students complex problem solve easily compare to Girls students.

PRETICEPENTS :- For the Present study (60) students were selected from Aurangabad city among them (30) boys students and (30) girls students. The age range of present sample was (15-21) years.

VARIABLES:-Independent variables:- GENDER:-1) Boys2) Girls

Dependent variables:-1) Simple Problem

2) Complex Problem

Tools & Measurements:- Researchers used the (Yearkes Multiple ChoiceApparatus). This apparatus, consists of a box like board with a screen in the middle. One side of the screen called the S's side , there are 11 lights & also 11 swithes (Buttons) one under each on the other again E's side there are equal number of lights &swithes below them . Each swithes is canectedwith each lights there is a reguleater ,**1 Simple problem list& 1 Complex problem list , paper ,Pencil.etc.**

Instructions:-“There are 11 buttons and 11 lights in front of you. You think about the illuminated lights and the buttons below them. Out of 11 lights, some lights will be illuminated. If you press one of the buttons below these illuminated lights, there will be a sound of buzzer. You have to locate that exact button which produce a buzzer noise. There is a relationship between that button and the illuminated lights. The number of lights will change in every trial, however, the relationship between button and illuminated lights will remain the same. Press the buttons till you hear a sound of buzzer. As son as you hear a buzzer noise button. Locate a button which produce a sound of buzzer”.

Actual conduct:-The S was asked to sit as S's side of the apparatus. Above instructions were given and after getting confirmed that hi/she has understood the instructions the actual experiment was carried out. In the beginning, a simple problem (middle key problem) was taken. After the solution of this problem, a complex problem (second left key from the middle key problem) was taken, 5 minutes rest was given to the S after the first part of the experiment. Trials wee continued till 2 consecutive errorless trials or subject is able to recognize the relationship between buzzer noise producing and the illuminated lights.

DATA COLLECTION:-For the data collection researcher went toVivekanand Arts, SardarDalipsingh Commerce & Science ,colleges of Aurangabad city. The experimental method was used per data on (60) students by given instruction and data was collected.

STATISTICAL TRETMENT:-In the present study descriptive statistic Mean, S.D., and t-test were used.

RESULTS & STATISTICAL ANALYSIS

Table 1:- ‘t’ showing the significance of difference between the boys students and girls students respect to Simple Problem.

Types of problem	GENDER	N	Mean	Std. Deviation
SIMLPE	MALE	30	13.7667	4.33656
	FEMALE	30	10.6333	2.61934

	Sig.	T	df
SIMLPE	.007	3.388	58
		3.388	47.675

Table 2 :-‘t’ showing the significance of difference between the boys students and girlsstudents respect to Complex Problem.

	Sig.	t	Df
COMPLEX	.133	2.836	58
		2.836	55.828

DISCUSSION: -In the present study the results show means of boys on Simple problem is (13.7667) and S.D. is (4.33656) and girls mean on Simple Problem is (10.6333) and S.D. is (2.61934) .t-value boys students (3.338) & girls students t-value(3.388) .show that there is significant difference between boys and girls on simple problem. There is also difference between means on Complex Problem is(21.1000)and S.D. is (3.67048) and girls mean on Complex Problem is (24.1000) and S.D. is (4.48253) t-value boys students (2.836) & girls students (2.836) that there is no significant difference between boys and girls on complex problem. An important part of problem solving is problem finding, formal education places, understanding the problem requires constructing an internal representation of the problem, which should have correspondence, andrealaiationship to background knowledge. People pay attention to the parts of the problem that seem relevant to the task and that are not store in memory . Methods for representing problems includes symbols, matrices, hierarchical tree diagrams ,graphs,and visual images . For certain problems , some methods are more likely than others to produce a correct solution.**Woodworth and Marquis**Problem-solving

behaviour occurs in novel or difficult situations in which a solution is not obtainable by the habitual methods of applying concepts and principles derived from past experience in very familiar situations. (1948, p. 623); **Skinner** Problem-solving is a process of overcoming difficulties that appear to interfere with the attainment of a goal. It is a procedure of making adjustment in spite of interferences. (1968, p. 539)

CONCLUSION :-

- 1) BoysStudents are significantly high on Complex Problem solving than girl's students.
- 2) Girls Students are significantly high on Simple Problem solving than boys students.

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A STUDY OF AGGRESSION AMONG THE PLAYER GIRL'S AND NON PLAYER GIRLS

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Abstract:

Objective : The present study investigates the aggression among player girls and non player girls. Hypothesis: The level of aggression would be less non player girls Sample: The present study will be focus on aggression in player and non player girls are two groups (30+30). The selection are sample in Aurangabad city. Player girls with minimum experience of 3 year. The present research in these students who have completed 16 to 25 year age. Results There was a significant difference regarding Aggression among player and non player girls.

Keywords :Aggression, player girls, non player girls.

Introduction -

In psychology as well as other social and behavioral sciences aggression (also called combativeness) refers to behavior that interded to cause pain or harm aggression a form of behavior characterized by physical or verbal attack. It may appear appropriate and self – protective even constructive. As in healthy self – assertiveness or in appropriate and destructive. Aggression may be directed outward against others. Or in word, against the self, leading to self destructive.

The aggressive individual may often use verbal abuse, threaten intimidate, swear, rant or rave construction of the aggression questionnaire is based upon the following considerations aggression is expressed by irritation, anger, jealousy, hatred etc. and desire to belittie, ridicule, deprecial, slander and also by punishing injuring, attacking puppies of aggression aggression can also serve a number of different purposes

- To express anger or hostility
- To assert dominance
- To intimidate or threaten
- To achieve a goal
- To express possession
- A response to pear
- A reaction to pain
- To complete with others.

Two types of aggression

- 1) Impulsive aggression
- 2) instrumental aggression.

1) Impulsive aggression also known as affective aggression is characterized by strong emotion usually anger. This form of aggression is not planned and often takes place in the heat of the moment.

2) Instrumental aggression – is often carefully planned and usually exists as a means to an end and the aggression's goal is to obtain money or vehicle, and harming another individual is the means to achieve that aim.

Aim of the study

To examine and compare the aggression among player girls and non player girls.

Hypothesis: The level of aggression would be less non player girls.

Variables:

- 1) **Independent variables :**

- a) Player girls
- b) Non player girls

- 2) **Dependent variable**

Aggression

*Methods

a) participants:-

The present study aims to examine a sample consisting of 60 individual subjects, those are player and non player girls of Aurangabad city in Maharashtra. There are two groups: 30 player girls with 3 years of player experience and 30 non player girls running age between 16 to 25 years.

Tools :

The aggression scale is developed by Dr. G.C. Pati. There are 16 statements in the scale. Every statement has three situation answers in this scale and selected only one option and () mark in the box. The reliability by split – half method was found .55 and .71 respectively.

Statistical method:

Descriptive statistical method used for (mean, S.D. and T test) for analysis of the data.

Result and discussion :

Table -1 showing the mean and 't' value of the analysis of the player girls and non player girls aggression.

status	N	Mean	S.D.	't' value	Sign
Player girls	30	559	39	7.9	0.01
Non player girls	30	490	30		

S.D The first mean of player Girls was 559 and S.D was 39 and second mean of non player Girls was 490 and was 30 and 't' value was 7.6. Both levels are significant. Our hypothesis was accepted. The level of Aggression would be less in non player Girls.

The similar result found that Erickson and Grotzinger 1995 member of groups run by aggressive

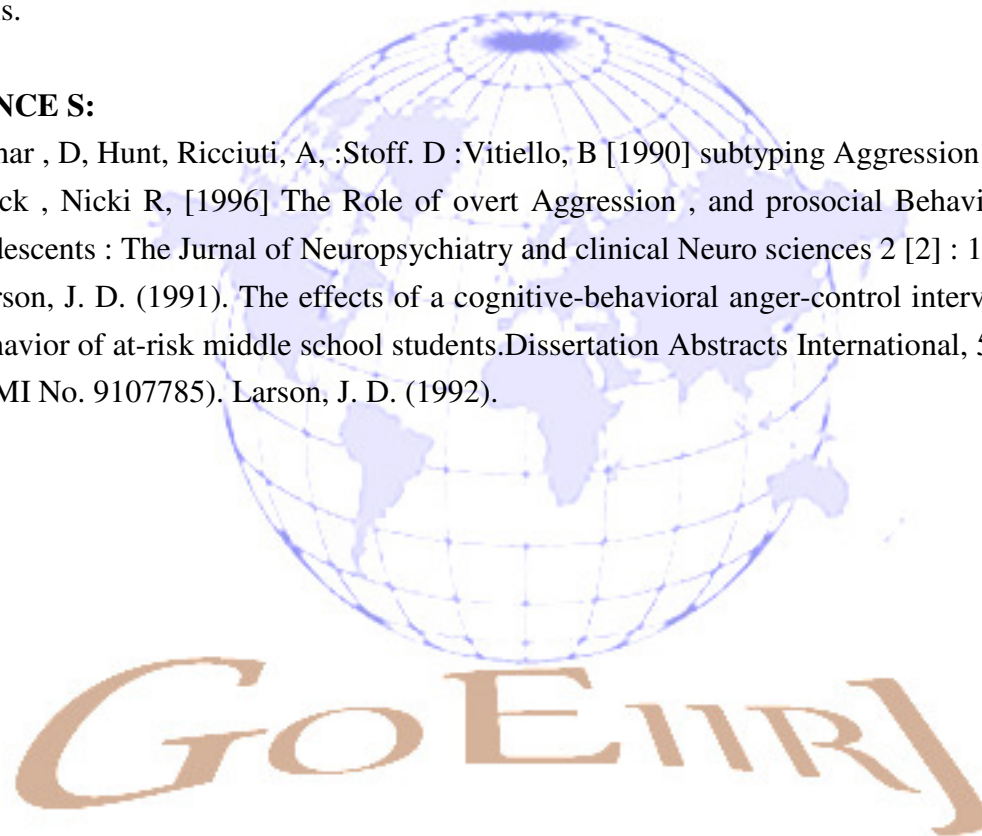
Girls appeared to be caring and helpful toward each other however they also observed a higher level of intimacy and secret sharing in these groups. . Robin's study 2005 also reported that the best player were not always well intergrated into after hours networks .the player girls are physically strong.

Conclusion:

there was significant difference regarding aggression level between player Girls and non player Girls.

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YOGA AND WELLBEING : A REVIEW OF CASE STUDIES IN ANORECTAL DISEASES

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Abstract –

Yoga is one of the best therapies for health life. It not only gives physical health but also mental well being. It is the only therapy to reform the mental physical well being of human being which no other therapy can give.

The paper is focused on impact of yoga in anorectal diseases. Due to westernization of living habits the anorectal diseases are significantly increased. This study reviews the impact of yoga in treating anorectal disorders. The study diversified by diseases. The comparative profile of patients undergoing yoga therapy and a patient without yoga therapy along with ayurvedic medicine are taken into consideration for comparative study. The major finding of this study are discussed in details.

Introduction

Yoga is one of the best therapies for health. It not only gives physical health but also mental well being. It is the only therapy to reform the mental physical well being of human being which no other therapy can give.

A) Relation between Ayurved & Yoga

Ayurved is a science of living life. The main theme ayurved is means to maintain the health of healthy people and to cure the diseases of a patient.

This is the sciences which teach you how to live life in every season.

Ayurved - The natural way of living.

B) Concept of wellbeing in Yoga

Yoga is a part of ayurveda which gives you physically and mentally healthy life. Yoga is the most pleasurable to be smoothed into a state of relaxation. It reduces your stress and strain.

C) Ano-rectal disorders

Basically we have taken three major disorders which are commonly seen in India. Near about 40% people are suffering from this disease like piles, fissure.

1. Piles/Hemorrhoids
2. Fissure
3. Fistula-ano

a) Hemorrhoids : Anal veins increases is called as piles. They are two types

- 1) Internal piles
- 2) External Piles

b) Fissure-ano : A tear inside of anus

c) Fistula - ano : Due to external and internal infection or any injury a path like structure develop at anal region. It has two ways.

The major causative factor of these diseases are indigestion, western life living and food, constipation, bad habits, stress, strain full life and hyperacidity (APD) etc.

As we have studied ayurved, we recommend yoga therapy along with ayurvedic medicine which helps to faster recovery and stop recurrence. We have done comparative study of one patient who are under yoga & ayurved medicine and improve early than the patient who are only on ayurveda medicine.

Analysis of Data

1. Piles : No of cases 590. Treated patient under yoga and ayurveda medicine 354 (60%) patient under only ayurveda medicine 240 (40%) out of 354 patients 283 (80%) patients who are following regular yoga anyurved medicine, dilatory regimen improved within 1 and half to 2 months. 71 (20%) patient are irregular in yoga practices. They improved in three months and 240 (40%) patients are taking only ayurved medicine improved in 4-6 months.

The study shows that yoga helps them for fast recovery by 50% time deduction and less complications.

2. The same thing is in happened in fissure-ano we have studied 785 cases. Out of that 270 patients undergo yoga, ayurvedic medicine and dilatory regimen. 234 (87%) improved in 30-40 days and other patients recovered in 90-110 days.

3. In fistula-ano no. of cases 680. These all patients are operated by “Kshar-Sutra” therapy. Out of that 220 (32%) patients has taken regular yoga therapy. The result is very dramatic the

improvement and recovery is faster than other patients who has taken ayurved medicine along with yoga therapy and still we have not got any type of recurrence among them.

The recurrence ratio is 5% in non yoga therapy patient.

Conclusion

Due to yoga therapy we reduce the time of recovery less complications and prevent recurrence and keep the people physically and mentally healthy.

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ROLE OF COACHING BEHAVIOR NEED SATISFACTION, AND THE PSYCHOLOGICAL AND PHYSICAL WELFARE OF YOUNG ATHLETES

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ABSTRACT

Grounded in self-determination theory the (Ryan, 2000), the purpose of this study was to examine the relationship of dimensions of coaching behavior to intrinsic need satisfaction and indices of psychological and physical well-being among male adolescent athletes. The present study utilized two measures of well-being to be essential to the experience of eudaimonia (subjective vitality and intrinsic satisfaction/interest in the activity) and one measure of ill-being (self-reported physical symptoms). What is particularly attractive about the concept of need satisfaction is that it allows researchers to identify the conditions under which the three needs should be satisfied and, in turn, promote well-being. One key social environmental factor in the self-determination framework assumed to nurture the fundamental need for autonomy is autonomy support. Autonomy support refers to the readiness of an individual in a position of authority (e.g., a coach) to take the other's (e.g., the athlete's) perspective, provide appropriate and meaningful information, offer opportunities for choice, while at the same time minimize external pressures and demands.

INTRODUCTION

In today's world of sport, pain rather than pleasure is often presented as the hallmark of what the motivated young athlete should feel. In quest of "the right body," many athletes starve themselves to be lighter or thinner, or inflate their body size via banned substances. Overtraining in the pursuit of higher performance, although often leading to burnout and overuse injuries, is part of the sport experience for a number of sport participants (Nationals, 2006). The literature suggests that the different social contexts manifested in sporting programs and, in particular, the behavior and interpersonal style of the coach, can play a major role in shaping the potential psychological, emotional, and physical effects (both positive and negative) of sport involvement (Duda, 2001; Smoll & Smith, 2002). One theoretical approach that may shed light on the potential implications of different aspects of the social environment in sport on the well-being of athletes is self-determination theory (SDT; Deci & Ryan, 1985, 2000). Recently a subtheory within SDT, termed basic needs theory (BNT; Ryan & Deci, 2002), has been formalized to clarify the meaning of the concept of basic needs and their relevance to mental and physical health. BNT assumes three needs to be essential for the nurturance and growth of the human psyche, namely the psychological needs for autonomy, competence, and relatedness. The satisfaction of the need for autonomy involves the experience of choice and the feeling that one is the initiator of one's own actions (de Charms, 1968).

The present study utilized two measures of well-being to be essential to the experience of eudaimonia

(subjective vitality and intrinsic satisfaction/interest in the activity) and one measure of ill-being (self-reported physical symptoms). What is particularly attractive about the concept of need satisfaction is that it allows researchers to identify the conditions under which the three needs should be satisfied and, in turn, promote well-being. One key social environmental factor in the self-determination framework assumed to nurture the fundamental need for autonomy is autonomy support. Autonomy support refers to the readiness of an individual in a position of authority (e.g., a coach) to take the other's (e.g., the athlete's) perspective, provide appropriate and meaningful information, offer opportunities for choice, while at the same time minimize external pressures and demands.

Mental and Physical Welfare of Young Athletes

Studies conducted in the sport setting have provided support for the basic tenets of SDT with respect to the relationship of autonomy support to need satisfaction. For example, research by Blanchard and Vallerand (1996, cited in Vallerand & Losier, 1999), on basketball players, revealed that the more the coach was perceived as autonomy supportive by his or her athletes, the more autonomous the athletes felt. In a study by Standage, Duda, and Ntoumanis (2003) in the context of physical education (PE), perceptions of an autonomy-supportive climate were strong positive predictors of students' perceptions of autonomy. An important feature of the present research is that it tests the proposed social environment –need satisfaction – outcomes sequence with respect to other facets of the social context besides autonomy support, namely the degree to which the social agent of concern centers on mastery (or task) goals (Ames, 1992; Nicholls, 1989) and provides social support.

In this study, social support was defined as people's perceptions that they are loved, valued, and esteemed by others. Grounded in SDT, Ryan and Solky (1996) argue that the positive psychological effects of social support on individuals' physical and mental welfare may derive from the capacity of social support systems to satisfy one or more of the basic psychological needs, the need for relatedness in particular. In line with the suggestions that the team atmosphere created mainly by the coach has a strong influence on the social reality of athletes (Roberts & Treasure, 1992), the current research focuses on athletes' perceptions of the social support on their team as spearheaded by the coach. BNT is hypothesized to be applicable across contexts, age, gender, and cultures (Deci & Ryan, 2000).

METHOD: Participants and Procedures

Two hundred and sixty-five State adolescent (Mage = 16.44; SD = 1.32) male soccer and cricket players participated in this study. In terms of ethnicity breakdown, 51.3% reported to be Aurangabad, 24.2% Parbhani 5.7% Afro- Jalna and 4.5% mixed. Thirty-eight participants did not state their ethnic background. Secretaries and coaches of the teams that had agreed to take part were contacted and received a letter explaining the purpose of the study. All athletes under the age of 18 also received informed consent forms that were signed by their parents/guardians. None of the athletes were denied permission to participate. A multisession questionnaire, also containing other variables that are not reported here, was administered by the principal investigator either before or after a normal practice in a team clubhouse or a classroom. At all

meetings, instructions on how to fill in the questionnaire were given, emphasizing that they do so as personally and honestly as possible, that there were no right or wrong answers, and that their responses would be kept confidential. On average, the questionnaire required approximately 25 min to complete.

Measures: Environmental Factors

To assess the sporting environment created by the coach, participants were asked to think about what the environment is like on their team in general. To measure athletes' perceptions of coach autonomy support, seven items were drawn and adapted to sport from the Health-Care Climate Questionnaire (Williams, Grow, Freedman, Ryan, & Deci, 1996). In line with the work of Kasser and Ryan (1999), the chosen items focused exclusively on the coach's support for self-determination (e.g., "the coach provides players with choices and options"). The perceived focus of the coach on mastery and improvement was assessed using the effort/improvement subscale (e.g., "players feel successful when they improve") of the Perceived Motivational Climate in Sport Questionnaire-2. On the basis of the work of Sarason and colleagues (Sarason, Sarason, Shearin, & Pierce, 1987), the short form of the Social Support Questionnaire (SSQ6; Sarason et al., 1987) was slightly adapted for the sport context to tap athletes' perceptions of the degree of social support available on their team as provided by their coach (e.g., "players can really count on the coach to be there when they need help"). Perceived support rather than objective social support was tapped, because the former generally seems to yield the strongest associations with health and adjustment criteria (Sarason, Sarason, & Pierce, 1994).

BASIC NEEDS

To assess the satisfaction of the need for autonomy in sport, six items (e.g., "I have a say in what happens and I can voice my opinion") were modified for the sport setting from the Need Satisfaction at Work Scale. The five-item perceived ability subscale of the Intrinsic motivation inventory was used to determine the satisfaction of the need for competence (e.g., "I am pretty skilled at soccer"). Satisfaction of the need for relatedness in sport (e.g., "On my team I feel valued") was tapped with the five-item Acceptance subscale of the Need for Relatedness scale. All responses were indicated on a 7-point likert scale, except in the case of the relatedness subscale, which was scored on a 5-point scale.

WELL-BEING VARIABLES

Subjective vitality (e.g., "In soccer I feel alive and vital") was measured using the 6-item version of the Subjective Vitality Scale (SVS; Ryan & Frederick, 1997). Responses were indicated on a 7-point Likert scale anchored by not at all true (1) and very true (7). Participants' degree of intrinsic satisfaction with an interest in sport (e.g., "I usually have fun when I play soccer") was assessed by the five-item Satisfaction/Interest in Sport Scale (Duda & Nicholls, 1992). Responses were indicated on a 5-point Likert scale anchored by strongly disagree (1) to strongly agree (5). To measure physical symptoms, participants completed the nine-item physical symptom checklist (Emmons, 1991) on which they indicated the degree to

which they had experienced symptoms such as runny nose, headaches, and stomachache/pain in the past 2 weeks. Responses were indicated on a 7-point Likert scale anchored by not at all (1) to very much (7). Because of the participants' age, the acne/pimples symptom was not assessed in the present study as pilot work suggested this item might be personally sensitive for adolescents. The eight categories were combined into a composite symptom measure. Alpha coefficients for all scales ranged from .73 to .89 and were deemed acceptable on the basis of Nunnally's criterion of .70 for the psychological domain.

DATA ANALYSES

Structural Equation Modeling (SEM) utilizing EQS 5.7 (Bentler, 1995) was employed to test the hypothesized model. Because the normalized estimate of Mardia's coefficient was relatively large (multivariate kurtosis = 18.33), the data were analyzed using robust maximum likelihood analysis, as recommended by Bentler (1995). This analysis adjusts the chi-square statistic (χ^2) and the standard errors under conditions of nonnormality to protect from Type I error. To examine the hypothesized model, we followed the two-step approach recommended by Anderson and Gerbing (1988). Firstly, confirmatory factor analyses (CFA) were performed in regard to the hypothesized measurement model to determine whether the indicators were related to the latent factors in a satisfactory manner. Secondly, after a satisfactory fit was achieved for the measurement model, we tested the fit of the structural model which linked the latent factors. The fit of the measurement and the structural model was examined using various indices of fit provided by EQS. First, the Satorra-Bentler's scaled χ^2 (used with robust maximum likelihood analysis) was considered. Traditionally, a good factor structure is inferred when the χ^2 likelihood ratio is nonsignificant. However, given the sensitivity of the χ^2 statistic to sample size (Hu & Bentler, 1999), we complemented this with other goodness-of-fit measures. These were the Robust Comparative Fit Index (RCFI), the Bentler-Bonnet Nonnormed Fit Index (NNFI), the Root Mean Square Error of Approximation (RMSEA) with its 90% confidence interval (CI), and the Standardized Root Mean Square Residual (SRMR). A good fit of a specified model to the data is generally indicated when the RCFI and the NNFI indices are close to .95, and the RMSEA and the SRMR are less than .06 and .08, respectively (Hu & Bentler, 1999). Moreover, a close fit of the model to the intended population is implied when the lower bound of the 90% CI of the RMSEA includes the value of .05 (Browne & Cudeck, 1993).

RESULTS

The analysis report presents the means and standard deviations of, and correlations between the variables used in the study. Pearson product moment correlations revealed that the dimensions of coach behavior were significantly and positively related among themselves as well as to the three needs and the well-being variables (subjective vitality and intrinsic satisfaction). The three psychological needs were positively and moderately inter correlated. Positive and significant relationships emerged between the need satisfaction variables and the well-being variables. The three need satisfaction variables were negatively correlated with the reported physical symptoms.

CFA of Measurement Model

Prior to testing the hypothesized model, we examined the factorial structure of each of the model's components. Results showed that some of the scales had a poor model fit indicating that the factorial structure of some of the scales should be revised. Examination of the modification indices provided by EQS (Lagrange Multiplier and Wald Test) suggested the elimination of some items. These items were removed one at a time, and each time the model fit was reevaluated. This procedure is considered a justifiable process in measurement evaluation as it preserves the general structure of the initially hypothesized factor model, but with only the best available indicators. For the autonomy support scale, two items were removed (i.e., "the coach makes sure all players understand what they need to do and why" and "the coach encourages players to ask questions"). The item "players are encouraged to work on their weaknesses" was removed from the coach emphasis on effort/improvement scale. In the need for autonomy scale, the item "I feel free to do things my own way" was omitted. The final scales had moderate to high factor loadings ranging from .58 to .90 (median factor loading = .79). It is important to note that beyond a statistical rationale, the deletion of problematic items could be substantiated on conceptual grounds as well. For example it could be argued that the content of the two eliminated autonomy items reflected aspects of coach behavior that might enhance athletes' competence more than their sense of volition and choice. The internal consistencies of the scales were reassessed after the elimination of the above items.

Structural Model

Next, the structural model was tested. The testing of a comprehensive theoretical model with SEM may necessitate the reduction of the number of indicators per latent factor, especially when the sample size is not very large compared to the number of variables in the model. suggested the use of item pairs (or "parcels") instead of individual items because they are more reliable and tend to be more normally distributed. That an advantage of "parceling," when compared to full-item models, is the reduced probability that the residuals will be correlated. Drawing on these arguments, it was decided to combine the item indicators into pairs.

DISCUSSION

Grounded in SDT the purpose of this study was to test a model that considered how three dimensions of the social environment embedded within the SDT, achievement goal, and social support literatures would predict need satisfaction and indices of mental/physical welfare among a sample of team sport participants. Overall, the results were supportive of the proposed pattern of sequences in the model.

Dimensions of Coaching Behavior

Moderate to strong paths connected the three dimensions of autonomy support, improvement, and social support with satisfaction of the three basic needs of autonomy, competence, and relatedness. Athletes' perceptions of the coach as autonomy supportive were positively related to their perceptions of autonomy. This finding is consistent with previous research in the education, sport, PE and exercise domains showing

autonomy support to foster feelings of autonomy. An environment low in its controlling features (e.g., a situation where coaches give athletes responsibilities, offer choices and options) is more likely to foster feelings of personal causation and facilitate the perception of oneself as an origin of one's behavior. Drawing from the achievement goal literature perceptions that the coach was mastery focused emerged as a positive predictor of athletes' perceptions of competence. This facet of the social environment could be considered one of the most crucial dimensions of a task-involving motivational climate. This result is consonant with work conducted in physical education, academic and sport settings, showing perceptions of a task involving environment to be positively associated with perceived competence. Demonstrating improvement and effort are probably more controllable sources of competence evaluation and may, thus, make it easier for individuals to feel good about their abilities in achievement contexts such as sport. The athletes' perceptions that the coach provided assistance and emotional support to players on the team was a strong positive predictor of athletes' sense of relatedness within their team. This result is congruent with SDT which suggests that showing care for and valuing someone (in this case the athlete) as a person without any attached contingencies (such as basing one's support on the level of the athlete's performance) should lead to individuals feeling more valued and attached to others in the setting at hand.

Need Satisfaction and Well-Being

In line with our hypothesis, the need for autonomy emerged as a positive, albeit weak, predictor of subjective vitality and intrinsic satisfaction/interest in sport. Both of these latter variables are considered to be positive indicators of eudaimonic well-being. This positive prediction is aligned with Ryan and Frederick's argument that autonomy should play an important role with regard to feelings of being vital. According to Ryan and only those with an internal locus of causality will experience their energy as "their own" and as emanating from the self. As a result, they should report higher levels of subjective vitality. For example, athletes who feel powerless and compelled in their participation may perceive less energy available to themselves compared to those athletes who feel that they practice their sport autonomously and wholeheartedly. Perceptions of autonomy were also a positive predictor of intrinsic interest in sport. According to Deci and Ryan, intrinsic interest and satisfaction are emotions assumed to characterize intrinsic motivation. Thus, this finding further supports the notion that fulfillment of the need for autonomy is essential for self-determined goal-directed behavior. In contrast to our hypothesis, the need for autonomy did not emerge as a negative predictor of reported physical symptoms in the SEM analyses. Findings by Reis, Sheldon, Gable, Roscoe, and Ryan showed that daily experiences, but not general levels, of self-determination were a significant negative predictor of reported physical symptoms. Thus, it could be that autonomy was measured at a too general level to significantly predict this indicator of ill-being. Conversely, as suggested by Sheldon and Bettencourt (2002), it could also be possible that particular need satisfaction constructs may be somewhat more relevant to the presence of positive outcomes than to the absence of negative outcomes. The need for competence was most strongly linked to the two indices of psychological well-being. This finding is consistent with previous research in physical education (Ferrer-Caja & Weiss, 2000; Ntoumanis, 2001; Standage et al., 2003) where perceived competence has emerged as a crucial

construct in predicting self-determined motivation. Deci and Ryan (1985) argue that the relative impact of each psychological need will vary depending on the functional significance of the situation. According to Feltz (1988), perceived competence plays a crucial role in all forms of physical activity engagement. The present findings suggest that sport participants who perceive themselves to possess high physical skills may find their sport participation more intrinsically interesting, enjoyable, and energy enhancing. The current findings, showing the need for autonomy to be a significant predictor of both intrinsic interest and subjective vitality, also seem to lend support to the idea that eudaimonic well-being cannot be witnessed by feeling competent alone. Although feeling competent with respect to either autonomous or controlled actions may lead to hedonic well-being (e.g., feeling content and pleased with oneself), eudaimonic well-being cannot be experienced if a person perceives her/his behavior to be controlled. That is, eudaimonic well-being is held to also require satisfaction of the need for autonomy (Nix, Ryan, Manly, & Deci, 1999; Ryan & Deci, 2001; Waterman, 1993). Contrary to our hypothesis, and findings by Reis et al. (2000) and Sheldon and Bettencourt (2002), perceptions of relatedness did not predict any of the indicators of positive or negative well-being. Deci and Ryan (2000) have suggested that the need for relatedness may play a more distal role in the maintenance of intrinsic motivation and, thereby, any ensuing ramifications of peoples' welfare. From a statistical point of view, it is also important to keep in mind the observed interdependencies between the three needs, which have been found in other studies (e.g., Sheldon & Bettencourt, 2002). Because the regression path coefficients of the three need-satisfaction variables to the dependent variables represent the unique effect of each predictor, this may have possibly reduced the predictive validity of relatedness. Nevertheless, it seems perhaps more plausible that the relative importance of the three needs depends on the functional significance of the situation as well as the nature of the activity, and that perceptions of competence, in contrast to autonomy and relatedness, may perhaps play a more essential role with respect to well-being among sport participants.

Conclusions and Practical Implications

The present study tested and found preliminary support for Deci and Ryan's (2000) basic needs theory in the context of sport. Our findings tentatively suggest that a social environment which is autonomy supportive, emphasizes improvement and effort, and is socially supportive, may help maximize the satisfaction of athletes' basic needs which in turn may possibly foster eudaimonic well-being among adolescent sport participants. Coaches are assumed to play a very active role in training and competition. They spend a lot of time interacting with athletes, trying to motivate them, and providing instruction and feedback. Therefore, it makes sense to investigate the psychological environment/climate they create and how that environment corresponds to the quality of athletes' sport experience and subjective well-being. Coaches can foster the satisfaction of the need for autonomy by giving athletes' choices and options, providing rationales for requested behaviors, and encouraging self-regulation. For example, they may provide athletes with the necessary information to solve a problem or learn a new skill or strategy, while encouraging them to solve the problem or develop the skill/strategy in their own way. To promote athletes' sense of competence, coaches might develop evaluation criteria based on self-

referenced improvement and the degree to which effort is exerted in training and competition. They could also encourage athletes to develop internalized performance standards and help them learn to self-monitor. Finally, to satisfy the need for relatedness, coaches may do well in accepting, caring for, and valuing players as people, not just as performing athletes.

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SPORTS AND EXERCISE PSYCHOLOGY IS A BEST PROFESSIONAL QUALITY OF SPORTS PSYCHOLOGIST TO IMPROVING SPORT SKILL IN PLAYERS

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Introduction

Sports psychology is the study of how psychology influences sports, athletic performance, exercise, and physical activity. Some sports psychologists work with professional athletes and coaches to improve performance and increase motivation. Other professionals utilize exercise and sports to enhance people's lives and well-being throughout the entire lifespan. Professional sports psychologists often help athletes cope with the intense pressure that comes from competition and overcome problems with focus and motivation.

They also work with athletes to improve performance and recover from injuries. But sports psychologists do not just work with elite and professional athletes. They also help regular people learn how to enjoy sports and learn to stick to an exercise program.

History of sport psychology

In 1920, Carl Diem founded the world's first sports psychology laboratory at the Deutsche Sporthochschule in Berlin, Germany. In 1925, two more sports psychology labs were established – one by A.Z. Puni at the Institute of Physical Culture in Leningrad and the other by Coleman Griffith at the University of Illinois. Griffith began offering the first course in sports psychology in 1923, and later published the first book on the subject titled *The Psychology of Coaching* (1926). Unfortunately, Griffith's lab was closed in 1932 due to lack of funds. Ferruccio Antonelli established the International Society of Sport Psychology (ISSP) in 1965 and by the 1970s sports psychology had been introduced to university course offerings throughout North America. The first academic journal, the *International Journal of Sport Psychology*, was introduced in 1970, which was then followed by the establishment of the *Journal of Sport Psychology* in 1979. By the 1980s, sports psychology became the subject of a more rigorous scientific focus as researchers began to explore how psychology could be used to improve athletic performance, as well as how exercise could be utilized to improve mental well-being and lower stress levels.

Major Topics within Sports Psychology

There are a number of different topics that are of special interest to sports psychologists.

Some professionals focus on a specific area, while others study a wide range of techniques.

- **Imagery:** Involves visualizing performing a task, such as participating in an athletic event or successfully performing a particular skill.
- **Motivation:** A major subject within sports psychology, the study of motivation looks at both extrinsic and intrinsic motivators. Extrinsic motivators are external rewards, such as trophies, money, medals or social recognition. Intrinsic motivators arise from within, such as a personal desire to win or the sense of pride that comes from performing a skill.
- **Attention Focus:** Involves the ability to tune out distractions, such as a crowd of screaming fans, and focus attention on the task at hand.

Describe what sports and exercise psychology-

Sport and exercise psychology is the scientific study of the behavior of people engaged in sports and exercise activities and the application of the knowledge gained. Researchers in the field have two major activity

{a} To understand motor performance and

{b} To understand how participating in physical activity affects persons psychological development –Despite Enormous Growth in recent year. Sport psychology date back to the early 1900 and it best understood within the framework of its six distinct historical periods.

What Sport & Exercise Psychology Specialists Do-

Contemporary sports and exercise psychology engage in different roles, including conducting research teaching and consulting with athletes and exerciser.

What Training Is Required forA Sport & Exercise Psychologist

Not all sport and exercise psychology specialists are trained in the same way clinical Sport and exercise psychologist are trained specifically in psychology to treat athletes and exercises with server emotional disorders, such as substance about or anorexia. Educational sports psychology specialists receive training in exercise and sport science and exercisers about psychological skill and their development. They are not trained to assist people with severe emotional disorders.

CompareAnd Contrast Orientation To The Field

Several approaches can be taken to sport and exercise psychological, including the psych-psychological ,social-psychological ,and continuous – behavior Psycho physiological sport psychologist study physiological focus on how complex interactions between the social, environmentand personal makeup of the athlete or exercise influence behavior. Cognitive behavioral sport psychologist examine how an individual thoughts determine behavior.

Describe career opportunities and future directions in the field

Although there are more career opportunities today than ever before only limited numbers of full-time consulting positions are available,sports and exercise psychology is found shin and has

much to after those interested in working in sports and physical activity setting trends points to such further direction as an increased interest in psychological skills training and applied work more increased emphasis on ethics and competence, increase specialization. some continuing tension between academic and applied sport psychologists, and more qualities research.

Benefits of Sports and Exercise Psychology of Players

- ❖ Sports/physical activity connection to health/wellness.
- ❖ Enhancing athletic performance
- ❖ Life transitions (i.e. retirement)
- ❖ Relationship issues related to the life of a professional athlete/performer
- ❖ Sport-specific psychological concerns and assessments
- ❖ Team building and cohesion
- ❖ Coaching/leadership
- ❖ Imagery
- ❖ Athletes with acute or permanent injuries and rehabilitation/adaptations
- ❖ Mental preparation for performance
- ❖ Substance abuse
- ❖ Confidence/self-esteem
- ❖ Bereavement/grief
- ❖ Suicide in the professional athletic/performance world
- ❖ Burnout
- ❖ Anger/stress management
- ❖ Dealing with fame
- ❖ A specific sport or physical activity
- ❖ A specific age group (i.e. exercise programs for seniors or motivating youth to participate)
- ❖ Effective training programs
- ❖ How performance is affected by environmental factors (i.e. home versus away games)
- ❖ Motivators to train and perform effectively
- ❖ Arousal and anxiety (getting psyched before a sporting event/performance and calming down afterwards)

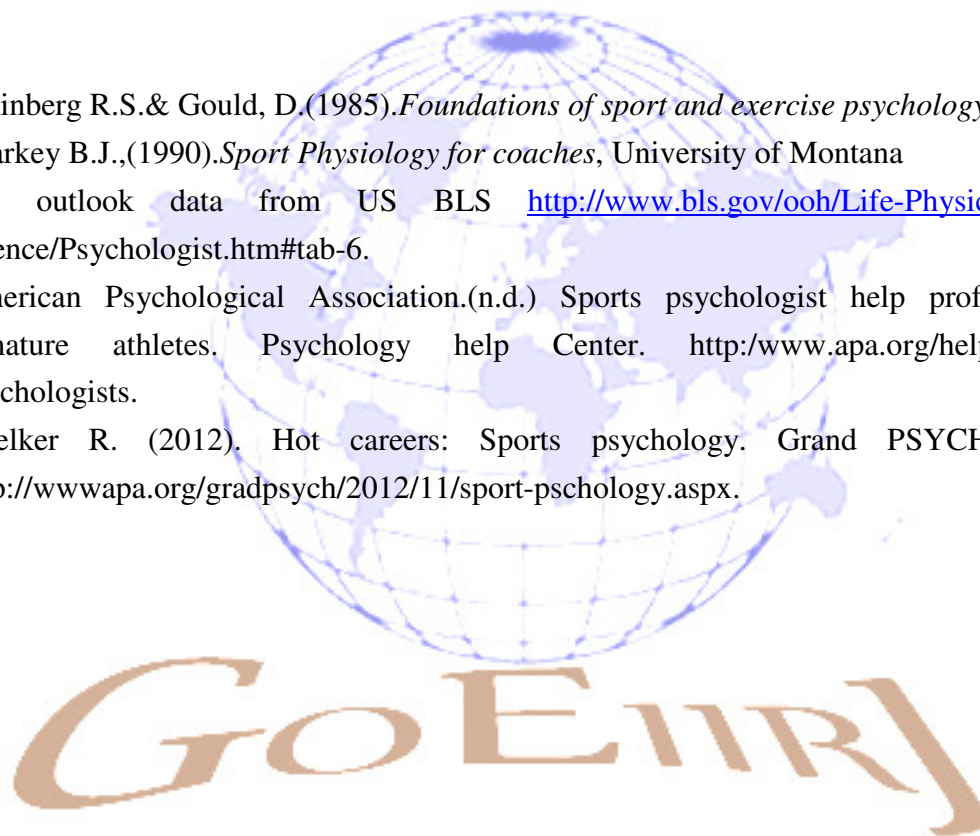
Conclusion

Explanation of the mechanical concepts underlying performance techniques; designed to enable coaches and students to observe analyze develop, and correct the mechanic of sport technique for better athletic performance. An applied approach to exercise psychology; designed to enable

coaches and students to assess, institute enhance, and refine human performance in-sport participation and to improve sport performance. A practical approach of motivation , communication, stress management, mental imagery, and other cutting-edge topic it is also to enhance the coach-athlete relationship and to stimulate improved sport performance. It is also help in a practical approach for learning to teach sport skills; guided by a practical understanding of the stages acquisition , and the critical element that enhance optimal sport skill development and performance.

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BENEFITS OF PHYSICAL ACTIVITIES: HUMAN HEALTH

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Introduction:

Regular physical activity is important for good health. Physical activity is an important part of your overall physical and mental health. Physical activity is defined as any bodily movement produced by skeletal muscles that require energy expenditure. Physical activity means movement of the body that uses energy and Regular moderate intensity physical activity such as Walking, cycling, gardening, briskly pushing a baby stroller, climbing the stairs, playing soccer and dancing, participating in sports has significant benefits for health. The term "physical activity" should not be mistaken with "exercise". Exercise, is a subcategory of physical activity that is planned, structured, repetitive, and purposeful in the sense that the improvement or maintenance of one or more components of physical fitness is the objective. Physical activity includes exercise as well as other activities which involve bodily movement and are done as part of playing, working, active transportation, house chores and recreational activities. The more physically active you are, the more health benefits you gain. If you are physically fit, you are very likely to look, feel, and do your best-physically and mentally.

Health benefits of physical activity:

1) Physical activity helps you maintain a healthy weight. 2) Physically active adults are at lower risk for depression and declines in cognitive function as they get older (Cognitive function includes thinking, learning, and judgment skills.). 3) Physical activity also lowers your risk for many diseases, such as coronary heart disease (CHD), diabetes, and cancer. 4) Physical Activity Strengthens Your Heart and Improves Lung Function like This improves your heart's ability to pump blood to your lungs and throughout your body. As a result, more blood flows to your muscles, and oxygen levels in your blood rise. 5) Physical Activity Reduces Coronary Heart Disease Risk Factors. 6) Physical activity reduces the risk of cardiovascular diseases, diabetes, and colon and breast cancer 7) Maintain weight.

Physical activity to maintain your weight:

Physical activity increases the number of calories your body uses for energy or "burns off." The burning of calories through physical activity, combined with reducing the number of calories you eat, creates a "calorie deficit" that results in weight loss. Physical activity also helps you maintain a healthy weight over time once you have lost weight.

Work your way up to 150 minutes of moderate-intensity aerobic activity, 75 minutes of vigorous-intensity aerobic activity, or an equivalent mix of the two each week. Strong scientific evidence shows that physical activity can help you maintain your weight over time. However, the exact amount of physical activity needed to do this is not clear since it varies greatly from person to person. It's possible that you may need to do more than the equivalent of 150 minutes of moderate-intensity activity a week to maintain your weight.

To lose weight and keep it off: You will need a high amount of physical activity unless you also adjust your diet and reduce the amount of calories you're eating and drinking. Getting to and staying at a healthy weight requires both regular physical activity and a healthy eating plan.

Moderate or Vigorous Physical activities:-

A) Moderate physical activities include:

1) Businessman on bike, 2) Walking briskly (about 3½ miles per hour), 3) Bicycling (less than 10 miles per hour), 4) General gardening (raking, trimming shrubs), 5) Dancing, 6) Golf (walking and carrying clubs), 7) Water aerobics and 8) Tennis (doubles) etc

B) Vigorous physical activities include:

1) Running/jogging (5 miles per hour), 2) Walking very fast (4½ miles per hour), 3) Bicycling (more than 10 miles per hour), 4) Heavy yard work, such as chopping wood, 5) Swimming (freestyle laps), 6) Aerobics, 7) Basketball (competitive), 8) Cross-country, and 9) Tennis (singles) etc.

Physical activity level:-

The physical activity level is a way to express a person's daily physical activity as a number, and is used to estimate a person's total energy expenditure.

Lifestyle	Example	Physical activity level
Extremely inactive	Cerebral Palsy patient	<1.40
Sedentary	Office worker getting little or no exercise	1.40-1.69
Moderately active	Construction worker or person running one hour daily	1.70-1.99
Vigorously active	Agricultural worker (non- mechanized) or person swimming two hours daily	2.00-2.40
Extremely active	Competitive cyclist	>2.40

Reference:-

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A STUDY ON THE LEVEL OF BODY MASS INDEX (BMI) AMONG THE STUDENTS

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ABSTRACT:

The purpose of the study was to find out the level of Body Mass Index (BMI) Among the Students. The present Investigation was carried out on 24 subjects for the Study. The Age Group was between 20- 29 years. These sample includes 24 students the sample for this study was selected from one training college namely M.S.M College of physical education Aurangabad. The selective BMI measure test were selected namely Height and Weight. Thereseach is applied research; sampling technique is simple random sampling. The statisticalanalyses used to test the data are reported as mean,Standarddeviation and BMI formula. The result is the body mass index of M.P.ED class students is very good but First hypothesis is rejecting i.e. underweight Students is Zero. The body mass index of M.P.ED class students is normal but second hypothesis is accepted i.e. normal weight Students is 19 (79.16%).The body mass index of M.P.ED class students is poor but Third hypothesis is accepted i.e. over weight Students is 2 (8.33%). The body mass index of M.P.ED class students is poor but fourth hypothesis is accepted i.e. obese weight Students is 3(12.5%).

INTRODUCTION:

Body mass index is a based on weight and height not on body fat. When it comes to defining what body weight is considered healthy, one type of measurement does not fit all some scientific say.Body mass index is the standard metric of determining who is normal weight, over weight and obese, but Body mass index is not an accurate measure of fat and doesn't explain the cause of poor health, scientist argue in an editorial today in the journal science.

According to Vanitallie and Lew (1992), High BMI values, therefore, are more appropriately considered to be indications of being “overweight” rather than obese. Although most overweight people are also obese, it is possible to be obese without being overweight (i.e., sedentary individuals with a small muscle mass) and overweight without being obese (i.e., body builders and certain athletes).Lohman (1992) High BMI also has beenlinked to the increased risk of developing hypertension,hypercholesterolemia, cardiovasculardisease, non-insulin-dependent diabetes, certaintancers, and other medical problems.

BMI Table:

<i>BMI</i>	<i>Weight Status</i>
Below 18.5	Under weight
18.5-24.9	Normal
25.0-29.9	Over Weight
30.0 and Above	Obese

OBJECTIVES OF THE STUDY:

- 1) To find out the level of Body mass index in physical education students.
- 2) To study the level of Body mass index of the age group between 20 to 29 years.

SIGNIFICANCE OF THE STUDY:

The finding of the study may help the college to for redesign or scheduling the yearly program.

HYPOTHESIS:

- 1) The Body mass index of M.P.ED class students is very good.
- 2) The Body mass index of M.P.ED class students is normal.
- 3) The Body mass index of M.P.ED class students is poor.
- 4) The Body mass index of M.P.ED class students is Very poor.

METHODOLOGY:

The subjects selected were 24 male students. The selected age groups of the subjects were from 20-29 years. For this study data have been collected from One training college namely M.S.M College of physical education Aurangabad. The students were selected randomly from M.P.Ed 1st and 2nd year. The selective Anthropometric and BMI measure etc. The statistical analyses used to test the data are reported as Mean, Standard deviation and BMI Formula. This test compared to the norms.

STATISTICAL METHOD:

Mean is computed by adding all the scores and then dividing by the number of scores involved. The mean used in the study to measure the average in level.

Standard deviation is computed in the study for the measure of variability. Standard deviation reflected the magnitude of the deviations of the scores from their mean.

The statistical analyses used to test the data are reported as Mean, Standard deviation and BMI formula.

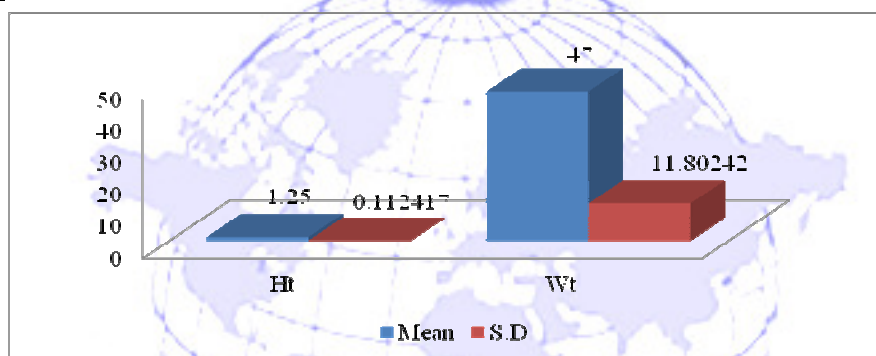
RESULTS:

TABLE NO-1

Show the mean score and standard deviations of Height test and Weight test of the students:

SI. NO	CODE	NAME OF THE TEST	MEAN	S.D
1	M.P.ED 1 to 24	HT	1.25	0.112
2	M.P.ED 1 to 24	WT	47	11.802

FIGURE NO-1

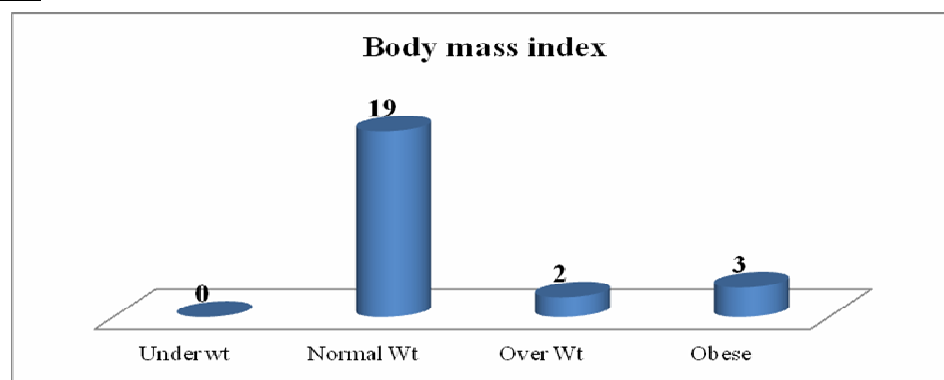


NOTE: M.P.ED1= Students in master of physical education in 20-29 age group, Ht.=height (meter), Wt. =weight (kg) and BMI=Body mass index.

TABLE NO-2

Weight Status	Students
Under weight	00
Normal weight	19
Over weight	2
Obese	3

FIGURE NO-2



CONCLUSIONS:

- 1) The Body mass index of M.P.ED class students is very good but First hypothesis is rejecting i.e. underweight Students is Zero.
- 2) The Body mass index of M.P.ED class students is normal but second hypothesis is accepted i.e. normal weight Students is 19 (79.16%).
- 3) The Body mass index of M.P.ED class students is poor but Third hypothesis is accepted i.e. over weight Students is 2 (8.33%).
- 4) The Body mass index of M.P.ED class students is poor but Third hypothesis is accepted i.e. obese weight Students is 3 (12.5%).

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A STUDY OF MENTAL HEALTH AMONG ATHLETE AND NON-ATHLETE STUDENTS OF AURANGABAD CITY

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Abstract

Present research Aims to study mental health among athlete and non-athlete students of Aurangabad city. The sample of the study was selected by Proportionate Stratified Random Sampling method which included 25 athletes and 25 non-athlete students of Aurangabad city. Tool used for the research was Mental Health check list (MHCL) test by Pramod Kumar. Mean, SD, and t-test statistical analysis were used to analyze the data. The research findings reveal that the level of mental health among athlete students is average and of non-athlete students is poor. It was also found that there is a significant difference between the mental health of non-athlete students is poor.

Key Words : Mental Health, Athlete, Non-Athlete

Introduction:

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood. The World Health Organization (WHO) defines: *health as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.* The WHO states that “*there is no health without mental health.*” It affects our ability to make the most of the opportunities that come our way and play a full part amongst our family, workplace, community and friends. It’s also closely linked with our physical health. People with poor mental health often have worse physical health, as well as worse self-perceived health, than those without depression. In present age mental disorders are considered as the major and largest problem faced by the society. Mental health, represents a psychic condition which is characterized by mental peace, harmony and content. It helps a person to adjust his/her ways of thinking, feeling, behaving and attitudes in accordance with his/her environment and the newer

developments. The importance of various forms of physical activity, exercise and sports for the promotion of health in general and mental health in particular has been emphasized by the recent researchers (Edwards et al., 2005; Fox, 2000; Edwards, 2003). Fitness is effective in providing health as well as wellbeing, and it is considered the most important factor to such an extent that even also affects people on the mental aspect. Physical activity and exercise is considered to have an important role in health and fitness improvement and disease prevention (Honari et al., 2011). Research results showed that participation in physical activity can reduce psychological problems such as anxiety and depression,

The students are exposed to a lot of stress due to a situation they are in and are extremely vulnerable to psychological traumas. Thus, mental health is not just the absence of mental illness, but also refers to a level of function that the person would be comfortable with himself and his life style (Lotfabadi, 2006). Certainly, sport and physical activity is one of the effective methods of physical fitness, which lead to strengthen all aspects of human existence, physically and psychologically. The most common issue we see in students is mood disorders, followed by general developmental issues—relationships, intimacy, identity, independence, family issues, plans for the future. Next come anxiety disorders—social phobias, obsessive-compulsive disorder, posttraumatic stress disorder, and general anxiety disorder. We also see many students with eating disorders and substance abuse disorders. And as is common in all areas of mental health, many of our students deal with more than one issue or disorder. It is hence important to pay attention toward the mental health of the students in particular as they are the future of our nation. Present research is an attempt to compare the mental health of athlete who are involved in physical exercise and non-athletes.

Objectives of the study:

1. To study the level of mental health among athlete students.
2. To study the level of mental health among non-athlete students.
3. To compare the significant difference between the levels of mental health among athlete students and non-athlete students

Hypotheses of the study:

1. The level of mental health among athlete students is high.
2. The level of mental health among non-athlete students is high.
3. There is no significant difference between the levels of mental health among athlete students and non-athlete students

Methodology:

Method: Survey method of research was employed to study Mental health among Athlete and Non-Athlete students.

Sample: A sample comprises of 25 Athlete and 25 Non-athlete students of Aurangabad city. Sample was selected by Proportionate Stratified Random Sampling method.

Tools: Tool used for the research was Mental Health Check –list (MHC) by Pramod Kumar

Statistical Analysis: Mean, SD, and t-test were used to analyze the data.

Analysis and interpretation of data:

Hypotheses 1: The level of mental health among athlete students is high.

Table 1- Showing the level of mental health among athlete students.

	N	Mean	Interpretation
Mental health among athlete students	25	18.56	Average

It is inferred from the above table that the obtained mean value is 18.56 which indicates average level of mental health among athlete students.

Hypotheses 2: The level of mental health among non-athlete students is high

Table 2- showing the level of mental health among non-athlete students

	N	Mean	Interpretation
Mental health among non-athlete students	25	21.72	Poor

It is inferred from the above table that the obtained mean value is 21.72 which indicates that the mental health of non-athlete students is poor.

Hypotheses 3: There is no significant difference between the levels of mental health among athlete students and non-athlete students

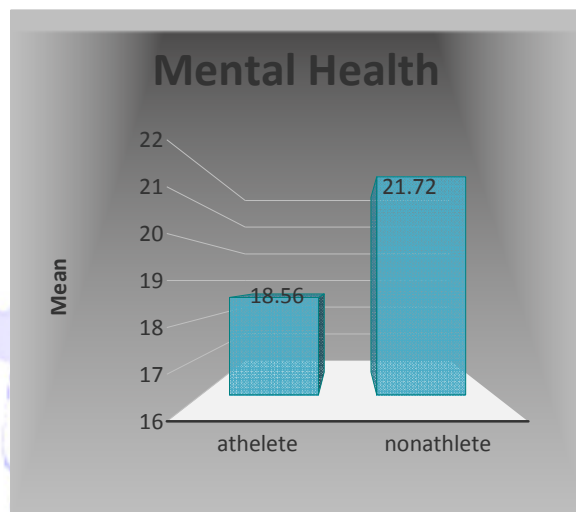
Table 3- showing significant difference between the levels of mental health among athlete students and non-athlete students

		N	Mean	SD	df	t-test	Interpretation
Mental Health	Athlete	25	18.56	2.959	25	3.500	Significant difference
	Non-Athlete	25	21.72	3.409			

It is inferred from the above table that the obtained 't' value is 3.500 is greater than the tabled

't' value (1.96) at 0.05 level which indicates that there is significant difference between the mental health of non-athlete students is poor.

Graph: showing significant difference between the levels of mental health among athlete students and non-athlete students



Conclusion:

The research findings reveal that the level of mental health among athlete students is average and of non-athlete students is poor. It was also found that there is a significant difference between the mental health of non-athlete students is poor. The results are showing in today's modern scenario that material prosperity has increased, psychological problems are considered as one of the challenges of human thought, so that it has forced the related organizations and institutions to do extensive studies in this regard. The youth population or student community is passing through the chaos, disturbance and mental incapacitation. It is recommended that the physical exercise or involving in sports is one of the effective factors in mental health. Therefore, it is suggested to make aware the students of every field to get engaged in physical activity as it is one of the improvers of mental health. Result is also focusing our attention towards the mental health of athletes which was found to be average. The results is an alarm and is essential to take steps to find out the reasons behind the poor mental health of students and suggest remedies.

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EMOTIONAL INTELLIGENCE AND LEVEL OF TENSION AMONG SPORTSMAN

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Abstract

The aim of the present study was to find out the gender difference between Emotional intelligence and level of tension among sportsman for the present purpose 100 sportsman among them (50 male and 50 female) were selected by purposive sampling method. Emotional intelligence scale and level of tension scale were used for data collection. Result show that there is significant difference between male and female sportsman on emotional intelligence and level of tension, female sportsman has high emotional intelligence then male sportsman and male sportsman has high tension level then female sportsman,

Introduction

The concept of emotional intelligence was first introduced by Salovey and Mayer (1990). They defined it as, “The ability to monitor one’s own & other’s feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action.” Goleman (1998) defined emotional intelligence as “The capacity for recognizing our own feeling & those of other, for motivating ourselves & for managing emotions well in ourselves and for managing emotions well in ourselves & in our relationships.” After Goleman popularized the construct, it gained considerable public interest.

The work of Bar-on (1997) defined emotional intelligence as “an array of non-cognitive capabilities, competencies & skills that influence one’s ability to succeed in coping with environmental demands & pressures. Thus EI involves the ability to monitor one’s own and other’s feelings & emotions. To regulate them & to use emotion based information to guide thinking & action. According to Goleman (1998) EI consists of five basic emotional & social competencies.” They are: Self-awareness, Self-regulation, Motivation, Empathy, Social Skills. Goleman states that on individual success at work is 80 percent dependent on EI and only 20 percent in IQ. Emotions are inherently neither positive nor negative, rather, they serve as the single most powerful, sources of human energy. In fact, each feeling provides us with vital and potentially profitable information

every minute of the day. To exhibit emotions is very easy but doing. It at the right time, at the right place, with the right person and to the right degree is difficult.

Tension refers to an emotional state of the organism, marked by unrest, uneasiness and suspense by partly restrained restless activity, with a readiness to act for violent actions. The tension can be said to be a state of stretchedness. This causes an appreciable degree of strain. Stress or even excitement. The cause of such tensions can be political, social, religious or even sectarian. It is also evident that tension takes place in so many forms. Feelings of hatred, aggressiveness, economic and political conflicts. The last stage of tension is war which is responsible for wide spread fear, hatred, economic and political exploitation and disintegration of personality and constructive living. (Krech & Crutchfield, 1948) psychological needs play an important role in the promotion of reduction of tension, because any type of tension provides frustration and these frustrated needs lead towards aggressiveness in the individual. The most of the tensions are due to physical, social, cultural, religious, economic, political and psychological causes and the stability of the tension have been found due to high competition, lack of common goals, lack of contact, value conflicts, ignorance, partiality, prejudices, conformity, maladjustment.

METHODOLOGY

Statement of the problem:-

To study the gender difference between Emotional intelligence and level of tension among sportsman.

Objectives:-

- 1) To measure the gender difference between male and female sportsman on Emotional intelligence.
- 2) To measure the gender difference between male and female sportsman on level of tension.

Hypotheses:-

- 1) There is significant difference between male and female sportsman on Emotional intelligence.
- 2) There is significant difference between male and female sportsman on level of tension.

Sample:-

For the present study 100 (50 male and 50 female) different sportsman were selected by purposive sampling method from sport authority of India (SAI) Aurangabad center. The age range of the present sample is 20-24 years.

Tools and measures:-

1) Emotional intelligence scale:-

The present scale is developed and standardized by Hyde, pethe and Dhar. There are 34 items in this scale, which are related to 10 factors of EI. These factors are: 1) Self – awareness, 2) Empathy, 3) Self motivation, 4) Emotional Stability, 5) Managing relations, 6) Integrity, 7) Self – development, 8) Value orientation, 8) commitment, 9) Altruistic behavior. The split – half reliability coefficient was found to be 0.88. Besides face validity as all items were related to the variable under focus, the scale has high content validity.

2) Compressive scale of tension:-

This scale is developed & standardized by Dr. Rajeevlochan Bharadwaj. There are 32 statements in this scale. Each statement has five alternatives. Split-half reliability by spearman – Brown formula is .81 and by autuman formula it is .88. The content validity of the present scale is expected to be very high. The theoretical validity has also been determined by under-root of the test reliability it comes to be .89.

Variables:-

- 1) Emotional intelligence.
- 2) level of tension
- 3) Gender

Result :-

Table no:-1 show mean, SD and t-test difference between male and female sportsman on Emotional intelligence.

	N	Mean	SD	t-value	Sig. level
Male	50	59.04	4.92	3.69	0.05
female	50	65.94	6.20		

Table no:-2 shows mean, SD and t-test difference between male and female sportsman on level of tension.

	N	Mean	SD	t-value	Sig. level
Male	50	43.48	3.03	6.73	0.05
female	50	38.64	4.89		

DISCUSSION:-

The aim of the study was to find out the gender differences between male and female on

emotional intelligence and level of tension .result Table no.1 show gender difference on emotional intelligence. Male mean score is 59.04 and SD is 4.92 female mean score is 65.94 and SD is 6.20 and t-value is 3.69 which is significant on 0.05 level that show there is significant difference between male and female on emotional intelligence therefore hypotheses no. 1 is accepted

Table no.2 show gender difference on level of tension.Male mean score is 43.48 and SD is 3.03 female mean score is 38.64 and SD is 4.89 and t-value is 6.73 which is significant on 0.05 level that show there is significant difference between male and female on level of tension. therefore hypotheses no. 2 is accepted.

Emotional intelligence was positively associated with the sports performance Recent research found emotional intelligence related to emotions experienced before successful and unsuccessful performance (Lane et al., 2009b). Lane et al. (2009b) found that emotions correlating with successful performance vigor, happiness, and calmness, whereas emotions associating with poor performance include confusion, depression and fatigue.. Further, Lane et al. (2009c) found emotional intelligence scores correlated with frequent use of psychological skills. Athletes reporting frequent use of psychological skills (Thomas et al., 1999) also appear to report high scores on the self-report emotional intelligence scale (Schutte et al., 1988). Many of the studies cited above propose to assess mood rather than emotion. Differences between mood and emotion are subject to considerable discussion within the literature. (Beedie et al., 2005). In the present study, we asked participants to report how they were feeling shortly before competition. Whilst it is possible that high scores could be a product of intense mood states to which the athlete cannot attribute the cause, we propose that by assessing feeling states shortly before competition, reported feelings are more likely to be emotions resulting from anticipated and actual performance.

CONCLUSION:-

There is significant difference between male and female sportsman on emotional intelligence and level of tension, female sportsman has high emotional intelligence then male sportsman and male sportsman has high tension level then female sportsman,

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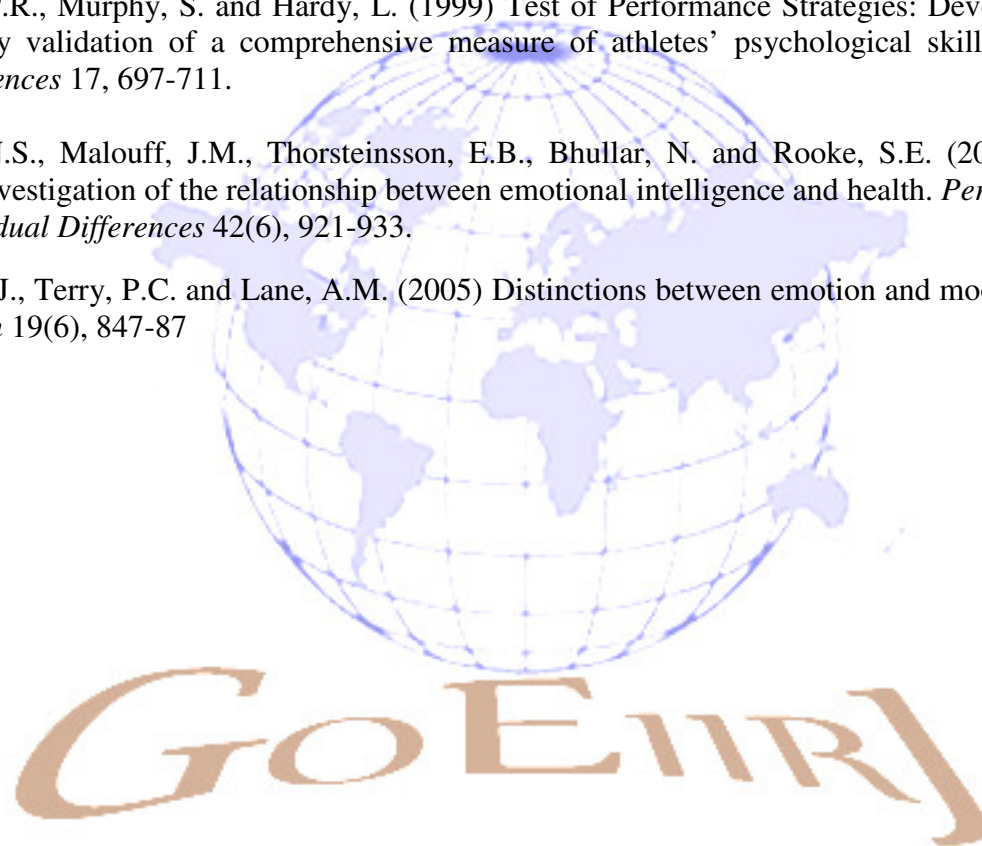
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EMOTIONAL MATURITY AMONG MALE SPORTS PERSON AND FEMALE SPORTS PERSON

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Abstract:

Aim of the study: An attempt was made to examine the emotional maturity among male sports person and female sports person. Sample: The data was collected from 60 college students (N=30 females) and (N= 30 males) who were studying in colleges of Aurangabad, Maharashtra. Students considered Sportspersons those who had participated in Inter College and Inter University competitions in various sports. The age of all subjects was ranged between 18 to 26 years. Random sampling technique was used. Tool: Emotional maturity scale developed by Yashvir Singh and Mahesh Bharagava (1994) was used to measure the emotional maturity. Results: no significant difference found among male and female sports person on emotional maturity.

Key words: emotional maturity, male, female, sports person

Introduction:

Sport is such an activity wherein lot of physical effort is required. A physically fit person has always been found to be better. However, being physically fit is not enough. One has to be emotionally stable as well to perform better.

Peoples who have a control over their life can manage and know their feelings well, read and deal effectively with other peoples feelings, while the people who cannot have control over their emotional life, fight inner battles that sabotage their ability to focus on work and think clearly (Goleman, 1998).

Pavlenko et al. (2009) observed that emotionally stable person is who has the ability to cope with general changes in the environment, without responding with an intense emotional reaction, Johnson (2008) described that emotional stability is the ability to handle difficulties in life and to understand and have empathy for others. It is the ability to inspire and lead others. Emotional stability is not something we are born with. As children, our emotional stability is very weak and raw, requiring attention. As we get older and learn more, we have the ability to work on our emotional stability the same way we do physical exercise. Vallerand (1983) stated that emotions are present in all aspects of human life, including sport and exercise. Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra personally. Emotional maturity can be understood in terms of ability of self

control which in turn is a result of thinking and learning. Charles, E. Skinner. (1949), an emotionally matured person is the one who is able to keep a lid on his feelings. He can suffer in silence; he can bide his time in spite of present discomfort. He is not subject to swings in mood, he is not volatile. When he does express emotion, he does so with moderation, decency and in good order. Aleen & Sheema (2005) found that there is a significant difference between the mean scores of male and female students on emotional stability. Female students are less emotionally stable compared to male students.

Emotional maturity refers to that stage of individual in which the individual is able to face reality and deal with it, is interested in giving and receiving love, is able to learn from his experiences and is able to accept frustration and hostility in a constructive manner. In the present circumstances, youth are facing difficulties in life which give rise to many psychosomatic problems such as anxiety, tension, frustration and emotional upsets in day to day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy (Kamalpreet Kaur). Author Chamberlain (1980) reported that an emotionally matured person is one whose emotional life is well under control.

Aim of the study:

Aim of the study is to examine emotional maturity among male and female sports person.

Hypothesis:

There will be significant differences in respect to emotional maturity among male and female sports person.

Methodology

Sample:

To obtain the data total 60 college students were selected (N=30 females) and (N= 30 males) who were studying in colleges of Aurangabad, Maharashtra. Students considered Sportspersons those who had participated in Inter college and Inter university competitions in various sports. The age of all subjects was ranged between 18 to 28 years. Random sampling method was used.

Variables:

a) Independent Variable:

Sports Person: 1) Male 2) Female

b) Dependent Variable:

Emotional Maturity

Tool used for study:

Emotional Maturity Scale (EMS) developed by Dr. Yashvir Singh and Dr. Mahesh Bharagava

(1994) was used to measure the dependent variable. The scale consist 48 items under the five categories: Emotional Unstability, Emotional Regression, Social Maladjustment, Personality Disintegration and Lack of independence. The reliability of the test by test retest method found 0.75 and the validity found 0.64 respectively.

Statistical Methods:

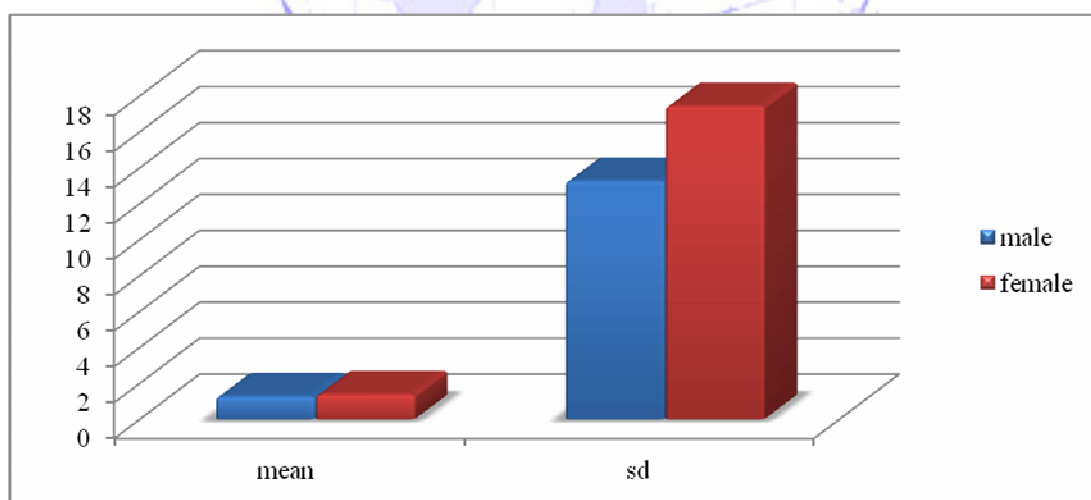
Descriptive Statistics (Mean, S.D. and t test) used for analysis of the data.

Result and discussion:

Table No. 1 showing Mean, SD and t Value of emotional maturity of Male and Female Sports person

Status of sports person	Mean	SD	N	t value	Sign.
Male	1.264	13.26	30	-3.900	Insignificant
Female	1.382	17.43	30		

Figure No. 1 showing Mean and SD of male and female sports person



According to the above table first mean and SD of male sports person was 1.264 and 13.026 respectively. Second mean and SD of female sports person was 1.382 and 17.43 respectively. 't' value is -3.900 which is insignificant at both (0.05 and 0.01) level. So the hypothesis stated above is rejected and null hypothesis is accepted.

Similar results found by Dalwinder singh (2012) he found no significant differences with regard to emotional maturity between male sportspersons and female sportspersons.

Another study support the above findings by Singh Rashee (2012) She found no significant difference between rural and urban, male and female, rural male and rural female and urban male

and urban female senior secondary school students in relation to emotional maturity.

Singh and Kaur (2012) concluded that insignificant differences found between badminton and tennis (boys and girls) players with regard to emotional maturity.

Some studies concluded different results from the above. Kaur, S. (2000) found significant relationship between emotional maturity, school, home and psychological environment. Girls were found to be more emotionally mature than boys. Gurpreet singh (2015) exhibit that the male players shown better emotional stability than their counterpart female players.

Conclusion:

From the study it is concluded that there is no significant difference on emotional maturity among male sports person and female sports person. No gender effect found on emotional maturity.

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STUDY OF PERCEIVED MENTAL HEALTH AMONG ATHLETES AND NON-ATHLETES

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Abstract:

Objective: The present study investigates the Mental Health among Athletes and Non-Athletes. **Hypothesis:** The level of mental health would be low in Non- Athletes than Athletes. **Sample:** For the purpose of the study, a sample consisting 60 individuals subjects those are Athletes and Non- Athletes students in Mumbai city in Maharashtra. There are two groups (30 Athletes and 30 Non- Athletes) ranging age between 18 to 25 years. **Tools:** Mental Health Battery is developed by Arun Kumar Singh and Alpna Sen Gupta.

Key words : mental health, athletes, non-athletes.

Introduction:

Mental Health described a level if psychological well-being or absence of a mental disorder from the perspective of 'positive psychology' or 'holism', mental health may include an individual's ability to enjoy life, and create a balance between life activities and effort to achieve psychological resilience. Mental health can also be defined as an expression of emotions, and as signifying a successful adaptation to a range of demands.

Mental health defined as "how a person feels and facts when faced with life's situation". (National Mental Health information counter and center for Mental Health Service, 2003).

Although definitions vary, Mental health is generally seen as including:-

Emotion (affect/ feeling):

Cognition (perception, thinking, reasoning):

Social functioning (relations with others and society):

Coherence (sense of meaning and purpose in life).

According to **Lewhan (1949)**, mentally healthy person is one who is happy lives peacefully with his neighbors and make his children healthy citizen and after fulfilling such basic responsibilities still empowered with sufficient strength to serve the cause of the society in any way.

Review of literature:

An American study regarding student-athletes participating in the NCAA sanctioned intercollegiate athletic programs, found that of these student-athletes, between 10 and 15% (2%

higher than their nonathletic counter parts) will experience psychological issues severe enough to warrant counseling (**Watson and Kissinger, 2007**). Students-athletics are also less likely enough to seek out professional help than non-athletes. (**Moulton, Molstad and Turner, 1997**) Reason for this may include: fear of appearing weak, losing, training time loosing the respect of peer and coaches and the fear of being seen as needing psychological assistance (**Brooks and Bull, 1999**).

Mehdi Bostania Abdulamir Saiiarib (2011), found comparison emotional intelligence and mental health between athletic and non-athletic students. On this base 100 athlete students and 100 non athlete students selected cluster randomly as samples. For data collection SCL-90- R questionnaire and Bar-On questionnaire were used for measuring mental health and emotional intelligence. All data collected were assessed by using One-Way Analysis of Variance and independent t test. Statistical significance was conferred at $P = 0.05$. All statistical analysis was accomplished using SPSS (v 16). The results of this research showed that there are significant differences between athletes and Non- athletes in some of emotional intelligence components such as: happiness, Stress Tolerance and Self-assertiveness ($P < 0.05$). Also there are significant differences between athletes and Non- athletes in mental health ($P < 0.05$).

Aim of the study:

- 1) To examine and compared the Mental Health among Athletes and Non-Athletes.

Hypothesis:

- 1) The level of Mental Health would be low in Non-Athletes than Athletes.

Variables:

- 1) Independence Variables
 - a) Athletes
 - b) Non- Athletes
- 2) Dependence Variables
 - a) Mental Health

Methods:-

- A) **Sample-** The present study aims to examine a sample consisting 60 individuals subjects those are Athletes students and Non- Athletes students of Mumbai city in Maharashtra. There are two groups (30 Athletes and 30 Non- Athletes students) ranging age between 18 to 25 years college students.
- B) **Method of Data Collection:** - To obtain the result of this study, researcher fined 30 Athletes students and 30 Non- Athletes students.

Tools: Indian version of this battery is made by Arun Kumar Singh and AlpanaSen Gupta. In these battery 130 statements of yes-no type which describe the 6 component of mental health.

Statistical Methods:-

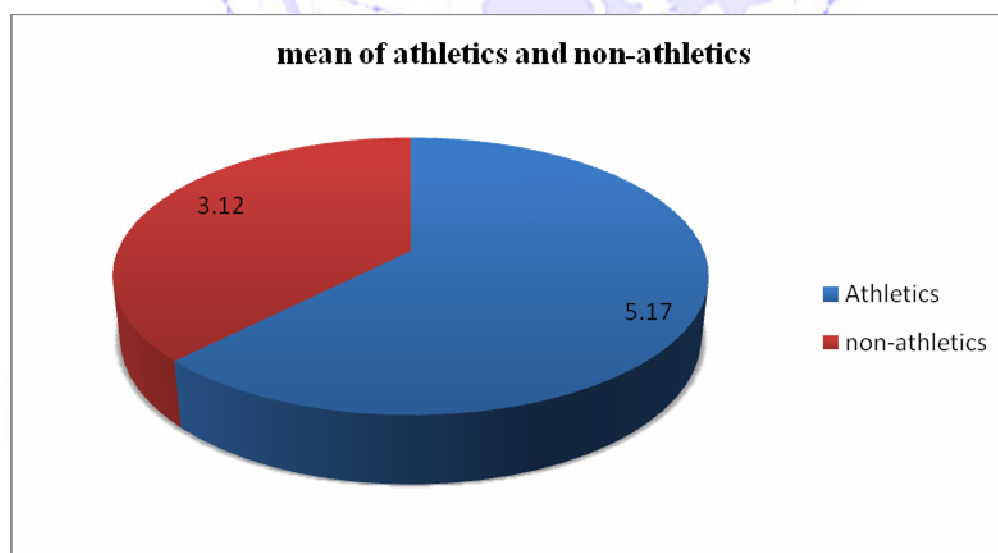
Descriptive statistical methods (mean, S.D. and t test) used for analysis data.

Result and Discussion:

Table- I showing the mean score and 't' value of the analysis of the Athletics and non-athletic student dimension of mental health.

Status	Mean	N	S.D.	't' value	sign
Athletics	5.17	40	9.15	9.80	S
Non-athletics	3.12	40	8.11		

Pie Chart:



The first mean of Athletes student's mean was 5.7 and SD was 9.15 and second mean of Non- Athletes student 3.12 was and SD was 8.11 and 't' value is 9.80. Both level (.01 and .00) are significant. Our hypothesis was accepted. (The level of Mental health would be low in non-athletics than athletics.

Similar results found that **Jodha (1958)**, elaborated on the 1947 WHO declaration that "health is not merely the absence of illness but a complete state of physical, psychological and social well-being" by separating mental health into three domains. First, mental health involves self-

realization in that individuals are allowed to fully exploit their potential. Second, mental health includes a sense of mastery by the individual over their environment, and, finally, that positive mental health also means autonomy, as in individuals having the ability to identify, confront, and solve problems. This is a descriptive study that has been done on girl students of Islamic Azad University Omidyeh Branch (IAUOB). For evaluation of mental health the GHQ-28 questionnaire of Gold Berg and Hiller (1979) was used. Also we separated athlete and non athlete students with the use of physical activity levels. Therefore those students that had 3 session's regular exercise a week indicated as active and the other students that did not do any exercise during a week indicated as sedentary. The statistical population of this research was all girl students of Omidyeh University that among them 200 persons (active= 100 & non active = 100) by randomly filled out the general health questionnaire. The statistical analyze ion of data has been done by computer and SPSS program with the use of independent samples test method and also $\alpha \leq 0.05$. The results show that there is significant difference ($p\text{-value}=0.001$) between athlete and non athlete girls students of IAUOB

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ROLE OF PSYCHOLOGY IN SPORTS: ANXIETY, STRESS AND INTELLIGENCE

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ABSTRACT:

We always say “take a sportily”, if someone hearted by other one. So we know only the sport activity always releasing mental presser. Sports helps an individual much more than in the physical aspects alone. It builds character, goal setting and risk taking ,teaches and develops strategic thinking, analytical thinking, leadership skills. Despite extensive research devoted to determining the nature of the relationship between stress and performance, there has been little systematic examination of the mechanisms underlying this relationship. Anxiety in sport is most common in competitive sports environments and could also be termed competitive stress. A lack of consensus makes it difficult to clearly define anxiety and stress in sports. Although emotional intelligence is still a relatively new term in sport, it is certainly not a new concept. For years we have marveled at how the great athletes are able to “switch themselves on” to create amazing performances with incredible consistency.

Emerging evidence indicates that gaze behaviour tendencies are reliably altered when performers are anxious, leading to inefficient and often ineffective search strategies. Alterations of these visual search indices are addressed in the context of both self-paced and externally paced sports events. Recommendations concerning the utility of perceptual training programmes and how these training programmes might be used as anxiety regulation interventions are discussed. The theoretical implications and directions for future research are also addressed.

KEYWORDS: Goal setting, Leadership skills, , Psychology, Risk taking, Sports, Strategic thinking, Psychology in sports, Emotional Intelligence

INTRODUCTION:

Not all stress is bad for your performance. Stress can affect your performance in two different ways. Stress can help you when it makes you more alert, more motivated to practice, and gain a competitive edge. In the right amount, **stress helps you prepare**, focus, and perform at your optimal level. Conversely, too much stress, or bad stress, can cause performance anxiety, which hurts your health and does not allow you to play relaxed, confident, and focused in competition.

“You’re always going to be nervous teeing it up in a Major Championship. It’s very natural

and it's a good thing. It means that you want it.”

In a nutshell, Emotional Intelligence is the ability to identify, assess and manage the emotions of you, of others, and of groups.

Emotional intelligence is defined as “the ability to recognize your own emotional state, that is how you are feeling”. Coaching is more than just the instruction of skills and drills. It is also about building quality relationships and having the emotional expertise build those relationships. In sports psychology it is called **Emotional Intelligence (EI)**.

EI Strategies:

If we accept Emotional Intelligence refers to the ability to:

1. perceive emotion (and recognise their meanings)
2. use emotions to facilitate thought (understand their relationship);
3. understand emotions (including recognising those of others); and
4. manage emotions (manage relationships with others)

Emerging evidence indicates that gaze behaviour tendencies are reliably altered when performers are anxious, leading to inefficient and often ineffective search strategies. Alterations of these visual search indices are addressed in the context of both self-paced and externally paced sports events. Recommendations concerning the utility of perceptual training programmes and how these training programmes might be used as anxiety regulation interventions are discussed. The theoretical implications and directions for future research are also addressed.

As Psychology in sports, we want to develop not physical but also following development. Sporting attitude/spirit, Positive attitude towards life and its struggles, Shaping one's personality and character. We are all well aware of the fact that participating in sports/physical activity develops the five components of fitness, namely: strength, speed, skill, stamina and flexibility.

Also we know effect of sports. ‘Healthy Mind In a healthy Body’, and ‘Healthy Body in a Healthy Mind’. Both these statements are 100% true.

Then what are sports do:

- Sports improve sleep patterns and levels of anxiety.
- Sports develops motor skills and mind/body connection.
- Sports staves off depression.
- Sports are exercise/physical activity with fun, ‘*masti*’.
- Sports are exercise/physical activity with an objective and definite aim.
- A sport is exercise/physical activity with a purpose to overcome adversities and win.

- Playing sports helps release pressure and tension in a healthy and controlled way.
- A sport reduces the risk of many physical diseases.

I. Sports in psychology and life:

A Sport is a learning experience. Of all who take up sports only one may eventually become a champion, but definitely all will be winners. Sports has helped me and the principles of sports continue to help me through difficult times. Sports help students study better, improves concentration, problem solving, and memory. A sport teaches one to develop the following:

1. Leadership skills: Lead different people from all walks of life towards a common goal/objective. A good leader is one who leads others on to leadership.
2. Team spirit: Working towards a common goal as a member of a team, selflessly, personal interests notwithstanding.
3. Never give up: Sports teaches you to never give up. 'Success is just round the bend', being persistent, nothing is impossible. You never know how close you are to success when you give up.
4. Great leveler: Sport is a great leveler - you lose 1-day only to bounce back the next. No loss is permanent. Even a loss teaches you how not to do something, or how it could be done better. No setback is permanent, never should one lose hope.
5. Focus: Sport teaches you to focus on the present. Past is irrelevant, and future, who knows?
6. Strengths and abilities: Sport teaches you to focus on your strengths and abilities, not on your opponents' strengths and capabilities.
7. Process and result: Sport teaches you that the process is more important than the result. If the process is right, success will soon ensue.
8. Planning: Sport teaches you to plan ahead, see through the consequences of your act. You need to quickly assess the situation, adjust, adapt and act accordingly. Being flexible and not carry a fixed mindset.

II. Psychology in sports:

We know important aspects of psychology in sports which are as follows:

1. Positive attitude: It is often said a game is won or lost in the locker room before the start of the match. Having a positive attitude goes a long way in determining the eventual outcome of the game between closely matched participants.
2. Always have a positive body language.
3. 'Killer instinct' is necessary at all times .By this, you are giving due respect to your opponent and acknowledging the fact that he/she is as good as you, and the slightest slackness shown

by you will allow your opponent to claw back and the outcome of the game may easily be reversed.

4. Never give up attitude: As mentioned in section above, however hopeless the situation may seem, success is just around the corner. No match is won till the last ball is bowled. Play to your strength, give it your best, enjoy the game, you have nothing to lose. Loss is not the end, there is no shame, disrespect, humiliation, provided you have given your best.
5. Fear of losing will increase your anxiety and cause distress and hence leading to poor performance and undesirable results.
6. Never bother about consequences, give it your best shot always, and enjoy the game.
7. Respect for the opponent is necessary but do not let this overwhelm you. Respecting their abilities, giving your best always, and no casualness in approach even when comfortably placed. Remember on a given day anything and everything is possible.

Figure A shows: summarizing points of paper as follows:

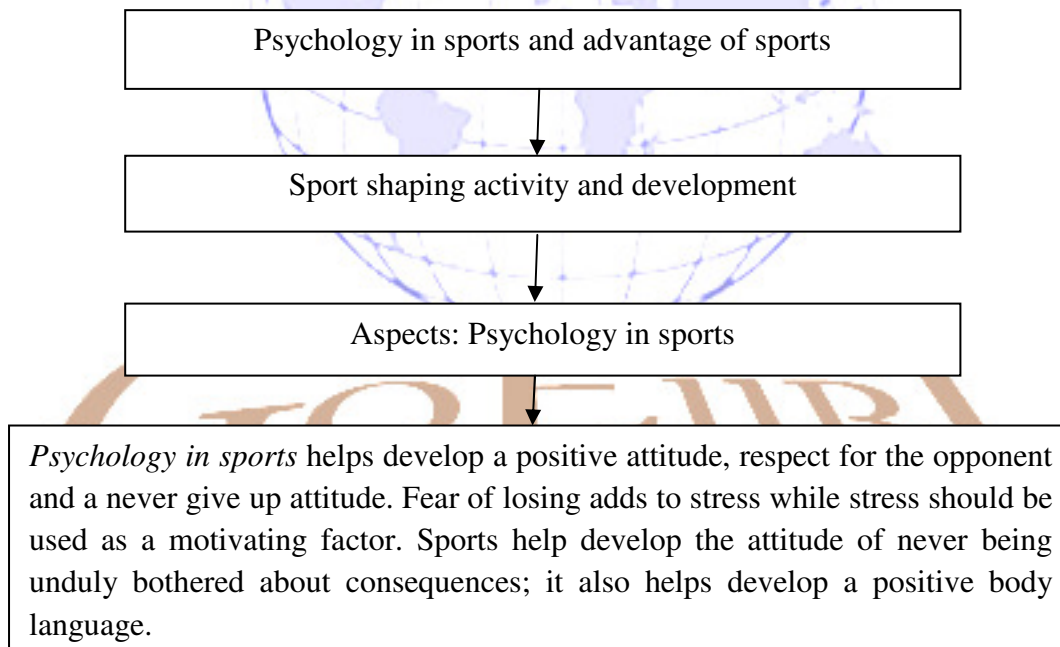


Fig. A

CONCLUSION:

Playing sports activities play an important part in one's personality development. We develop management skills, negotiation skills, communication skills, convincing skills, conflict management and confidence.

Psychology in sports helps develop moral supports and a positive attitude, respect for the opponent, killer instinct, and a never give up attitude. We also think about fear of losing also stress while we stress should be used as a motivating factor. Sports help develop the attitude of never being unduly bothered about consequences; it also helps develop a positive body language. At last we observe 100 sportsmen which develop their Psychology level higher. Further all this result and work we explain in next paper.

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EFFECTS OF EXERCISE ON PSYCHOLOGICAL FACTORS

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Indroductioin

Since ancient time, games and sports have given us a platform to participate in a healthy competition. For such participation, one needs to have a certain level of fitness for competing well. Exercise not only helps to increase fitness level but also revitalizes from lethargy and stress.

The study on “effects of exercise on psychology factors” addresses reasonable understanding of various psychological effects related with exercise. This study also focuses on students’ development to motivate them to engage in and continue physical activity both in and out of classroom.

In broader sense, as sport normally involves competition which in turn tends to induce anxiety. However, researches have suggested that there is very little difference in skill level of participants. Thus, it is often the ability to handle anxiety and stress that separates the winner and loser.

The term anxiety is generally defined as an unpleasant experience. On the contrary, stress has a broader meaning than anxiety. It is a process in which an individual perceives a threat and responds with series of psychological changes.

As it is quite normal to be anxious before competing, but continuous being in the state causes serious harm to both physical and mental health. Physical exercise required for games helps to reduce these anxiety levels where the adrenaline is spent much on physical workout than on mental imagination.

For example, a tennis player must be able to focus narrowly on the ball but also put broad focus to establish which way the opponent is moving and hence to plan the next stroke. Such simultaneous decisions with bodily coordination increases concentration about ongoing events.

Yet another aspect which unfolds with exercise is that it changes the attitude to take in challenges. The increase in the confidence level automatically suppresses stress which enables

players to take on risks and to be more open to healthy competition.

In psychological term, exercise on regular basis has deep impact on our behavioral pattern as well. For example, a person who takes on jogging in the summer but relapses to preparation when night draws in and jogging becomes a considerable colder and wetter experience!

This is termed as self-effectiveness, which is our own competence in an activity. The more competence we perceive ourselves to be, the more likely we are to maintain the physical activity.

There is an important practical application we encourage people who have recently taken up sport to maintain it in to face new barriers, such as injury weather or change in working or family patterns that helps building their confidence in their ability.

But not all time this activeness last longer unless a clear plan is built up. An individual who has taken up exercise can have variety of strategies to encourage the continued inactivity to activity. This includes making use of social support as in cultivating friendship with athletes. Another way is to controlling stimulus by planning to participate in exercise (cycling) which is called as consciousness rising.

Also, our attitude is determined by our behavior. We can change our attitude towards exercise for better if we participate in it more. And we can change attitudes of others if we persuade them to participate.

It is clear that, if people hold strong anti-sport attitude it is unlikely that we will succeed in persuading them to participate. However, encouraging participation in those who are not hostile to sport, but have got out of habit may well produce significant alteration of their attitudes. These results in the increase in the level of positive-ness among people indulge in exercise activity. An understanding of attitudes helps to develop positive attitudes to exercise and sports in children and also helps to change attitudes for better in adults.

Summary and conclusion

The most important influence of exercise on individual is increase in the participation of sports for physical as well as mental fitness. Continuous exercise make an athlete's taken in challenges with more focus and reduce in the level of anxiety. Not only for athletes but also for non-athletes, certain changes such as decision making, adaptability, openness are observed on personal behavioral level and social behavioral level. These have profoundly being helpful in changing ones attitude to exercise so as to practice it as an enjoyable experience.

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MENTAL HEALTH AND SELF-CONFIDENCE AMONG COLLEGE LEVEL KABBADI AND KHO-KHO PLAYERS.

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Research Guide**

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Abstract: the present study investigates mental health and self-confidence among college level kabbadi and kho-kho players. Hypothesis: There will be positive and high correlation between mental health and self-confidence among kabbadi and kho-kho players. Sample: The participants in the study were 60 kabbadi and kho-kho players taken from College of physical education at Aurangabad city in Maharashtra. The participants were drawn through purposive sampling method. The age range of participant was between 19 to 24 years. Tools: Mental health scale is developed by Kamlesh Sharma & Agnihotri's self-confidence inventory is developed by Dr. Rekha Gupta. The hypothesis tested on the basis of mean, SD and T value. Result: the result indicates that there is a significant difference found between kabbadi and kho-kho players on mental health and self-confidence. There is a positive and high correlation found between mental health and self-confidence among kabbadi and kho-kho players.

Key words- Mental health, self-confidence and kabbadi and kho-kho players

Introduction

The place of education has become very important in the fast changing world. As students are the vital part of country, they have a great responsibility. It is education, which develops the individual. Mental development is one of the most important aims of education. A good mental health of student is dependent upon the home and school environment. Physical activity can affect mental health in that exercise improves academic performance, self-confidence, emotional stability, intelligence, memory, mood, positive body image, self-control, and happiness; it can also increase and reduce anger, anxiety, distractibility, depression, stress and psychological pressure.

Based on the aforementioned evidence, exercise and various physical activities help improve mental health, including self-confidence and self-image, and lessen the likelihood and/or severity of certain psychological disorders. Several studies on the effects of sports in children and adults concluded that self-confidence increased after exercise (Martinek, Cheffers & Zaichkowsky, 1978).

Mental health

The expression Mental Health consists of two words: Mental and Health. The 'Mental' generally means some things more than purely cerebral functioning of a person. 'Health' generally means sound condition or well-being or freedom from disease.

Mental healthy people have positive attitude towards their own group and other people. They have satisfying and lasting personal relationship with others. They feel a sense of responsibility to their friends, neighbors, co-workers and others. Mentally health people are able to meet the demand of life. They solve their own problem and easily adjust in the environment and they shape environment accordingly. They plan ahead but do not fear the failure. Though they welcome new experience and new idea yet they prepared their own plan.

According to the World Health Organization, mental health is a set of behaviors exhibited by an individual, including calm or contentment, the ability to appreciate others, and the ability to meet the requirements of life.

Willin (1949) has described the major characteristics of a mentally healthy person as happy in spite of his sort comings, independent in actions and decision, self-confident, fairly relax with himself and other, aware of the feelings of others and Eger to attend new and challenging tasks happily. There are many aspects or criteria that indicate the mental health of an individual. These include self- actualization, social adjustment, emotional maturity, a feeling of happiness and self-fulfillment, success at work, making use of one's skills and talents, and the ability to make realistic life goals and to meet the demands of life and its crises (Khateeb and Ziadi, 2001)

Self confidence

Self-confidence refers to a person's perceived ability to tackle situation successfully without learning on others and to have a positive self-evaluation. In the words of Basavanna, M (1975), "In general terms, self-confidence refers to an individuals perceived ability to act effectively in a situation to overcome obstacles and to get thing go all right". A self-confidence person perceives himself to be society component, emotionally mature, intellectual adequate, successful, satisfied, optimistic, self-assurance, fairly assertive and having leadership qualities.

Self-confidence is widely believed to be an important aspect of the psychological make-up of the individual athlete (Jones and Hardy, 1990). Research studies indicate that the most consistent factor distinguishing highly successful from less successful athletes is confidence (Jones and Hardy, 1990). Most sport psychology researchers, applied consultants, coaches, and athletes agree that self-confidence is an essential contributor to optimal sport performance. Research has identified self-confidence as a characteristic that clearly distinguishes between successful and unsuccessful athletes. The self-confidence in sport has been examined as critical things deeply impact on sport performance (Dureja and Singh 2011).

Review of literature

Dr. Haitham Mohammad Al-Nader etc., (2013) study aims to determine the levels of students' psychological health, systematically comparing regular practitioners of exercise to students who do not practice any organized athletic activity in Jordanian universities. It will also seek to determine the relationship between psychological health variables, sex, and college GPA. The study sample consisted of (200) students, of whom (113) were males and (87) were females, from various grade levels and different disciplines. Results indicated that there were differences in psychological health between students who practiced sports and students who did not practice any sports, while there were no differences in psychological health due to gender, college, or GPA.

Dr. Pramod Kumar Tiwari, C. D. Agashe. (2015) positive mental health of Kho-Kho players were compared in the light of their sports achievements. To conduct the study, 40 national male kho-kho players (Ave. age 25.72 yrs.), 40 state level male kho-kho players (Ave. age 23.12 yrs) and 40 district level male kho-kho players (Ave. age 20.66 yrs.) were selected as sample. Three dimensional positive mental health inventory prepared by Agashe and Helode (2007) was used as psychological instrument to collect the data. The analysis of data reveal that national male kho-kho players showed significantly more magnitude of positive mental health as compared to state and district level male kho-kho players. It was concluded that high degree of mental organization and integration which is related with positive mental health demarcates sporting achievements in kho-kho

Mahaprasad Ghosh (2014) study was to compare the self-confidence level between Football, Kho-Kho and Kabaddi players. Eighteen each male University level Football, Kho-Kho and Kabaddi players from North University (Mean Age 23) were volunteered in this study. Hardy and Nelson (1992) questionnaire was used to measure the self confidence level of the subjects. One way analysis of variance (ANOVA) was used to find the overall mean significance difference of three groups. List significance difference (LSD) post-hoc test was used to measure the paired mean significance difference. The researcher was concluded that Kho-Kho players are more confident than the Football and Kabaddi players before attending the respective inter university tournaments

Objectives of the study:-

- To study the Mental Health and self-confidence among kabbadi and kho-kho players.
- To find out the relation between mental health and self-confidence among kabbadi and kho-kho players

Hypotheses of the study:-

- ✓ There will be significant difference between Mental Health among kabbadi and kho-kho players
- ✓ There will be significant difference between self-confidence among kabbadi and kho-kho players

- ✓ There will be positive and high correlation between mental health and self-confidence among kabbadi and kho-kho players

Variables

Independent variables

1. kabbadi players,
2. kho-kho players

Dependent variables

1. Mental health
2. Self-confidence

Method:

Participants:

The participants in the study were 60 kabbadi and kho-kho players taken Form College of physical education at Aurangabad city in Maharashtra. The participants were drawn through purposing sampling method. The age range of participant was between 19 to 24 years.

Tools:

Mental health scale:

Mental health scale is developed by Kamleshsharma there are 60 statement in the scale every statement has three alternative response. The test-retest and spilt half reliability coefficients was found 0.86 and 0.88 respectively. The validity coefficient was calculated by comparing the scale with mental health check list of pramodkumar and was found **0.79**.

Self-confidence inventory:

Agnihotris self-confidence inventory is developed by Drrekhagupta there are items in the scale each statement has two alternatives response. The spilt half, k-r formula and test retest reliability coefficient were found 0.91, 0.89 and 0.78 respectively. The validity coefficient obtained is .82 which is significant beyond .01 levels.

Result and Discussion:

Initial analysis of data included mean, standard deviation and t value descriptive for mental health and self-confidence (subscale and total scale)

Table 1: mean level of mental health among kabbadi and kho-kho players

Players	Number	Mean	SD	T value
kabbadiplayers	30	70.57	6.93	1.96
kho-kho players	30	66.63	8.63	

Sign 0.01 level

Table 1: showing that the mean score, standard deviation and t value for the mental health among kabbadi and kho-kho players. The mean of mental health among kabbadi players is (70.57) and SD is (6.93). The mean of kho-kho players is (66.63) and SD is (8.63). T value ($t=1.96$), is significant at .01 level ($p<0.01$). It means that there is significant difference between kabbadi and kho-kho players on the level of mental health. As the mean of kabbadi players on the criteria of mental health is more than the mean of kho-kho players. Hence, hypothesis No. 1 is accepted for this research. Support study that **Sanesh Kumari, Navin Kumar (2015)** higher strength was found in the Kho-Kho girls' players of Haryana than the Kabaddi girls' players of Haryana. & **Dr. Pramod Kumar Tiwari, (2015)** research concluded that high degree of mental organization and integration which is related with positive mental health demarcates sporting achievements in kho-kho.

• **Table 2: mean level of Self-confidence among kabbadi and kho-kho players**

Players	Number	Mean	SD	T value
Kabbadi players	30	22.33	8.10	3.98
Kho-kho players	30	14.57	6.98	

Sign 0.01 level

Table 2: showing that the mean score, standard deviation and t value for the self-confidence among kabbadi and kho-kho players. The mean of Self-confidence among kho-kho players is (14.57) and Sd is (6.96). The mean of kabbadi players is (22.33) and Sd is (8.10). T value ($t=3.98$), is significant at .01 level ($p<0.01$). It means that there is significant difference between self-confidence among kabbadi and kho-kho players. As the mean of kho-kho players on the criteria of Self-confidence is more than the mean of kabbadi players. Hence, hypothesis No. 2 is accepted for this research. The similar result found that **Mahaprasad Ghosh (2014)** The researcher was concluded that Kho-Kho players are more confident than the Football and Kabaddi players before attending the respective inter university tournaments.

Table 3: showing that coefficient correlation of mental health and Self-confidence players.

Correlation	Mental health	Self-confidence
Pearson correlation sig (2 tailed)	-.028	1
	.834	-
Number	60	60

Notes: correlation significant at the 0.01 level (two tailed)

Table 3: showing that the Pearson correlation of self-confidence and mental health among kabbadi and kho-kho players. Finding show the correlation among research variables. Correlation coefficient between mental health and self-confidence are strongly correlated significant with the score of

variables ($p < 0.01 = .834$).

Conclusion:

- There was significant difference found regarding mental health between kabbadi players and kho-kho players.
- There was significant difference found between self-confidence among kabbadi and kho-kho players.
- There was a positive and high correlation found between mental health and self-confidence among kabbadi and kho-kho players.

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MENTAL STRESS: CONCEPT, EFFECT ON SPORTS PERFORMANCE AND DEALING WITH MENTAL STRESS

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Introduction:

Mental stress is a psychological condition. This era is called competitive era because each and every field demands excellence, hard work, dedication and maximum utilization of self-skills. Many time that creates stress on physical capabilities which force to stress on mental abilities.

Mental stress is a self-made condition of mind. The term 'stress' first used by 'Hans Selye' in 1930. People are facing tremendous stress due to over emphasizing their abilities. Over estimating their self-skills and failure creates mental stress. Such mental stress lose the confidence level.

Sports and games is also a field, where excellence in performance has some stages, there the good sports persons wants to create their impression. But due to any reason they failed to achieve, they experience mental stress.

What is a mental stress?

Brain of human being makes human different from other animal. Brain is controlling unit of human activities. Human being's activity goes smoothly, when there is no any obstruction in working of brain. Mental reduces brain activities and subsequently hampers physical efficiency. In other words, mental stress degrades the quality of work.

If we observe the education system of India, we know the demand of medical profession. Medical studies are highly demanded studies in India. Very ambitious and scholar students are choosing the field. But their ambitions, scope of study in in available time span develops mental stress. Sometimes failure in examinations added stress in mental conditions. The students in mental stress find to be involved in antisocial activities like tobacco chewing, smoking and alcohol intake etc. (1) majority under graduate medical students experience mental stress. The reasons behind are academic factors and emotional factors. (2)

Sports and mental stress:

Sports and games domain is spreading roots in Indian society gradually. It is occupying all its corners. Specifically competitive sports. Day by day, competitions in sports and winning is becoming prestigious to all sports competitors as well as spectators. These are the signs of creating mental stress. As sports person gradually step ups mental stress surrounds in their mind. It is said that to get success is easy task but hold that position further is challenging task. Good sports persons are getting enormous popularity by his sports performance. This popularity makes sports person's

psychology to be popular. The sport person never want to get back from his position. First popularity becomes habit then popularity converts into demand, which creates mental stress.

In experiences player also problem of mental stress. Many times selection of player for higher competition but lack of experience about competition creates mental stress. Hence, mental stress is a part of sports life also.

Reduce mental stress to enhance performance:

The condition of mental stress and physical performance works contradictory. When mental stress is high then physical performance gets down. Mental stress increase blood pressure that affect the quality of physical performance. Hence, control on mental stress is required to enhance physical performance.

Sports and games activities are full of different activities, those required quality of movement. It fulfills the demands of sports and games. Mental stress must be controlled for best result in the performance of games and sports.

Yoga practices for handling mental stress:

Yoga is the best ever gift of Indian traditional practices. It is developed to keep the body healthy and peace of mind. Different 'Asanas' and 'Pranayam' is the base of yogic practices. 'Asanas' help to tone, strengthen and stretch skeleton muscles, whereas 'Pranayam' is for developing capacities of internal body organs. One more benefit of Yoga is mental peace. Regular yoga practices provides relief from stress. It is very useful activity to enhance physical capabilities.

Conclusion:

Human being is surrounded by mental stress that influence his/her physical performance, subsequently productivity of human being. Mental stress is like an obstruction for human capabilities. It is not only a problem of society but the problem of sports field also. Mental stress is obstruction for activities. Hence, identification of mental stress and removal of mental stress for better result is a requirement, and regular Yoga practices is a simple and best way to handle with mental stress.

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STRESS AND MENTAL HEALTH AND AMONG URBAN AND RURAL CRICKET PLAYERS

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Abstract

Objective: to investigate the mental health and stress among Urban and Rural Cricket Players. Hypotheses: There will be no significant difference between Urban and Rural Cricket Players dimension on mental health. Second hypothesis: There will be no significant difference between Urban and Rural Cricket Players dimension on stress. Sample: For the present study 80 Sample were belongings to Aurangabad, 80 players among them 40 urban cricket players and 40 rural cricket players. The age range of subjects was 18-25 years. Tools: 1) Mental health inventory (MHI) developed by Jadish and Srivastav (1983) was utilized to access positive aspects of mental health. 2) Personal Stress source inventory (PSSI): Result: Urban cricket players have significantly good mental health than the rural 'cricket players. Rural cricket players have significantly high stress than the Urban cricket player

Introduction:

Good Physical Health improves Mental Health. Body-mind relationship is an established fact. Those who enjoy good physical health are most likely to have good mental health which includes mental poise and balance, emotional control etc. When we say 'sound mind in a sound body', we accept that adequate supply of oxygen – which is done only through vigorous exercise – to nerves, smooth muscles and the brain contributes to the maintenance of good mental health. We do not think with brain alone, even the amount of hemoglobin present in our blood affects our

Thinking. Besides this, balanced diet and good physical exercise are the main factors of helping us maintain good mental health too. Participation in games and sports presents opportunities for promoting emotional health and preventing delinquency. Studies by Hardman and Kane have confirmed that athletes with higher performance are more emotionally sound and less anxious while studies by Sperling, Ruffer, Tilman, Whiting and Stem bridge, Brunner etc. reveal that extroversion is more prominent in athletes than in non-athletes.

Wilkinson and O'Connor (1982) defined mental health as a congruent relationship between a person's and his/her surrounding environments.

Stress is a feeling of emotional or physical tension. Stress is your body's way of responding

to any kind of demand. Condition in which extreme pressure, hardship, or pain is either suddenly experienced or built up over time

Psychosocial stress is the result of a cognitive appraisal of what is at stake and what can be done about it. More simply put, psychosocial stress results when we look at a perceived threat in our lives (real or even imagined), and discern that it may require resources we don't have. Examples of psychosocial stress include things like a threat to our social status, social esteem, respect, and/or acceptance within a group; threat to our self-worth; or a threat that we feel we have no control over. All of these threats can lead to a stress response in the body. When psychosocial stress triggers a stress response, the body releases a group of stress hormones including cortisol, epinephrine (or adrenaline) and dopamine, which lead to a burst of energy as well as other changes in the body (see this article on the fight-or-flight response for more.)

Raglin JS. (2001) to investigate that the mental health model and psychological factors in sports performance. Studies have shown that between 70 and 85 of successful and unsuccessful athletes can be identified using general psychological tools of personality structure Longitudinal Mental health model research indicates that the mood state responses of athletes exhibit a dose response relationship with their training load, a finding potential for reducing the incidence of the staleness syndrome in athletes who undergo intensive physical training. Mental health refers to the full and harmonious functioning of our total personality as well as to our bio-socio-psychological and spiritual well being (Dandapani, 2000). It is related to the prevention of mental disorders, and the treatment and rehabilitation of people affected by mental disorders. Mental health is a term used to describe how well the individual is adjusted to the demands and opportunities of life. The World Health Organization defines mental health as "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community" (The World Health Report, 2001).

Objective of the study:

- 1) To investigate the mental health and stress among Urban and Rural Cricket Players.

Hypotheses:

- 1) There will be no significant difference between Urban and Rural Cricket Players on mental health.
- 2) There will be no significant difference between Urban and Rural Cricket Players on stress.

Methods:

Sample:

For the present study 80 Sample were belongings to Aurangabad, among them 40 urban cricket players and 40 rural cricket players. The age range of subjects was 18-25 years.

Tools:

- 1) Mental health inventory (MHI) developed by Jagdish and Srivastav(1983) was utilized to access positive aspects of mental health.
- 2) Personal Stress source inventory (PSSI):

Two tests administered individuals as well as a small group. While collecting the data for the study the later approaches was adopted. The subjects were called in a small group of 20 to 25 subjects and there seating arrangements was made in a classroom. Prior to administration of test, through informal talk appropriate rapport form. Following the instructions and procedure suggested by the author of the test. The test was administered and a field copy of test was collected. Following the same procedure, the whole data were collected.

Variable

Independent variable-

- i) Area of Residence
 - a) Urban
 - b) Rural

Dependent Variable

- 1) Mental Health
- 2) Stress

Statistical Analysis and Discussion:

Mean SD and t value among cricket urban and rural players onmental health and stress

	Urban			Rural				
	Mean	SD	SE	Mean	SD	SE	DF	't'
Mental Health	167.36	9.59	1.51	153.48	11.47	1.81	78	5.87
Stress	31.79	3.69	0.58	35.89	4.59	0.72	78	4.40

Result showed that the Mean of urban cricket players on dimension mental health was 167.36 and mean of rural players mean was 153.48, the difference between the two mean was highly significant $t(78) = 5.87$, $p < .01$. It means urban 'cricket players had significantly high mental

health than the rural 'cricket players.

Second Result showed that the Mean of urban cricket players on dimension stress was 31.79 and mean of rural players mean was 35.89, the difference between the two mean was highly significant $t(78) = 4.40$, $p < .01$. It means rural cricket players had significantly high stress than the urban cricket players.

Results:

1) Urban' cricket players have significantly good mental health than the rural 'cricket players. Rural cricket players have significantly good mental health than the urban cricket players.

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A STUDY OF ADJUSTMENT IN FARMER AND SPORT PERSONALITIES IN AURANGABAD DISTRICT

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Abstract:

I have discussed here upon the adjustment of the farmer and sport personalities. This research examines the question of adjustment in male and female in both the farmer and sport personalities.

This paper aims to study that the farmer and sport persons have lots of problems similarly but most of the time is get to hear about farmer suicide. The reason behind is traced that the weakness in physic doesn't help them to control over the anger and they lose their control. But on the other hand sport people are having good physic which helps them to maintain everything. Therefore this is the thing which can be helpful to the farmer to find the better way in life. Here the researcher is sure that all such problems can be resolved amicably.

Keywords: Adjustment, Farmer Personalities and Sport Personalities.

INTRODUCTION

The basic human needs for satisfactory human existence are universal. The physical needs of food, health, shelter, clothing and social, ones of education creative employment, individual freedom and ability to participate in the prevailing social system. The same in each and every sector the ratio is different. In some of the sectors the ratio is high or low. Adjustment generally refers to modification to compensate for to meet special conditions. In the dictionary the term adjustment means to fit, make suitable, adopt and arrange. Modify, harmonize or make correspondence. Whenever we make an adjustment between two things adapt and modify of both to correspond to each other. For example wearing of cloths according to the requirements of the season is an example of the adjustment. Before understanding the adjustment as a process it is necessary to examine some of the definitions of adjustment given by the various researches.

Adjustment and its types:

Adjustment is the relationship which comes to be established between the individual and the environment. Every individual plays certain position in his social relations. He is trained to play his role in such a way that his maximum needs will be fulfilled. So, he should play his role properly and

get maximum satisfaction. If he does not play his role according to standards and training Home Environment received his needs may not be fulfilled and he may get frustrated.

There are two types of adjustment- 1) Normal Adjustment and 2) Abnormal adjustment.
1) NORMAL ADJUSTMENT: When a relationship between an individual and his environment is according to established norms then that relationship is considered as normal adjustment. A child who obey his parents, who is not unduly stubborn; who studies regularly and has neat habit is considered adjusted.

2) ABNORMAL ADJUSTMENT: Abnormal Adjustment means problem behavior or popular speaking maladjustment. Maladjustment takes place when the relationship between an individual and his environment is not according to established standards or norms. A delinquent child adjusts with his environment but he is a maladjusted child because he is violating certain moral codes.

SIGNIFICANCE OF THE STUDY

Adjustment is a psychological concept. It is probably used to find out adjustment which is helpful to keep as an ideal in front of the farmer and sport personalities who get nervous, exploring with the help of above mentioned scales. It helps both the personalities to face the problems bravely.

Adjustment is a major concept which is studied with help of comparative style. In psychology comparative style is one perfect method. In this study the adjustment, behavior and the problems of farmer and sport personalities might be different. The farmer and sport personalities react differently to the same problem. This discussion is valuable. This study put forth the importance of adjustment for the better life, not only in particular area or country but for the whole world.

This study is an attempt to find out the differences if any among the farmer and sport personalities regarding their adjustment level. Attempt is done to find out whether there are differences among farmer and sport personalities.

STATEMENT OF THE PROBLEM

“A study of Adjustment in Farmer and Sport Personalities in Aurangabad District.”

OBJECTIVES OF THE STUDY

1. To Study the adjustment of male in farmer.
2. To Study the adjustment of female in farmer.
3. To Study the adjustment of male in sport personalities.
4. To Study the adjustment of female in sport personalities.
5. To compare the adjustment of farmer and sport personalities.
6. To study the importance of adjustment.

Operational Definition:

- 1) **Farmer:** The people who works in farm is known as the farmer.
- 2) **Sport Personality:** The people who participate in outdoor sport activity.
- 3) **Adjustment:** Adjustment is a thing in which everyone abandons pride and ego and sacrifice himself to see our family happier.

LIMITATIONS:

This research is merely related to farmer and sport personalities in Aurangabad district. Randomly studied using onetest: 1) adjustment and merely 80models are taken. Adjustment of male and female in farmer and sport personalitiesis studied. Test is used only in Marathi. Illiterate persons were not taken in the study sample.

HYPOTHESIS:

1. Adjustment of sport personality will be greater than farmer.

REVIEW OF LITERATURE:

The review of literature in research provides one with the means of getting to the frontiers in a particular field. (Borge 1964)

C.P.Khokhar and Brijesh Kumar Upadhyay (2007), have compared the adjustment pattern of adolescents living in physically deprived environment. Results revealed that independence of sex effect in relation to peer adjustment boy were found more sensitive to environmental enrichment in relation to peer adjustment than the adolescent girls. It may be attributed due to cultural bias that boys are more exposed to physical environment and surroundings than girls.

METHOD:

Criteria of sample selection

The samples were selected from 80male and females in farmer and sport personalities in Aurangabad district. The age group was 25 to 40years and samples were selected by simple Random sampling method of probability sampling.

Gender	Personalities		Total
	Farmer	Sport	
Male	20	20	40
Female	20	20	40
Total	40	40	80

Research Design

In this present study is used **2X2 factorial Designs**.

Family (B)

Gender (A)Farmer personalities (B₁)sport personalities(B₂)

Male (A1)

A1 B1	A1B2
A2 B1	A2B2

Female (A2)

A- Gender

A1 - Male

A2- Female.

B- Personalities

B1-Farmer

B2- Sport

Variables:

S-Types independent Variables

- Type of Farmer
- Gender (Male and female)

Measurable / Dependent variables

- Adjustment

Controlled variable

- Age group (25 to 40 years) Male and Female.

Research Tools

- Adjustment scale by H.S. Asthana (1968) university saugar.

Statistical Treatment of Data:

Stage I – Mean and Standard Deviation.

Stage II – ‘t’ test and ‘f’ test.

Stage III – Chi-square and two way analysis of variance.

Stage IV – Orthogonal Comparison Test.

Measure of central tendency along with (SD) will be used to describe the nature of data.

Result and discussion:

Table -1 showing the mean and ‘t’ value of the analysis of the adjustment of farmer and sport personalities.

status	N	Mean	S.D.	‘t’ value	Sign
Farmer	40	640	38	8.1	0.01
Sport Personalities	40	720	43		

S.D The first mean of farmer personality was 559 and S.D was 39 and second mean of sport personalities was 490 and was 30 and ‘t’ value was 7.6 . Both level are significant. Our hypothesis was accepted. The level of Adjustment would be less in farmer personalities.

Robin’s study 2005 also reported that the player girls are physically strong. And may be because of good physic female players adjustment is superior than the female farmer personalities. As observed in this research in total in sport personalities male and female both possess good physic and because of that they can maintain control over mind and thereby their adjustment found strong than farmer personalities.

Conclusion: there was significant difference regarding adjustment level between farmer and sport personalities.

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COPING WITH STRESS

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ABSTRACT

Everyone encounters stressful situation on an almost daily basis, from minor pressures that we hardly notice, to occasional traumatic situations which can cause ongoing stress. Stress is a part of our life and not all the stress is bad. Sometimes it gives the energy, zest and excitement for living. Long term stress can lead to many diseases and problematic condition. Stress is a normal psychological and physical reaction to the ever-increasing demands of life. Without stress management body is always on high alert. In Simple words, stress is the reaction of the body to everyday pressure and tension. Besides, it gives a feel of being unhealthy all the times. In order to develop an effective stress management programme it is first necessary to identify the factors and control the stress by targeting these factors. Sometimes people take the wrong roads to handle the stress. As a result of that, the stressful situation gets worse and it causes more damage in long run. To recover from stressful situation managing stress is important.

Keywords: Stress, Categories of stress and Coping mechanisms with stress

Introduction

Stress Management is all about taking charge of your lifestyle, thoughts, emotions and the way you deal with problems. Stress produces numerous physical mental symptoms which vary from person to person. These can include physical health decline as well as depression. The process of stress management can help to reduce the level of stress to lot of extend. Hans Selye in the Journal Nature (1936) Stress (roughly the opposite of relaxation) is a medical term for a wide range of strong external stimuli, both physiological and psychological, which can cause a physiological response called the general adaptation syndrome.

Stress Management can be complicated and confusing as it tends to fall into one of the three key categories which last its impact on the mind and body.

- Acute stress

Acute stress can crop up in anyone's life and it is highly treatable and manageable if it does not last long but if traumatic can be dangerous. It is psychological condition arising from a strong emotional

response within the individual. Acute stress can be advantages such as ‘on the spot’ type of stress can be good for body and mind as it helps to deal with the situation.

- Episodic acute stress

Episodic acute stress comes from ceaseless worry such as rushing to work or other recurring stressful experience in the workplace. Episodic stress can affect interpersonal skills and can make sufferers hostile towards others causing a deterioration of relationships at a home and the workplace. Certain lifestyle changes and professional help may be needed before any chronic problems develop.

- Chronic stress

Chronic stress wreaks havoc through long-term attrition. Studies have also illustrated the strong link between insomnia and chronic stress. According to APA’s Stress in America survey, more than 40 percent of all adult say they lie awake at night because of stress. Chronic stress can occur in response to everyday stressors that are ignored or poorly managed, as well as to exposure to traumatic events. It comes when person never sees a way out of a miserable situation which can cause a wear and tear on mind and body. This overuse may contribute to breakdown of many bodily systems. Special forms of counseling and targeted behavioral therapy will be helpful to cope up.

Coping mechanisms with stress:

- Healthy coping strategies

Think about the way you currently manage and cope with stress in your life. No single method works for everyone or in every situation so experiment with different techniques and strategies. Focus on what makes you feel calm and in control.

Write: Think about tracking your stress and write ten lines a day about stressful events and how they make you feel. This help to reveal the cause behind the stress and try to find better ways to cope up. Writing in a dairy, talking with friends or in a support group or even on your laptop file helps you feel less alone and helpless about the things that prey on you.

Express: A good belly laugh lighten the load mentally. It lowers cortisol, stress hormone and boost brain chemicals called endorphins, which help your mood. Reading comics or chatting with someone who makes you smile or doing any favorite hobbies

Focus on present: Past events can be a key source of stress. It is wise to live for today and complete what is to be done today because tomorrow is uncertain. Living in the past is dreaming and living in present is intuition connected to basic instinct.

Exercise: Working out is one of the most effective stress reliever. Just about any form of physical activity can help to reduce and prevent the effect of stress and burn away anger, tension and

frustration. Exercise releases endorphins that boost your mood and make you feel good, and it can also serve as a valuable distraction of your daily worries. Rhythmic exercise or physical activity that engages both your arms and legs such as running, walking, swimming, dancing, rowing or climbing is most effective at relieving stress when performed mindfully.

- Unhealthy coping strategies with health ones

People cope with stress in way that compound the problem. These coping strategies may temporarily reduce stress, but they cause more damage in the long run.

✓ Intake of Alcohol	✓ Unhealthy Diet
✓ Using pills or drugs to relax	✓ Smoking
✓ Taking out your stress on others	✓ Pessimist

Replace all the above unhealthy habits with healthy ones. Spiritual might boost happiness in times of stress. Alcohol is seen as coping mechanism for some people. The problem arises when they become reliant on it. Alcohol can dehydrate and dehydration actually causes stress. Smoking relieving stress is a huge myth. The active ingredient in cigarettes is nicotine, which actually cause anxiety and tension. Research indicates that the vitamin D boost from sunlight may elevate your levels of feeling good serotonin. Taking in the sights, sounds and smells around you redirects your focus from worries, says Kathleen Hall, a health educator.

- Unplug yourself from the workplace

The Japanese phenomenon of karoshi, or death from overwork, is believed to be due to heart attack and stroke caused by high level of stress. Many businesses today have began to use stress management programs for employees who are having trouble adapting to stress at the workplace or at home. The ability to turn ourselves off can reduce from pile of stress. Separating work-related tasks from leisure and family time, such as resisting the urge to catch up with emails in an evening, can help prevent workplace stress from spilling into other areas of your life.

- Be Optimistic

Reflecting a favorable view of events and conditions and the expectation of a positive outcome is the key to deal with any problematic situation. Optimism has been proven to improve the immune system, prevent chronic disease and help people cope with stress. Gratitude is associated with optimism and has been determined that grateful people are happier, receive more social support, are less stressed, and are less depressed.

- Relaxation

Relaxation is a process that decreases the effects of stress on your mind and body. When faced with numerous responsibilities and tasks or the demands of an illness, relaxation techniques may take a

back seat in your life. The best way to start and maintain a relaxation practice is to incorporate it into your daily routine. Deep breathing is the cornerstone of many other relaxation practices and be combined with other relaxing elements such as aromatherapy and music.

- Reach out

Social network is one of your best tools for handling stress. Talk to others which can get a fresh perspective and keep your connection strong. Avoid people who cause stress in your life. Social engagement is the most efficient way to rein in stress and avoid overreacting to internal or external events that you perceive as threatening. Socially interacting with another person put the brakes on defensive stress responses like “fight-or-flight”.

- Let go attitude

Learn a lesson and never forget them, but move on. Difficulty arises when stuck in the past. Finish each day and be done with it. Holding on to anger and holding grudges wears out the adrenal gland. Eventually, it weakens the entire body and mind. Relax, do your best to enjoy the process of forgiving and not to control it. It is a deep psychological process that takes some time. When stress is getting you down, take a moment to reflect on all the things in your life. This simple strategy can help you keep things in perspective. Accept the fact that we live in an imperfect world and people make mistakes. Free yourself from negative energy by forgiving and moving on.

- Humor

Sigmund Freud, a well Known neurologist, suggests the humor was an excellent defensive strategy in emotional situation. Laughter enhances your intake of oxygen-rich air, stimulates your heart, lungs and muscles and increases the endorphins that are released by your brain. A rollicking laugh fires up and the cools down your stress.

- Mindfulness

Mindfulness is the psychological process of bringing one’s attention to the internal and external experiences occurring in the present moment, which can be developed through the practice of meditation and other training. Effect of mindfulness on the brain has studied using neuroimaging techniques, physiological measures and behavioral tests. Mindfulness can help to break through long held fears that have held them back from the living the lives they wanted to live.

Conclusion

Stress is a normal, adaptive reaction to threat. It signals danger and prepares us to take defensive action. Fear of things that pose realistic threats motivates us to deal with them. Stress also motivates us to achieve and fuels creativity. Although stress may hinder performance on difficult tasks, moderate stress seems to improve motivation and performance on less complex tasks. Stress is

the combination of psychological, physiological, and behavioral reactions that people have in response to events that threaten or challenge them. Unfortunately, stress is often not helpful and can even be harmful when not managed effectively. Moreover, stress can increase the risk of developing health problems, such as cardiovascular disease and anxiety disorders. Stress can be good and bad, it just depends on you to dealing with it.

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POWER OF MOTIVATION

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ABSTRACT

In this modern era of competition the psychological preparation is a back bone of any game. Preparation and proficiency in the skills is not only criteria to win the game. More important is the spirit of the players with which they play and perform their best in the competition. Motivation plays an important role in success and achievements of athlete in this giant stride and has been taken by sports psychology within a short span of time. (McClelland and Atkinson) In the field of sports the achievement motivation is more important because in this area the goals always remain first priority. According to them “Achievement motivation may be associated with a variety of goals, but in general the behavior adopted will involve activity which is directed towards the attainment of some standard excellence” Hence it can be said that achievement motivation is an expectancy of finding satisfaction in mastering challenge and difficult performance. Athletes compete in and practice sports for various reasons. These reasons fall into two major categories of intrinsic and extrinsic motivation. The best motivation is outcome of persistence, positive attitude, and focus. Motivation is nothing else but the urge to push towards a specific goal. Motivation whether intrinsic or extrinsic is a need of an hour to enhance the sports performance.

Keywords: Motivation, Intrinsic and Extrinsic Motivation.

INTRODUCTION

In Sport, high motivation is needed as an important prerequisite in getting athletes to fulfill their potential. The motives which move the athletes go ahead and his action worthy may be incentives, the facilities, the moral boost, the soothing environment, future success, praise and popularity social esteem etc. The key to maintaining motivation in sport performance is tough training, focus on the target and be updated. Intrinsic motivation refers to athletic behavior that is driven by internal or personally meaningful rewards. Extrinsic motivation refers to athletic behavior that is geared toward earning external rewards or to avoid punishment. Improvement in performance and achieve success is possible by choosing more effective motivation strategies. The nature of sports coaching implies an achievement situation, where his performance of both coaches and athlete is evaluated.

Intrinsic motivation

Athletes who participate simply for enjoyment and satisfaction or see it as an opportunity to explore, learn, and actualize his potentials can be considered as intrinsic motivation. According to Hardy, Jones and Gould (1993) elite athletes must have high levels of intrinsic motivation in order to sustain effort through dips in form and confidence. A well-known football (soccer) manager (Martin O'Neill) said recently that the best players to work with were the ones that were unconcerned about how much they earn. Rio Ferdinand has recently tweeted that he would still be a footballer even if he was on the average wage. Another example is Damien Duff, who apparently when he signed a proposal was completely unaware of how much he was being paid and had to ask a family member to look after his finances as he did not know what to do with his money.

Intrinsic motivation can be identified by certain factors. Sportsman is more motivated when they pursue goals that have personal meaning, that relate to their self-esteem when performance feedback is available, & when attaining the goal is possible. Effective goals are perceived as challenging, not threatening. A reasonable amount of time and with a reasonable amount of effort or ability with a proper baseline is required to give better performance. Internal motivation is increased when something in the physical environment grabs the individual's attention & something about the activity stimulates the Sportsman to want to learn more. Sportsman must have control over themselves, their environment & wants to determine what they pursue. Intrinsic motivation can be increased in situations where Sportsman gains satisfaction from helping other and in cases where they are able to compare their own performance favorably to that of others. Sportsman enjoys having their accomplishment recognized by others which can increase internal motivation. There are times when athletes have the feeling of incompetence and lack of interest as the results are plateau stage. Such athletes exhibit a sense of helplessness and require counseling, as they are highly prone to dropping out. Reflection, reading stories of great achiever after many failures, change in outlook by motivating one self, watching movie of inspiring sportsman and self talk will be help to overcome this stage.

Extrinsic motivation

Extrinsic motivation is performed in order to receive something from others or avoid certain negative outcomes. Theorists define extensive motivation as “engaging in an activity to obtain an outcome that is separable from the activity itself” (deCharms, 1968; Lepper & Greene, 1978). Extrinsic rewards are focus on competitive sports; athletes receive publicity, awards, and money among other things and college level athletes obtain scholarships for their talents. Extensive rewards, when used correctly, can be beneficial to athletes.

Psychologist Carol Dweck distinguishes two types of mindsets. A fixed mindset creates a feeling of anxiety and urgency, and an inclination to avoid, rather than seek, risks and challenges. When stressed, people with a fixed mindset are more likely to feel anxious and depressed. They are also more likely to become defensive, to cheat, and to lie. In contrast, when a growth mindset exists, they are more likely to regard their failures not as a judgment but as an opportunity for learning. A growth mindset therefore allows more optimism and persistence when faced with setbacks. Coach must assist the athlete to foster a growth mindset which will enhance his performance in long run

and changing mindsets from fixed to growth mindset will enhance effort, achievement and ability to respond adaptively to stress.

Be prepared to face the challenge of the modern trend. Challenges are encountered by the athlete during and after the training. But his intrinsic motivation device towards achievement of the goal must be so strong that any obstacle cannot withstand it for a long run. Tough mindset plays a vital role to keep him moving ahead. Ability to produce elite athlete within a limited time span is the task of a coach. Well equipped apparatus and modern technology can only fetch better result if athletes are trained and motivated properly. Coaches' method of training and handling of athlete leave an impact on athletes' performance through use of observation or questioners. Coach emphasizes the importance of open line communication with their athletes, possessing clear expectations and holding them accountable. Communication is a two-way process followed by athlete and coach which encourages them to give suggestion related to practice, travel, game plan, preparation etc. Over emphasis on extrinsic motivation may mislead athlete behavior and focus. Reflect for a moment on what motivates the athlete, get into the habit of making brief notes before and after each training session to keep focused on the most important component of performance, have a pep talk with the athlete will give a boost in their performance and the coach to keep a track of athletes' performance.

Conclusion

Motivation is an essential part of sports performance. Self motivation and extrinsic motivation combined together form the best kind of motivation and encourage goal setting and working hard to reach the goal and focus oriented. Balance between both intrinsic and extrinsic motivation will fetch a positive reward in any walk of life.

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शारीरिक शिक्षा में मनोविज्ञान

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सारांश

मनोवैज्ञानिक व्यक्ति के व्यवहार का अध्ययन करता है और शारीरिक शिक्षा का मनोविज्ञान के साथ प्राकृतिक संबंध है, इसका परिणाम यह है कि यह खिलाडिया के व्यवहार में होने वाले बदलाव का अध्ययन करता है और दूसरी ओर उसके वांछित परिवर्तन कि दिशा एवं प्रक्रिया सुझाता है।

मनोविज्ञान अध्ययन के बिना पूरा नहीं हो सकता खिलाडिया की तैयारी उनके मनोवैज्ञानिक अनुकूल के बिना संभव नहीं है और बिना मानसिक तैयारी के कोई किसी खेल का प्रशिक्षण पूर्ण नहीं हो सकता है।

फुटबॉल, हॉलीबॉल, बॅडमिंटन, टेनिस, क्रिकेट, शारीरिक शिक्षा के अंतर्गत समिलित है। इसिलिए उत्कृष्ट प्रदर्शन के साथ खिलाडिया की मानसिकता एवं मनोविज्ञान की भी तैयारी की जात सके।

प्रस्तावना :

शिक्षा का क्षेत्र अत्यंत विस्तृत है। जहाँ तक ज्ञान और अनुभव की सीमायें फैली हुई है, शिक्षा की सीमाये भी वहाँ तक फैली है। शिक्षा की इस व्यापकता के अंतर्गत अनेक विषय समाहित है। इसी व्यापकता के कारण ही कहा जाता है कि बच्चे की शिक्षा माँ के गर्भ से आरंभ हो जाती है, और वह जीवन पर्यंत सीखता रहता है। उसका वह सीखना कही औपचारिक (Formal Education) और कही अनौपचारिक शिक्षा (Informal Education) के रूप में चलता रहता है। बच्चा जब स्कूल में दाखिल होता है और स्कूल-शिक्षा खत्म करने के पश्चात जब कॉलेज और विश्वविद्यालय में दाखिल होता है तब उसकी शिक्षा को औपचारिक शिक्षा कहा जाता है। उनमें से शारीरिक शिक्षा (Physical Education) उनमें से एक विषय है। इस प्रकार शारीरिक शिक्षा सामान्य शिक्षा का एक अंग है।

सामान्य शिक्षा का एक अंग होते हुए भी शारीरिक शिक्षा निरंतर विशिष्ट महत्व खप करती जा रही है। वह दिन समाप्त हो गए जब शारीरिक शिक्षा के नाम पर विद्यार्थियों को केवल ड्रिल और कुछ शारीरिक क्रियाएँ (P.T.) करवा दी जाती थी फिर छोटी-मोटी खेल प्रतियोगिताओं में भाग लेने के लिए विद्यार्थियों को विभिन्न खेलों का अभ्यास करवा दिया जाता था। आज स्थिति पूरी तरह से बदल चुकी है। शारीरिक शिक्षा सभी विद्यार्थियों को अनिवार्य है, इसके साथ साथ विभिन्न खेलों के लिए योग्य विद्यार्थियों को चुन कर उन्हें विभिन्न प्रकार की खेल प्रतियोगिताओं के लिए विशिष्ट रूप से वैज्ञानिक प्रशिक्षण एवं अभ्यास भी प्रदान किया जाता है। आज के इस

विश्वता के युग में शारीरिक शिक्षा भी अपना एक अलग रूप धारण कर चुकी है । शारीरिक शिक्षा एक ओर शिक्षा का अभिन्न अंग है और दूसरी ओर समाज में भी अलग स्थान है ।

शारीरिक शिक्षा के सामान्य उद्देश (General Aims of Physical Education) :

शारीरिक शिक्षा में मनोविज्ञान के महत्व का अध्ययन करने से पहले यह जानना जरूरी है कि शारीरिक शिक्षा के उद्देश क्या है । शिक्षा का अभिन्न अंग होने के कारण शारीरिक शिक्षा के वही उद्देश है जो सामान्य शिक्षा के उद्देश है । सामान्य शिक्षा के उद्देशों को दो भागों में बांटा जाता है ।

1. वैयक्तिक उद्देश (Individual Aims)
2. सामाजिक उद्देश (Social Aims)

1) वैयक्तिक उद्देश (Individual Aims) :

वैयक्तिक उद्देश अंतर्गत बच्चे के व्यक्तित्व का सर्वतोन्मुखी एवं संतुलित विकास निहित है । इसका तात्पर्य है कि शिक्षा द्वारा इस प्रकार की परिस्थिति उत्पन्न की जाए जिन में बच्चे के व्यक्तित्व का विकास पूर्ण रूप से हो सके । उसे शिक्षा द्वारा ऐसी स्थिति प्रदान की जानी चाहिए जिन से उसके शारीरिक, मानसिक, बौद्धिक नैतिक तथा अध्यात्मिक गुणों का विकास संभव हो सके । शिक्षा वैयक्तिक उद्देश का समर्थन करते हुए टी.पी. नन ने कहा है, शिक्षा को ऐसी दिशाएँ उत्पन्न करनी चाहिए जिन से वैयक्तिकता का पूर्ण विकास हो सके तथा व्यक्ति मानव जीवन को अपना मौलिक योगदान दे सके ।

2) सामाजिक उद्देश (Social Aims) :

शिक्षा के सामाजिक उद्देश के अंतर्गत व्यक्ति के सामाजीकरण (Socialization of Individual) का आदर्श निहित है, अर्थात् शिक्षा की ऐसी व्यवस्था की जानी चाहिए जिस से मनुष्य समाज का उपयोगी सदस्य बन सके । ड्यूवी (Dewey) ने शिक्षा के सामाजिक जीवन का समर्थन करते हुए कहा है - जो कार्य शरीर के लिए भोजन और व्यंजन करते हैं, वही कार्य सामाजिक जीवन के लिए शिक्षा करती है । समाज का रचनात्मक सदस्य बनना है तो उसे केवल अपना विकास ही नहीं करना चाहिए, बल्कि समाज के विकास में भी योगदान देना चाहिए ।

शिक्षा के वैयक्तिक और सामाजिक उद्देश एक दूसरे के अलग नहीं हैं बल्कि एक दूसरे के पूरक हैं । बल्कि ये कहना चाहिए कि दोनों उद्देश एक ही समान से दो पहलू हैं ।

शारीरिक शिक्षा बच्चों के व्यक्तित्व के विकास तथा उसके समाजीकरण में महत्वपूर्ण भूमिका निभाती है, शारीरिक विकास में सहयोग देती है ।

उसी प्रकार मानसिक शिक्षा शारीरिक शिक्षा भी अलग-अलग क्षेत्र नहीं है। इसी धारणा को स्पष्ट करते हुए गैमेन (Geuman) ने कहा है, जो विचार मांसपेशीयों में प्रविष्ट नहीं होते, वे मन पर पूरा अधिकार नहीं कर सकते।

"Thoughts which do not get into muscles never fully possess the mind."

अंतः शारीरिक शिक्षा केवल शारीरिक विकास के संबंधित नहीं यह सामान्य शिक्षा के समान बंधे के व्यक्तित्व का सर्वतोन्मुखी विकास करते हुए उसे समाज का उपयोगी सदस्य बनाने में महत्वपूर्ण सहयोग प्रदान करती है।

शारीरिक शिक्षा का विशिष्ट उद्देश (Specific aim of Physical Education) :

शारीरिक शिक्षा का अपना उद्देश है, विद्यार्थीयों को विभिन्न प्रकार की प्रतियोगिताओं के लिए तैयार करना, खेल शारीरिक शिक्षा का अभिन्न अंग है, खेल के बिना शारीरिक शिक्षा का कल्पना ही की जा सकती। सामान्यतः खेल को मनोरंजन के अर्थ में लिया जाता है। कक्षीय वातावरण तथा पुस्तकीय शिक्षण की ऊब मिटाने के लिए खेल का सहारा लिया जाता है। खेल के दौरान बच्चा सभी तनावों, दबावों तथा चिंताओं से मुक्त होता है और मनोरंजन के ऐसे संसार में रहता है। जहाँ आनंद का मुक्त प्रसार होता है। निस्संदेह खेल मनोरंजन का सशक्त साधन है। इसलिए इसे मनोरंजन के अर्थ में लेना स्वाभाविक है।

स्कूल स्तर से लेकर आंतरराष्ट्रीय स्तर तक विभिन्न प्रकार की खेल प्रतियोगिताएँ आयोजित होती हैं। और इस प्रतियोगिताओं के लिए सक्षम एवं सुयोग्य खिलाड़ी तैयार करना शारीरिक शिक्षकों तथा विभिन्न खेल शिक्षकों (Coaches) का दायित्व है। यह दायित्व निभाना वस्तुतः प्रतियोगिताओं में निहित चुनौतियों को स्वीकार करता है।

1. शारीरिक शिक्षा और मनोविज्ञान में संबंध (Relation between Physical Education and Psychology) :

प्राकृतिक संबंध (Natural Relation) :

शारीरिक शिक्षा के उपर्युक्त सामान्य एवं विशिष्ट उद्देशों का संबंध व्यक्तियों के व्यवहार से है, व्यक्ति को समाज का उपयोगी सदस्य तभी बनाया जा सकता है जब वह अपनी विकसित अभिरुचियों एवं योग्यताओं के द्वारा समाज की विभिन्न परिस्थितियों में उचित एवं स्वस्थ व्यवहारिक प्रतिक्रिया दर्शा सके।

शारीरिक शिक्षा विद्यार्थीयों को वैसा व्यवहार करना सिखाती है, जैसा व्यवहार वे सामान्यतः सही रूप में करते हैं, शिक्षा में मनोविज्ञान का अधिक महत्व है, कि शिक्षा मनोविज्ञान (Educational Psychology) का एक अलग विषय विकसित हो चुका है।

विकास के लिए शारीरिक शिक्षा को वैयक्तीक मनोविज्ञान से सहायता लेनी पडती है । अतः इस का वैयक्तीक मनोविज्ञान के साथ संबंध है ।

शारीरिक शिक्षा बुनियादी तौर पर शिक्षा का अंग है । स्कूल एवं कॉलेज के स्तर पर तो शिक्षा के निरुद्घत कार्यक्रम के अंतर्गत खिलाडी को विविध शारीरिक क्रियाओ मे शिक्षण प्रदान किया ही जाता है ।

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POSITIVE & NEGATIVE EFFECT OF SPECTATORS ON THE SPORTS PERFORMANCE

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Introduction :

Spectator impact should be maximal for athletic events that involve individual performances and minimal for those that involve joint activities in which individual contributions cannot be clearly distinguished by observers (lineman in football-division of audience impact because it is shared with one's team members). When individuals are not individually accountable, they may reduce their efforts or "loaf" even in front of spectators. Social support provided by a cohesive team may have a calming effect on athletes or teams in otherwise highly stressful spectator situations. (Players provide mutual encouragement).

As the number of spectators increases, social impact increases, but as the number of actors or performers increases, the impact of the spectators should be reduced. In most team situations there is a differential with pitchers and quarterbacks getting more spectators attention-thus making them possibly more susceptible to spectator variables.

Watching others, family, peers and role models and learning from their behaviour and experiences affects the way we perform and behave on a daily basis. This learning of accepted behaviour's, values, rights and wrongs when we are children is known as socialisation. Physical education plays an important role in socialisation from a young age.

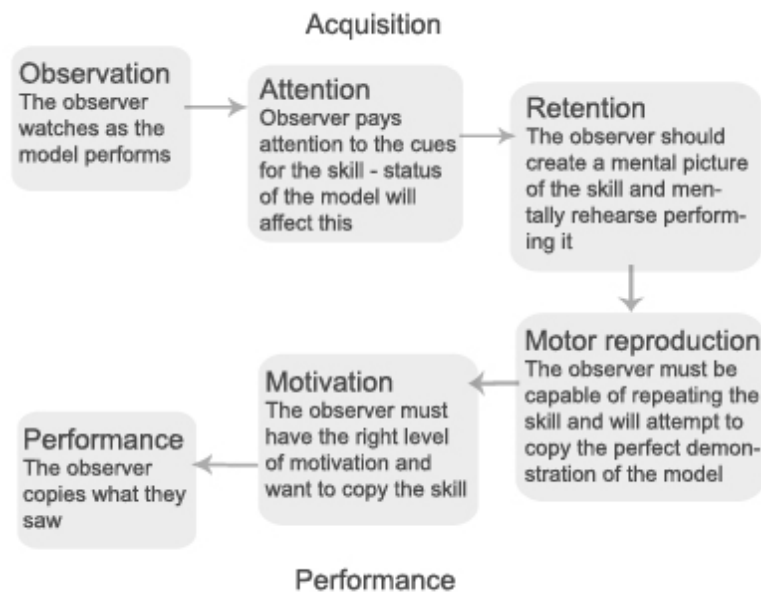
In P. E. demonstration and observation of others performing a skill is a vital way of learning. It has been shown that an individual's performance will improve most when the demonstration is from a skilled superior, such as a teacher or coach. However, demonstrations from unskilled peers also are often effective.

In 1961 Albert Bandura came up with seven points which must be considered when using models and demonstrations for young people. These are:

- Appropriate behaviour in-line with social norms is more likely to be copied
- Behaviour is imitated if it is thought to be relevant to the individual
- The more similar the demonstrator is to the individual, the more likely they are to imitate their actions
- Teachers and coaches who are encouraging and approachable are more likely to be imitated
- Powerful role models, such as professional sports people and celebrities are more likely to be copied

- Young people are more likely to imitate the behaviour of models whose behaviour is condoned by their superiors (parents/teachers etc)
- Consistent behaviour is more likely to be copied

Bandura progressed further with this theory to develop a model to show the effect of demonstration on the learning of skills:



Effect of Spectators

The effect of having others present during performers can be either positive or negative. Performers can suffer with evaluation apprehension, which increases arousal levels which in turn increases heart rate and causes other detrimental effects. This is linked to [Hull's drive theory](#). The following relates to how this increased arousal can affect performance:

- The presence of an audience increases arousal
- Increases in arousal will trigger the dominant response
- If a skill is well-learned then the response will be correct
- If the skill is new or poorly learned the response will be incorrect

There is also the question of whether a 'home' crowd affects performance. For some individuals a home crowd is an advantage due to the friendly encouragement. For others a home crowd usually includes family and friends and this thought increases the level of evaluation apprehension. The response of an athlete to a crowd may well relate to his personality type. Personalities do not like to be judged!

The negative effects of this social facilitation can be dealt with using the following tips:

- [Relaxation techniques](#)
- Imagery
- Explanation and understanding of the way in which audiences can affect individuals
- Encouragement and support from team members

New skills should be taught in a non-evaluative way

Self-Theories and Social Facilitation:

Individuals are motivated by concerns for self-presentation.; people wish to be judged in favorable terms and are thus motivated to work hard when observed.

Spectators increase subjective or private awareness. When individuals become self-aware, they become aware of discrepancies between ideal or desired performance levels and attained performance. This may increase efforts to do well. Such efforts may not be translated into performance facilitation when individuals try too hard on tasks involving a high level of skill.

Seemingly, if self-theories connoting self-presentation are valid, one would expect our self-presentation to be better if we give the audience what it wishes to see.

Home Court Advantage - One would expect teams to perform best when they are in front of their home crowds.

Schwartz &Barsky (1977)

Analyzed 1,880 mlb, 1,092 football, 542 NHL, and 1,485 college basketball games. Home advantage -

- baseball (53%),
- football (60%),
- basketball (64%)
- hockey (64%).

Baumeister (1985) in an article entitled "The Championship Choke" claims that contrary to conventional wisdom, the home field some times can be a disadvantage. Especially when a championship is at stake.

Surveyed World Series results beginning with 1924 (first year that the current scheduling practice began with games 1,2, 6,7 at one teams ball park, 3, 4, 5 at the others). Excluded 4 game sweeps, since home field effects would be more evident with closely matched teams (eliminated 10 series-leaving 49).

Results: Home teams won more than 60% of all the first and second games. But in the final games

(either 5, 6, or 7), home teams have won less than half the time. In 26 series that went to the seventh game, home teams' won only 38.5% of the time!

Doing a similar analysis with NBA playoff games and league championships 1967-1982 (41 contests):

In the first 4 games home teams won 70% of the time (remarkable since half of the games were played at the home of the poorer team). But did home teams fare better in final games (usually at the home of the team with a better season record)?

Home team won 40% of the time.

To get some idea of what is happening to performance - he looked at fielding and foul shooting (two performance statistics that are somewhat independent of the opposing team's performance).

In baseball, home teams make 2X as many errors in final games as in games 1 or 2. Visitor's fielding tends to improve slightly. In basketball, during games 1 - 4 both teams have about the same foul shooting percentage. In the final game, the visitor's percentage stays constant, while the home team drops several percentage points.

It appears then that the final game disadvantage seems to be a function of the home team "choking."

Baumeister has argued that the home crowd can increase an individual's self-consciousness, which disrupts the automatic quality of skilled actions (opposite of "flow").

Playing for the championship in front of the home crowd would likely increase one's level of self-consciousness, but not necessarily affect a visiting team.

He found that people who were high in self-consciousness to start with choked less on average than people who are usually less self-conscious, arguing that the former individual is less disrupted by the increased self-focus created from pressure to do well, because self-focus is more of a normal operating tendency for them.

Preadolescent children may lack the capacity to become self-conscious and therefore may be relatively immune from choking before an audience. They found that for players up to about 12 an audience generally improved game scores; teenagers were especially prone to choking; and adults were less so.

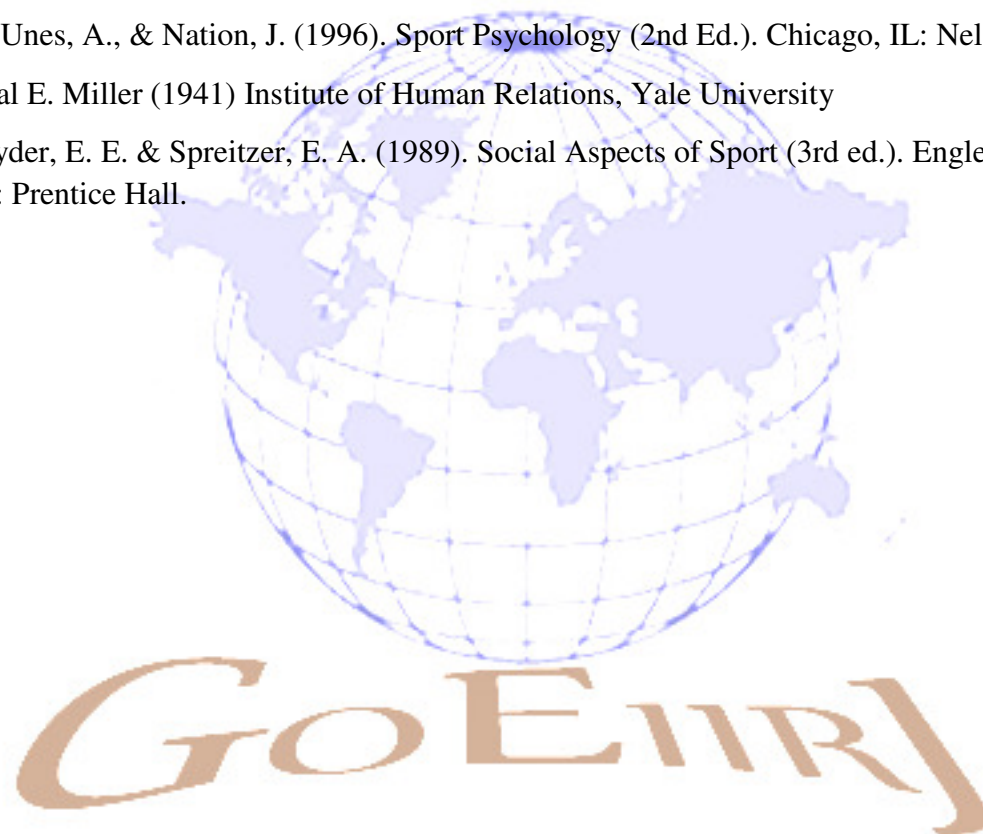
Directive Effects of an Audience - audience acts to reward and punish certain behaviors of the players, coaches, and officials by their actions. (Cheers, boos, and no reactions).

Greer (1983) -

Found that sustained booing in basketball games facilitated the overall performance level of the home team and inhibited the performance of the visiting team. The strongest effect involved increased rule violations called on the visiting team, suggesting a possible impact both on the behavior of the visiting team, and on the referees. Home court effects seem to be most potent for sports where the crowds are closer to the players and action is more continuous

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PSYCHO-SOCIO IMPACTS OF DEMONETISATION ON COMMON MAN

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Abstract

Here the author wants to focus Psycho-socio impact of demonetisation on common man. As money is central aspect, everything revolve around itself, sudden change had led various Psycho-socio impact in a economy on common man have been highlighted over here.

Keywords : Demonetisation, social, psychological, economy.

Introduction :

Demonetisation is an economic term which is used to mean the scrapping of old currency notes & stripping of their status of legal tender. There are two basic elements to this definition one is 'scrapping of old currency notes' of legal tender.

Before we explain the same what we need to understand that a currency note or paper currency is essentially a promissory note or a legal document that simply suggests that the payee promised to pay that amount to the payer. This is validated by the heads of the central bank of the nation & in case of India by governor of R.B.I. This status of legal tender can be scrapped for currency notes.

Demonetisation of Indian Rs. 500 & Rs. 1000 Notes (When & How) why :

In surprise the Indian prime minister shri Narendraji modi in his address to the nation on November 8, 2016 declared the demonetisation of the Indian Rs 500 & 1000 currency notes with effect midnight of November 8. This move sent the entire nation in a dizzy. The Hon'ble Prime Minister stated the decision as a step to counter terrorism which was being funded by counter felt money as well as decisive strike against the black money hoarded by the citizens of the country. The decision scrapped the legal tender status of high currency notes of INR 500 & 1000 with immediate effect and introduced new Rs. 500 & Rs. 2000 notes. After the address, the economic affairs secretary Mr. Shaktikanta Das together explained the method & means by which the old currency notes would be exchanged for new notes. It was together assessed that people should not worry about their money as demonetisation not mean that their money has no value. All it means is that it must be exchanged for the new notes.

Five likely effects of demonetisation on economy Directly & Indirectly on our society :

There are mainly five likely impacts of demonetisation on economy which are as follows :

- 1. Tax :** Having closed the voluntary disclosure window for unclosed money, it has been reported that government will keep a close watch on deposits over Rs. 2 Lakh in cash. This would mean increased tax net, higher tax collection & a better tax to GDP ratio. As the money gets accounted & more taxes are collected, government might be tempted to reduce tax ratio going forward.
- 2. Interest Rates :** One of the biggest impact of demonetisation would be high value transactions especially land & gold. This would result in lower inflation tempting the central bank to reduce interest rates. But the bigger impact on interest rates will be liquidity with which banks will be flushed.
- 3. Liquidity :** Movement of goods & money will be hit in short. A bank of America merrill lynch note says that wholesale channel from over 40% of the sales for the Indian consumer forums. This channel mainly works on cash transactions & will likely witness liquidity constraints in near term.
- 4. GST :** Demonetisation comes at an important time as the country heads to a new tax regime with the implementation of GST. Demonetisation would increase the tax net & along with GST result in reduction of black money generation. Along with GST demonetisation will lead to a higher tax/GDP ratio.
- 5. Financial Assets :** As money lying idle comes in the main economy it would move to higher yielding and liquid assets. Money is likely to move to financial assets from gold, precious metal, real estate and plain cash. Equities might reflect the panic in the economy in the short term, but the move is likely to be beneficial in the long run say most of the brokers respond & expert comments.

Psycho-social impacts of demonetisation on common man :

There are mainly five likely impacts of demonetisation on economy which are as follows :

Positive Effects C : Government finances may also benefit from a proportion of high demonetisation notes not being traded.

The positive effects of demonetisation of Rs. 500 & Rs. 1000 notes are unlikely to be of long term nature to support banks credit profile.

Sense of sacrifice a nationalist feeling to have contributed for a greater cause. People believe that their suffering will from time to time be beneficial for our nation in a long run.

The psychological effect of demonetisation is that the physical dependence on cash will reduce & India will march towards a more transparent inclusion & cashless economy

The decision taken PM, will be much truthful in order to remove the black money from the economy.

Negative Effects D:

- To convert one's worth into worthlessness even if for a small period is to make everyone in dilemma.

- Fear of such more against gold & real estate in the future.
- Hours of standing in que for days for ones own hard earned money have created unrest in a vast majorily
- The older generation was not ready to accept the plastic money & e-business.
- Moreover people faced lots of problem while exchange too.
- Continously changing the decision taken by R.B.I made people in feare of deflation in market.
- Small traders suffer due to unexpected change sudden.

Conclusion :

- Though the demonetisation has both positive as well as the neagtive effects on the economy but it has a great pshyological impact on the minds of common people. The overall review states that it will be truitful for acheiving the nation a title of 'Developed Nation' in near future. It will boost the indian economy to bring the stability for long run as well as promote the intrest of investors to help the growth of financial market of economy.

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EFFECT OF INTEGRAL MEDITATION ON ANXIETY AMONG YOUNG NON- MEDIATORS

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The present study analyses the effect of meditation on anxiety. A sample of 16 young students of PG department of Psychology was selected for assessment of the effect of integral meditation on state and trait anxiety. The State – Trait Anxiety Inventory (C.H. Spielberger et.al, 1968, 1977) was used. Research design was pre-post test design. The data were analysed with the help of inferential statistics i.e. Mean, SD, & t. Value for effect on state anxiety ($t = 3.62$) was found to be significant at 0.01 level and value for effect of trait anxiety ($t = 2.34$) was found to be significant at 0.05 level. This indicated that the state as well as trait anxiety reduced significantly after the 30 minutes of integral meditation on peace session.

Keywords: Meditation, State anxiety, Trait anxiety

Introduction

Meditation is a set of techniques designed to create an altered state of consciousness characterized by inner peace and tranquillity (Bernstein et.al 2008). Meditation is a practice where an individual trains the mind or induces a mode of consciousness, either to realize some benefit or for the mind to simply acknowledge its content without becoming identified with that content (Lutz et.al 2008).

Anxiety is an emotion characterised by an unpleasant state of inner turmoil, often accompanied by nervous behaviour, such as packing back and forth, somatic complaints and rumination. It is a subjectively unpleasant feeling of dread over anticipated events, such as feeling of imminent death. State anxiety can be defined as fear, discomfort and the arousal of the autonomic nervous system induced temporarily by situations perceived as dangerous. Trait anxiety can be defined as a relatively enduring disposition to feel stress, worry and discomfort.

Method

Sample:

The research was done on a sample of 16 young adults studying in PG department of Psychology, Nagpur who had voluntarily participated in this study.

Tool used:

The state-trait anxiety inventory by C.H. Spielberger in collaboration with R.L. Gorsuch, R.L.ushene, P.R. Vagg and G.A.Jacobs(1968 ,1977).In the state trait anxiety inventory(C.H. Spielberger et.al 1968,1977) the items 1-20 measure situation or trait anxiety(STAI-S), and items 21-40 measure underlying or trait anxiety(STAI-T). Both scales were intended to form uni dimensional measures.

Procedure:

Students were selected from the PG department of Psychology. They were assured of confidentiality. Initially STAI test was given to the students, when they completed the test 30-40 minutes of integral meditation session was conducted , after that again STAI was administered. A good environment throughout the test was maintained and every query of the student was solved. Students were thanked for their support.

Scoring:

Both the A- state and a-trait scales comprise 20 items each and are scored on 4-point forced choice response scale. Score range from 20-80, with higher scores suggesting greater levels of anxiety. Low scores suggest moderate anxiety , while high score suggest severe anxiety. Both scales include direct and reserve worded items.

Result:

In the present study the effect of Integral meditation on the state and trait anxiety was examined. Data were analysed with t- test.

Table 1: Mean, SD and t of the state and trait anxiety:

	State Anxiety		Trait Anxiety	
	Pre test	Post test	Pre test	Post test
Total	651	448	690	560
Mean	40.69	28	43.125	35
SD	9.9	9.9	9.79	9.79
t-value	3.62**	3.62**	2.34**	2.34**

*p= 0.05; **p= 0.01

Discussion

The present study was conducted to assess the effect of meditation on State and Trait anxiety on young adults. The findings indicate that a single group session of 30 minutes of integral meditation effectively elicits reduction in anxiety. The results shows that there is a significant difference between the two *means* which means the state anxiety that was measured after the meditation session(post-test) was lesser than the anxiety level before the meditation (pre-test). Whereas the results show that the state anxiety was also greatly reduced after integral meditation. It is important to note that these effects were observed after a single 30 minutes session of meditation. It must be noted that the participants were not regular meditators.

Previous researches on stress and anxiety reactivity suggest that meditation plays unique role in reaction to anxiety in which meditators tend to react more and recover faster from stress and anxiety (Goleman & Schwartz, 1976; Kutz Leserman & Dorrington, 1985). Although in the present study participants began the experiment with assessment of (state & trait) anxiety. A mere 30 minutes of meditation to the group played an effective role in bringing down high levels of anxiety ,because of when the person is in Trance, level of perception consciousness changes and change perception at that level conscious leads to reduction in perceived/felt anxiety.

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क्रीडा व व्यायाम यात सहभागी होणाऱ्या व न होणाऱ्या व्यक्तींच्या व्यक्तिमत्त्वामधील फरक

संतोष भुतेकर
संशोधक विद्यार्थी,
डॉ.बाबासाहेब आंबेडकर
मराठवाडा विद्यापीठ, औरंगाबाद

व्यक्तिमत्व या शब्दास **Personality** हा इंग्रजी शब्द वापरला जातो. 'Persona' या लॅटिन भाषेतील शब्दावरून 'Personality' हा इंग्रजी शब्द तयार झाला आहे. **Persona** म्हणजे मुखवटा (Mask) होय. रोमन लो नाटकातील पात्रे रंगविताना त्या-त्या पात्रांना अनुरूप असे मुखवटे वापरत असत. त्यामुळे त्या-त्या पात्रांच्या वर्तनाचे स्वरूप स्पष्ट होत असे. यावरून व्यक्तिमत्व म्हणजे बाह्य रूप होय असे मुळ शब्दातून अभिप्रेत होते. परंतु व्यक्तिमत्त्वाचा हा अर्थ परिपूर्ण नाही. म्हणून व्यक्तिमत्त्वाची शास्त्रशुद्ध व्याख्या विचारात घेणे आवश्यक ठरते.

मानसशास्त्रज्ञांनी व्यक्तिमत्त्वाच्या व्याख्या पुढील प्रमाणे सांगितल्या आहेत.

1) व्यक्तीचे एकमेव आणि सापेक्ष स्थिर वर्तन, विचार व भावनांची रचना म्हणजे व्यक्तिमत्व होय.

– रॉबर्ट ए बॅरॉन

2) व्यक्तीची शरीररचना, वर्तनविशेष, अभिवृत्ती, अभिरुची, क्षमता, योग्यता आणि अभिक्षमता इत्यादींचे वैशिष्ट्यपूर्ण संघटन म्हणजे व्यक्तिमत्व होय.

– नॉर्मन मन

3) व्यक्तीचे परिवेशाशी वैशिष्ट्यपूर्ण समायोजन ठरविणारे व्यक्तीतील मनोभौतिक पद्धतीचे गतिशील संघटन म्हणजे व्यक्तिमत्व होय.

– ऑलपोर्ट जी.डब्ल्यू

वरील व्याख्यावरून हे स्पष्ट होते की, काही अशी व्यक्तिमत्व हे जन्मजात घटकावर अवलंबून असते तर काही अशी जन्मोत्तर परिस्थितीही व्यक्तीचे व्यक्तिमत्व घडवित असते. रंगसुत्रांमधील जनुकांमुळे व्यक्तीचे रंगरूप, शरीररचना, अंतःस्त्राव ग्रंथीतून होणारी स्रावक्षमता इत्यादी ठरत असते. व्यक्तिमत्व ही संकल्पनादेखील इतकी व्यापक आहे की, कोणत्याही एकाच दृष्टीकोनातून व्यक्तिमत्त्वाचा सर्वांगीण अभ्यास होऊ शकत नाही. व्यक्तिमत्त्वाच्या व्यापक अभ्यासासाठी विविध दृष्टीकोनांचा आधार घ्यावा लागतो.

व्यक्तीचे वैशिष्ट्यपूर्ण वर्तन व तिचे विचार निर्धारित करणाऱ्या तिच्या मनोशारिरिक यंत्रणेच्या गतिशील संघटनाला व्यक्तिमत्व असे म्हणतात.

वरील व्याख्येमध्ये गतिशील संघटन हे शब्द सुचित करतात की, व्यक्तिमत्व हे सदैव बदलत राहणारे व विकसित होत राहणारे असे संघटन असते. हे बदल व्यक्तीला येत राहणारे नवनवीन अनुभव व तिची उद्दिष्टे यांच्या परिणामातून होत असतात. वरील व्याख्येतील मनोशारीरिक यंत्रणा हे शब्द सूचित करतात की, व्यक्तिमत्त्वात केवळ शारिरिक गुणधर्म किंवा केवळ मानसिक गुणधर्म अंतर्भूत नसतात, तर व्यक्तिमत्त्वात शारिरिक व मानसिक हे दोन्ही घटक तितकेच महत्त्वपूर्ण असतात आणि या दोघांच्या संघटनातून व परस्परावरील

प्रभावातून व्यक्तिमत्व विकसित होत असते. या व्यक्तिमत्व गुणवैशिष्ट्यांच्या आधारे व्यक्तीचे तिच्या परिस्थितीशी समायोजन घडून येत असते.

सर्वांगीण व्यक्तीमत्वाकरिता व्यक्तिमत्वाशी निगडित सर्व घटकांचे परस्परांशी सुव्यवस्थित संघटन अपेक्षित आहे. व्यक्तिमत्वातील विविध घटक हे संघटित स्वरूपाचे असतात. यामध्ये मानसिक व शारीरिक या दोन्ही घटकांचा समावेश होतो हे घटक संघटित असले, तरी ते आजीवन स्थिर नसतात, तर ते गतिशिल असतात म्हणजेच सर्व मानसिक व शारीरिक क्षमतांमध्ये बदल होत असतो.

बाल्यावस्थेतील आहार, शिस्तीचे प्रमाण, प्रोत्साहन व शिक्षा, खेळातील सहभाग, कोटुंबिक वातावरणाचे स्वरूप, शालेय जीवनातील विविध संस्कार, शैक्षणिक यशापयश, वैवाहिक जीवनातील सुख-दुःखे व संघर्ष, व्यावसायिक जीवनातील घडामोडी व आकांक्षाची तृप्ती-अतृप्ती, वय, लिंग, कुटुंबातील स्थान, व्यवसाय इत्यादीपरत्वे कराव्या लागणाऱ्या कर्तव्यभूमिका

(Roles) स्वतःच्या समाजातील मूल्यपरंपरा व वर्तनाचे आदर्श या सर्व गोष्टींचे व्यक्तीवर परिणाम होत असतात व त्या तिच्या व्यक्तिमत्वाचा घाट घडवित असतात. जसा मुर्तिकार पाषाण घडवुन मुर्ती बनविता त्याप्रमाणे जन्मोत्तर परिस्थिती व्यक्तीचे व्यक्तिमत्व घडविते. शारीरिक स्वास्थ्य वाढविणारी आणि आरोग्य टिकविणारी क्रिया म्हणजे व्यायाम नियमित व्यायामाने अनेक रोग टाळता येतात. आणि शरिर (उतार वयातही) निरोगी ठेवण्यास मदत होते. त्याच बरोबर व्यायामाने मानसिक आरोग्यही छान राहते.

सारांश, काही गुण सोन्याचा (अनुवंशिकता) आणि काही सोनाराचा (परिवेश) या न्यायाने व्यक्तिमत्वाची घडण होत असते.

खेळ आणि व्यायामाची आवड याचा विशिष्ट व्यक्तिगत लक्षणांशी थेट संबंध असल्याचे आढळून आले आहे. कोलोरेडो विद्यापीठातील एका संशोधनात बहिर्मुखी व्यक्ती वेगवेगळ्या खेळात आवडीने सहभाग घेतात व अंतर्मुखी व्यक्ती स्वतःस यापासुन दुर ठेवतात. व्यक्तिमत्वातील आक्रमकता व विशिष्ट क्रीडाप्रकारातील सहभाग यांचाही संबंध आढळला आहे.

खेळाडू आणि व्यक्तिमत्व : प्रत्येक व्यक्तीचे व्यक्तिमत्व व्यक्ती ज्या प्रकारचे कार्य करित असेल त्या संदर्भात पाहावे लागते. तसेच समग्र मानवी जीवनाचे काही घटक म्हणूनही व्यक्तिमत्वाचे काही खास गुणवैशिष्ट्यांचे समूह आहेत. विविध खेळातील सहभाग आणि व्यायामाची आवड यांचा विशिष्ट व्यक्तिमत्व लक्षणांशी थेट संबंध असल्याचे आढळून आहे कोलोरेडो विद्यापीठातील एका संशोधनात बहिर्मुखी व्यक्ती वेगवेगळ्या खेळात आवडीने सहभाग घेतात आणि अंतर्मुखी व्यक्ती स्वतःस यापासुन दुर ठेवतात. तसेच व्यक्तिमत्वातील आक्रमकता व विशिष्ट क्रीडाप्रकारातील सहभाग यांचाही संबंध आढळला आहे.

क्रीडा व व्यायाम यात सहभागी असणाऱ्या व नसणाऱ्या व्यक्तींच्या व्यक्तिमत्वातील फरक

1) वक्तशीरपणा व नियमितपणा :- क्रीडाक्षेत्रात प्रत्यक्ष दिसून येणारे क्रीडावर्तन हे त्या खेळाडूचे एक खास वैशिष्ट्य असते. प्रत्यक्ष कृती म्हणजे क्रीडा वर्तनाची जोपासना असते. ती विशिष्ट कृती वारंवार करून शरीरास वळण लावावे लागते. त्यासाठी शरीराला व मनाला ती विशिष्ट कृती करण्याची सवय लावून घ्यावी लागते. म्हणजेच खेळात व व्यायामात नेहमी सहभाग असणाऱ्या व्यक्तीमध्ये आहार, निद्रा, झोप इत्यादीबाबत नियमितपणा असतो. त्यामुळे त्यांच्या व्यक्तिमत्वात वक्तशीरपणा व नियमितपणा हे गुण आढळतात.

याउलट, ज्या व्यक्ती क्रीडाप्रकारापासुन अलिप्त राहतात व नियमित व्यायाम करित नाहीत त्यांनी विशिष्ट कृती,

ठरावीक पध्दतीने करण्याची शरीराला व मनाला सवय लावून घेतलेली नसते. त्यामुळे त्यांच्यात मानसिक संतुलन नसते. परिणामी त्यांच्या व्यक्तिमत्वात वक्तशीरपणा व नियमितपणा हे गुण आढळून येत नाहीत.

2) समयसुचकता :- व्यायाम व खेळात सहभागी असणाऱ्या लोकांमध्ये समयसुचकता हा गुण अधिक प्रमाणात आढळतो. याचे कारण खेळ खेळतांना समयसुचकता असावीच लागते. तोच गुण त्या खेळाडूमध्ये विकसित होतो.

3) बुद्धिमत्ता, तर्कशक्ती व विचारशक्ती :- क्रीडाप्रकारापासून स्वतःला अलिप्त ठेवणाऱ्यांमध्ये सामाजिक बुद्धिमत्ता, तर्कशक्ती व विचारशक्तीचा सरासरी स्तर निम्न प्रमाणात आढळून येतो. इतरांच्या सहकार्याने कार्य करण्याची कुशलता अशा व्यक्तीत अल्प प्रमाणात आढळते. खेळाडूपैकी जे सांघिक खेळात सहभागी होतात त्यांच्यात सामाजिक बुद्धिमत्तेचा स्तर उच्च आढळतो.

4) शरीरावयव व समाधान :- ज्या व्यक्ती नियमित व्यायाम करून शरीर सदृढ बनवित नाहीत, स्नायू पीळदार बनवित नाहीत, सर्वसामान्याप्रमाणेच शरीरप्रकृती ज्यांची असते त्यांना शरीरावयव समाधान प्राप्त होत नाही. परिणामी अशा व्यक्तीमध्ये आत्मविश्वास अल्प प्रमाणात आढळतो.

5) अंतर्मुखी व बहिर्मुखी व्यक्तिमत्व :- अंतर्मुखी व्यक्तिमत्वाचे लोक स्वतःमध्ये रस घेणारे व शांत वृत्तीचे असतात तर बहिर्मुखी व्यक्तिमत्व असलेले लोक इतरांच्या कार्यास रस घेणारे (Interested in Others) असतात. मैदानी खेळ, सांघिक खेळ यांच्यासाठी बहिर्मुखी खेळाडू लागतात. समाजातील सामान्य समूहापेक्षा कोणत्याही खेळात सहभागी होणारे खेळाडू अधिक प्रमाणात बहिर्मुखी असतात. इतरांच्या भावभावना, सहकार्य, स्पर्धा या आंतरक्रियेमुळे ते अधिक बहिर्मुखी होतात. अंतर्मुखी व्यक्तीप्रमाणे इतरांपासून स्वतःला दूर ठेवणे (Social Withdraw) त्याला योग्य वाटत नसते. बहिर्मुखी अधिक बोलका, अपरिचित, सामाजिक प्रसंगात स्वतःला सहज सांभाळून घेणारा असतो. तो आपले कार्य अधिक विश्वासाने करतो. खेळाडूंच्या दृष्टीने ते अधिक उपयुक्त असते. पुरुष खेळाडू अधिक बहिर्मुखी असतात. अत्यंत उच्च दर्जाचे अधिक अंतर्मुखी असतात ते काने व बारबर्स्टन यांना आढळून आले आहे.

6) धैर्य, धाडस, आक्रमकता, आत्मविश्वास आणि कणखरपणा :- नियमित व्यायाम आणि खेळ खेळणाऱ्या व्यक्तीच्या शारीरिक क्षमतेचा विकास घडून येतो आणि त्यातूनच एक प्रकारचा शारीरिक कणखरपणा त्यांच्या व्यक्तिमत्वात दिसून येतो. हे खेळाडू खेळ खेळतांना आलेल्या परिस्थितीत योग्य तो मार्ग काढतात आणि त्यातूनच मानसिक कणखरपणाही वाढत जातो. नियमित व्यायाम करणारे आणि खेळणारे अधिक सरावातून काढण्या पातळी वाढवितात. त्यामुळे त्यांच्यात धैर्य येते. अशा अनेक वेळा घेतलेल्या अनुभवांनी त्यांच्या व्यक्तित्व गुणात धैर्य व धाडस यांची भर पडते. माझ्या शक्तींनी मी बाह्य परिसरावर नियंत्रण मिळवीन या मनाने घेतलेल्या निर्णयाने धाडस गुणाचा विकास होत राहतो.

7) एकाग्रता व जिद्द :- व्यायाम आणि खेळात सहभागी असणाऱ्यांचे अवधान व इतर सर्व लक्षांपासून आपल्या एकाच कार्यावर केंद्रित करण्याच्या शक्तीत वाढ झाल्याचे आढळून येते. सरावाने खेळाडूंची एकाग्रता सुधारते. मनाच्या एकाग्रतेसह खेळाडू स्वतःलाच सारखे अंतर्मन जागृत ठेवून बजावतो की, हे लक्ष्य मीच भेदणार, हे काम मीच करणार अशा वृत्तीमुळे जिद्द टिकून राहते.

एखादी व्यक्ती खेळ खेळत नसेल तर थोड्याशा मानसिक अस्थैर्यामुळे लगेच नकारात्मक परिणाम त्यांच्या व्यक्तिमत्त्वावर होतो आणि त्यांची एकाग्रता कमी होते.

8) कार्यश्रद्धा :- नियमित खेळण्याने व्यक्तीची कार्यश्रद्धा वाढीस लागते. त्याचाच परिणाम म्हणून भावी आयुष्यात व्यक्ती प्रामाणिक प्रयत्न करून उद्दिष्टाची पूर्ती करावयाचा ध्यास धरते.

याउलट, खेळापासून लांब राहणारे, व्यायामापासून लांब राहणारे लोक आपण करीत असलेल्या कार्यावर असीम, अनंत आणि डोळस श्रद्धा ठेवीत नाहीत. उद्दिष्टपूर्तीसाठी सराव नियमित करण्याचे टाळतात. अशा व्यक्ती ध्येयाचा ध्यास धरीत नाही.

