



## COMPETITIVE ANXIETY OF DIFFERENT LEVELS OF KABADDI PLAYERS: A COMPARATIVE STUDY

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**Abstract-** Sport is a psycho-social activity. It has both psychological and social dimensions, besides physical, physiological and technical aspects. In this modern era of competition, the psychological preparation of a team is as much important as teaching the different skills of a game on the scientific lines. The teams are prepared not only to play the games, but to win the games. And for winning the games, it is not only the proficiency in the skills which bring victory but more important is the psychological makeup of the players which enable to play and perform best in the competition. In the present study an effort has been made to characterize the psychological variable anxiety possessed by different levels of Kabaddi players. The purpose of the study is to compare and put forth the sports anxiety level as an important psychological characteristic dominating the performance of sports personnel specifically the Kabaddi players. Standardized scale dealing with the chosen variable was administered upon a total 150 Ss. The population was divided in three strata and to keep the cell frequency equal in each stratum, 50 Ss were kept in each stratum. Stratified random sampling technique without replacement was applied to draw the sample and the final sample size was ensured to remain to 50 Ss even after the dropouts in each stratum. The data collected on standardized scales revealed that there was significant difference among the different levels of kabaddi players in relation to Sports Competitive Anxiety.

**Key Words:** Game Skills, Sports Performance, Sports Psychological Dimension, Sports Social Dimension, Sports Competitive Anxiety

### I. INTRODUCTION

Physical education and sports have emerged from a long historical background. It is a process that has taken place, and is still taking place in various informal and formal ways. It has become one of the most persuasive social institutions in the contemporary societies. At present sports competitions are highly competitive and challenging. Human beings by nature are competitive and ambitious for their excellence in all athletic performance. Every sportsman or nations wants to show their supremacy by challenging other nations by showing dominance and supremacy in sporting performance in international competitions. Thus this challenge stimulates, inspires and motivates all the nations to sweat and strive to run faster, jump higher, throw faster and exhibit greater strength, endurance and skills in present competitive sports world. This can only be possible through scientific, systematic and planned sports training as well as channeling them into appropriate games and sports by finding out their potentialities.

The potential point which can be stressed when viewing athletic performance in this manner is that, regardless of how much ability, skill or fitness a person possesses for a particular task or sport, the success or quality of his performances will probably depend on his particular psychological makeup. It will depend to a large extent on his personality structure that how much he is motivated to succeed and how much emotional control he possesses. The premise here is that without an understanding of behavioral structure of the individual, the teacher or the coach cannot help him or her to achieve those basic objectives which impel the boy or girl to participate in sport. The psychological makeup of an athlete will also vary according to the nature of sports in which he/she participates.

Psychology as a behavioral science had made its contribution in this regard, it has helped the coaches to coach more efficiently and enhance sports man's performance more proficiently. Psychology is also concerned with the total wellbeing and personal adjustment to those involved in sports. Psychologists are concerned with behavior understanding explaining and ever predicting. Sports psychology is primarily interested in the analysis of behavior of sportsmen, Researchers are afforded ample opportunities to observe, describe and explain the various psychological factors that influence diverse aspects of sports and physical activity.

During playing situation, the sportsmen are by and large fearful to some degree which eventually affects their performances. This is natural phenomenon. No human being is free from fear and anxiety. In the stressful setting provided by competitive sports, it is usual to observe a player who either is unable to act because of fear or whose fears least interfere with his effective performance. The word 'fear' here refers to a rational appraisal of a real threatening situation and the term anxiety denotes an abnormal apprehension of such a situation. Anxiety is a complex emotional state characterized by a general fear of foreboding usually accompanied by tension. It is related to apprehension and fear and is frequently associated with failure, either real or anticipated. It often has to do with inter-personal relation and social situation. Feelings of rejection and insecurity are usually a part of anxiety. According to Frost (1971) Anxiety is an uneasiness and feeling of foreboding often found when accompanied by a strong desire to excel. Hence anxiety state arises from faulty adaptation to the stresses and strains of life and is caused by over-actions in an attempt to meet these difficulties.

## II. SPORTS COMPETITIVE ANXIETY AND PERFORMANCE

Modern perspectives of anxiety have ranged from the ideas of Fried, who defined anxiety as a response to perceived danger or stress, to contemporary attempts of psychologists to alter patterns of anxious behavior by adjusting the chemistry of the brain. It is from both personality theories and psychoanalysts that sport psychologists have obtained tools with which to carry out research and to help athletes adjust emotionally to stress imposed by competitive sport. Cognitively, anxiety is a label given to feelings by the individual as the result of some event which may consist of an impending situation, an insult from another person, a physical threat by another and even thoughts about threatening situations and conditions.

In the late 1960's it was believed by the psychologists that anxiety was an inborn trait and hence a personality factor. However, social psychologists did not agree with such an ascertain because they thought that the ways in which individuals feel and behave were in response to specific situations and reflected significant swings of mood. This is how the idea of state anxiety emerged. In the trait version of anxiety test, questions about feeling are preceded by directions to state "how I generally feel," (C.D. Spielberger, R.L. Gorsuch and R.E. Lushane, 1970) and the state measure the individual is asked to respond to items reflecting "how I feel right now". This way trait anxiety seems to be a part of man's personality make-up whereas the state anxiety is episodic to the specific situations. The concept of sport competition anxiety cropped up just a decade ago. The sport competition anxiety test by Martens (1982) was based on the notion that an athlete's perception of threat in a competitive situation is measurable through self report. It should therefore, be understood that sports competition anxiety is nothing but situational or episodic anxiety very specific to sport competition situations.

A few sport psychologists have also attempted an assessment of situational anxiety before, during and even after sports competition, and termed it as pre-competition, in-competition and post competition anxiety. In order to have a holistic view of anxiety level in an athlete it is but natural and appropriate to assess all the three types of anxiety and note one done. Interestingly, it is still not very clear despite extensive studies as to how trait anxiety interacts with situational and competitive anxiety. Any study on the psychological makeup of an athlete is likely to remain incomplete if the level of anxiety is not given due place in the scheme of psychological parameters related to excellence in sports. An understanding of the nature of achievement motivation is helpful in understanding in general as well as individually in terms of what they do; how well they do and how long they continue in sports. Once one comes to know as to what works as a "driving force", it becomes easier to guide the athlete into achieving excellence. When the desire for achievement becomes a dominant concern for the person, it is expressed in restless driving energy aimed at achieving excellence, getting ahead, improving upon past records, beating competitors, doing things better, faster, more efficiently and finding unique solutions to difficult problems (Singer, 1984).

## III. EARLIER STUDIES

Anxiety is the state of mind in which the individual responds with discomfort to some event that has occurred or is going to occur. The person worries about the event. Their occurrence and consequences in

general are the sources of anxiety how even the anxiety can be either somatic or cognitive in nature. **(Keith Bell, 1983) [2].**

The relevant literature pertaining to the present study has been abstracted in this chapter to provide the background material to evaluate the significance of this study as well as to interpret its findings.

R. Soundara Raja and A. Pushparajan (2011) conducted study is mainly concerned with athletes who participated in the high level competition. The study consisted of 24 athletes from PSG College of Arts and Science, Coimbatore. Their age ranged from 18 to 25 years. The Competitive State Anxiety Inventory-2 (CSAI-2) developed by Martens, Vealey, & Burton (1990) were used. Subjects were randomly assigned to either a relaxation training experimental group, or a no relaxation training control group. Both the experimental groups were given training for 3 days a week and for 6 weeks in total. Paired t-tests were used to test the effect of treatment groups individually between pre and post –tests of all the groups on variables used in the present study. The result of the study reveals that there was significant difference in 0.05 levels of competitive anxiety among the athletes.

Mehwash Mehroof, and Mark D (2010) Griffiths examined the relationship between a number of personality traits (sensation seeking, self-control, aggression, neuroticism, state anxiety, and trait anxiety) and online gaming addiction. Data were collected over a 1-month period using an opportunity sample of 123 university students at an East Midlands university in the United Kingdom. Gamers completed all the online questionnaires. Results of a multiple linear regression indicated that five traits (neuroticism, sensation seeking, trait anxiety, state anxiety, and aggression) displayed significant associations with online gaming addiction. The study suggests that certain personality traits may be important in the acquisition, development, and maintenance of online gaming addiction, although further research is needed to replicate the findings of the present study.

James (2006) conducted a study on the effect of anxiety and need for achievement on the performance of high school wrestlers. Data was obtained from the apperception test, the test anxiety questionnaire expectancy ratings by individuals and by their coaches. Performance data was obtained from match score books and observations. It was concluded that the personality traits at anxiety and need for achievement both the expectancy and actual performance of these IIS wrestlers. Subjects who measured low in anxiety performed better than those high in anxiety. The groups scoring highest in performance was that of low anxiety and high need for achievement. The lowest level of performance was demonstrated by the group high in anxiety and low in need for achievement.

Humara (2004) examines the relationship between anxiety and performance from a cognitive-behavioral perspective. Previous research in the field has suggested that the majority of consultations conducted by sport psychologists are related to anxiety. Included is a discussion on the theoretical underpinnings of anxiety and how it relates to performance. Research conducted on the relationship between anxiety and performance is also discussed. A review of the cognitive-behavioral treatments that have been used for anxiety reduction and performance enhancement within the field of athletics is included. Suggestions for future research and practical considerations are listed in the conclusion.

Turner and Raglin, (1996) studied anxiety on sport performance was examined using the inverted-U hypothesis and Zone of Optimal Function (ZOF) theory. Sixty-seven collegiate track and field athletes completed versions of the State-Trait Anxiety Inventory (STAI) to determine baseline state anxiety, recalled best anxiety, and pre competition anxiety. Pre competition state anxiety was determined 1 h before competition in four meets. Three variants of the inverted-U hypothesis were examined: 1) task-specific anxiety, 2) individualized median pre competition anxiety, and 3) mean pre competition anxiety. For ZOF, optimal anxiety was established from anxiety scores based on recalled best performance. Subjects were grouped as either inside or outside of optimal anxiety levels according to inverted-U or ZOF criteria. Mean group performance was determined by transforming individual results using intra- and inter individual standards. ANOVA revealed that subjects possessing optimal anxiety according to inverted-U criteria performed no better ( $P > 0.05$ ) than cases outside optimal. Subjects with pre competition anxiety values within their individual ZOF performed significantly ( $P < 0.05$ ) better than cases with anxiety outside ZOF for all contrasts. The largest ( $P < 0.05$ ) performance decrements resulted when anxiety was within a 1 SD range above or below ZOF. These results indicate that ZOF theory was more efficacious than the variants of the inverted-U hypothesis examined.

Jones and Hinton (1996) used control model of debilitating and facilitative competitive anxiety, and competitive swimmers (N=91) were assessed on the intensity and direction of their cognitive anxiety and somatic anxiety responses one hour before an important race, and they completed scales examining outcome, performance and process goals. It was hypothesized that there would be no difference in intensity of cognitive and somatic anxiety but that swimmers with positive expectancies of goal attainment would report their symptoms as being more facilitative. Forty five swimmers who had set all three types of goal were divided into positive and negative uncertain goal attainment expectancy groups for analysis. ANOVA supports the hypothesis in the case of cognitive anxiety and provided partial supports in the case somatic anxiety direction scores were the largest contributors to the significant multivariate effects. T-square calculation showed that the predictions of Jones's model were best supported in the case of performance goals.

Pereira et al. (1991) examined how the component of the Spanish Version of the Competitive state anxiety inventory (CSAI-2) is related to each other and their relationship with performance in 51 male soccer players from our professional teams. The results indicated a moderate relationship between cognitive worry and somatic anxiety, confirming that these are separate, but related components of state anxiety. Also, cognitive worry was the more consistently and inversely related to performance. Finally, alpha coefficients of this Spanish Version indicate that it is an internal reliable measure.

Anxiety may be positive motivating force or it may interfere with successful athletic performance. As positive motivating force it can be instrumental in motivating the athlete to work harder to find new and better way to improve performance and help set goals the athlete who uses his anxiety in this way will seek out ways to improve himself. This not only reduces his anxiety but help him increase his athletic skills and his self-confidence. As a negative motivator anxiety may interfere with productive as well as constructive thinking. Athletes may attempt to handle anxiety by denying their mistakes, denying their weakness and thus denying the need to work hard. This can lead to the development of poor work habits or athletic techniques. These often lead to failure and in turn lack of confidence and increased anxiety. (Encyclopedia, 1971) [12].

Dauthwaite et al. (1984) indicated the theory of competitive stress is to predict levels of state anxiety among different people in various competitive settings. The theory is based on an individual's perception of threat (those psychological and physical dangers which may be present). The degree of threat in a competitive setting is theorized to be a function of the uncertainty of the outcome and the importance of the outcome. Uncertainty is determined by the probability of success; and uncertainty decreases as the probability of success deviates from an intermediate range. The probability of success is determined on the basis of content and the availability of information, as perceived by the competitors, about the discrepancy between the standard in the comparison process and the competitors' ability and the actual performance outcome [13].

Buston, Isie Carter (1976) utilized boy's high school basketball teams and designed this investigation as a test of inverted-U hypothesis. State anxiety was measured prior to each game and performance ascertained by coaches' ratings, for each athlete, across eight to 14 games. State anxiety scores ranged from 10 to 40, while performance was categorized by coaches as outstanding, average or poor. Tabulation procedures resulted in average anxiety scores for five points along the horizontal (anxiety) axis. A configuration of means strongly supportive of a bell shaped curve was displayed [14].

Mayward I. W. (1988) utilized a design incorporating repeated state anxiety measures on the same people. Subjects were female college basketball players from eight teams who participated in a double elimination tournament. Pre competitive state anxiety was measured for each athlete 20-30 minutes before each game of tournament. Basketball performance was assessed as total points (T.P.) scored and an overall performance measured as a function of shooting percentage total points, rebounds, assists, steals, turn-over and personal fouls. Resultant SA scores for each athlete were ranked from low to high. Thus three categorical levels of pre-competitive SA were formed (low, moderate and high) performance scores associated with each anxiety score were then averaged according to anxiety level orthogonal polynomials were employed to test the within subject SA variance for trend. The results showed that both linear and quadratic trends components contributed significantly to total point variances across the three SA levels. For over-all performance, a significant quadratic component was obtained. Thus in terms of over-all performance, the results provide support for the inverted U relationship between pre-competitive anxiety and Basketball performance [15].

#### IV. RESEARCH METHODOLOGY

In this section selection of subjects, selection of variables, collection of data, criterion measures, reliability of data, procedure of administration of test and statistical technique for the analysis of data has been described.

##### 4.1 Selection of the subjects and variable of the study

Total one hundred and fifty Kabaddi players were selected as subjects for this study. The Kabaddi players for this study were selected from three levels i.e. National level, Under Nineteen level and All India Inter University level. Fifty Kabaddi players from each level have been selected for the study. Sports Competition Anxiety has been chosen as the variable of the study. The final sample was comprised of the following: -

- National level – 50 S<sub>s</sub> (kabaddi players)
- Under Nineteen level – 50 S<sub>s</sub> (kabaddi players), and
- All India Inter University level – 50 S<sub>s</sub> (kabaddi players)

##### 4.2 Sampling Technique

Stratified Random Sampling Technique would be used for drawing appropriate sample. Each level would represent a stratum and from each stratum subjects would be chosen using simple random sampling with replacement.

##### 4.3 Collection of Data and Instrument for Data Collection

With the help of the Questionnaire related to psychological variable i.e. Sports Competition Anxiety, necessary data were collected from the places of training and competitions of players like Stadium, Universities and Colleges. For the assessment of Sports Competitive Anxiety Test the developed by Reiner Martin was used.

##### 4.4 Hypothesis

- There is no significant difference among the different levels of Kabaddi players in relation to Sports Competitive Anxiety test (SCAT).

##### 4.5 Statistical Tools Employed

- To determine the psychological characteristic SCAT of different levels of Kabaddi players mean and standard deviation is calculated.
- To compare the psychological characteristics of different levels of Kabaddi players' Analysis of variance (ANOVA) was used at 0.05 level of significance.

#### V. TABULATION OF DATA AND STATISTICAL ANALYSIS

This section contains results of the tabulation and statistical processing of data. The analysis of the statistical treatment is also discussed in this section along with testing of hypothesis. The data pertaining to different levels of Kabaddi players in relation to psychological variable SCAT is given below in tabular form.

**Table-5.1****Raw Scores of Sports Anxiety Level of U – 19 National Kabaddi Players**

S. N.	Anxiety	S. N.	Anxiety	S. N.	Anxiety	S. N.	Anxiety	S. N.	Anxiety
1	31	11	39	21	34	31	35	41	21
2	29	12	30	22	29	32	32	42	26
3	25	13	32	23	35	33	39	43	34
4	26	14	36	24	39	34	34	44	31
5	55	15	32	25	30	35	31	45	29
6	54	16	39	26	32	36	29	46	25
7	21	17	30	27	36	37	25	47	26
8	26	18	35	28	32	38	26	48	55
9	29	19	32	29	39	39	55	49	54
10	35	20	39	30	30	40	54	50	21

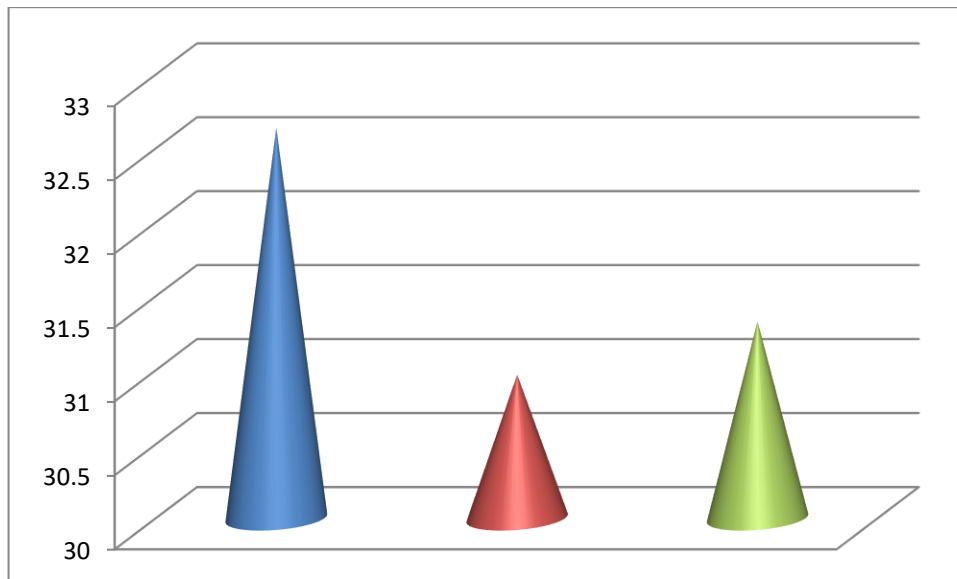
**Table-5.2****Raw Scores of Sports Anxiety Level of National Kabaddi Players**

S. N.	Anxiety	S. N.	Anxiety	S. N.	Anxiety	S. N.	Anxiety	S. N.	Anxiety
1	31	11	30	21	39	31	25	41	39
2	29	12	35	22	55	32	26	42	41
3	25	13	32	23	54	33	55	43	34
4	26	14	39	24	34	34	54	44	31
5	55	15	34	25	35	35	34	45	29
6	54	16	35	26	32	36	35	46	25
7	21	17	32	27	39	37	32	47	55
8	26	18	39	28	34	38	39	48	54
9	32	19	34	29	31	39	34	49	34
10	39	20	32	30	29	40	32	50	41

**Table-5.3****Raw Scores of Sports Anxiety Level of All India University Kabaddi Players**

S. N.	Anxiety	S. N.	Anxiety	S. N.	Anxiety	S. N.	Anxiety	S. N.	Anxiety
1	32	11	34	21	29	31	25	41	26
2	39	12	31	22	25	32	31	42	34
3	34	13	29	23	26	33	29	43	31
4	31	14	32	24	34	34	29	44	29
5	29	15	39	25	29	35	32	45	25
6	25	16	34	26	32	36	39	46	31
7	26	17	31	27	39	37	34	47	29
8	34	18	29	28	34	38	31	48	29
9	32	19	25	29	31	39	29	49	34
10	39	20	31	30	29	40	25	50	30

**Graph-5.1**  
**GRAPHICAL REPRESENTATION OF SPORTS COMPETITION ANXIETY TEST (SCAT) AMONG DIFFERENT LEVELS OF KABADDI PLAYER**



**Table-5.4**  
**ANALYSIS OF VARIANCE OF SPORTS COMPETITION ANXIETY TEST (SCAT) AMONG DIFFERENT LEVELS OF KABADDI PLAYER**

Source of variance	Degree of freedom (df)	Sum of squares (S.S.)	Mean squares (M.S.)	F-Ratio
Between the group	2	6.417	3.2085	0.4510
Within the group	147	1045.624	7.1130	

Significant at 0.05 levels  $F_{0.05}(2, 147) = 3.06$

Table - 5.4 clearly states that there was significant difference among the different levels of Kabaddi players in relation to Sports Competitive Anxiety test (SCAT) as obtained value of  $F_{0.05}(2, 147) = 0.4510$  was lower than the tabulated value of  $F_{0.05}(2, 147) = 3.06$ . Hence, the hypothesis framed is rejected.

## VI. CONCLUSIONS

Based on the statistical processing of the data and the results obtained, it can be concluded that the potential point which can be stressed when viewing sports persons' performance is that, regardless of how much ability, skill or fitness a person possesses for a particular task or sport, the success or quality of his performances will probably depend on his particular psychological makeup. In the present study it is seen that there is significant difference among the different levels of players on sports anxiety test.

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