

LEVELS OF ANXIETY IN SPORTS DURING TRAINING AND COMPETITION AMONG STUDENTS OF PHYSICAL EDUCATION

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ABSTRACT

The intellectual capability in games and sports is normally measured in relation to general cognitive-somatic techniques including mental preparation of visualizing cognitive behavior therapy and muscle relaxation in demonstration to a particular sports as originate its ability to supervise itself, as results were acquired to achieve through modified mental skills training, which is important to implement the cognitive-somatic therapy. The psychological skills training has designed with combined methods to achieve psychological skill necessities among athletes as viewed by any single individual athlete satisfying courses based on their psychological condition of the individual in sports competitions. It is important to describe the physical skills training methods as these employ psychological impact in contributing the need to develop confidence and concentration among athletes as it has become necessary tool used to help improving the Physical training skills as early research prescribed about physical training skills has vital influence towards achieving the required performance. The purpose of the current study was to observe the difference between anxieties during training and pre-competition anxiety level among male students of physical education. A Total 50 (N=50) male students were randomly selected from center for physical education health & sports science university of Sindh. Data was assembled with a help of Sports Competitive Anxiety Test (SCAT) consisting of 15 statements. Pre-competition anxiety of male students of physical education was higher than during training session anxiety levels.

INTRODUCTION AND DISCUSSION

The valuable circumstances linking to biomechanical, physiological and essential concerned system usually support on co-ordination of movement, which

is often controlled in dissimilar aspects of socio-psychological move, forward in enhancing the body mechanism of physical movements in recognizing the mental skills training acknowledged as the effective founda-

tion in body movement functions of individuals (Driskell, Copper, & Moran, 1994). As this training course has developed essentially to have efforts involved to employ through effective training, pursuing individual's mental capability in allowing athletes to coordination the competence of body movement in the course of various of psychological circumstances, in the performance through diverse methods, which were made functional in developing the mental skills of trainees in the specified period of assigned performance to the athletes, it could be divided applying basic approaches of cognitive and somatic systems as they fundamentally aim to motivate athletes personality to acquire self-adequacy and desire to control individuals' psychological perception to engage them in sports competitions to reduce their anxiety level.

While controlling the mind and expressing the excitement of athlete's emotions, usually help individuals in improving their performance along with generating socio-psychological confidence among athletes in providing attention to develop over all

well-being of acknowledged. Athletes as they enjoy self-adequacy in relation to psychosomatic activity, which may primarily provide help to motivate their efforts to increase the performance of athletes as well as ability to control their psychological condition in fear of decreasing the self-confidence, well-being and finding adequate performance of the athletes as their mental skills and training depends on the attitude and self-adequacy, Woof & Toole, 1999).

The training technique and its ability extend self-knowledge to achieve the distinct and besieged goals in acquiring mental toughness and confidence. training process necessitate the positive encouragement rather than only physical training to bring effective results and reduce anxiety during competitions, where as mental skills training require apparent degree of tolerance and trust during competitions as results may not be achieved correctly as some difficulties were associated while executing the mental skills training that could alleviate motivational characteristics to increase the performance. Weinberg (1984), identi-

fied two distinct incentives underlying the aspiration of athletes to improve their performance, to help athletes during training and competitions that include material aspects of competition, such as prizes, trophies and some financial benefits that seems immaterial in self-centered aspects of competitive events.

The motivation is mainly derived through rewards and by understanding the phenomenon of helplessness in sport and continued failures of athletes despite no obvious reason. (Prapavessis & Carron, 1988).

The intrinsic motivation is often derived from a desire to accomplish the targeted goals in achieving the main objective of athletes, defining self history from the viewpoint of external driving forces on individual's success attributed to athletes that how they had performed previously, regardless of the external reward. The intrinsic motivation allows athlete for objective perspective themselves, decreasing an egocentric position that normally is associated with external incentive and emancipate individual to observe satisfactory per-

formance as a means of self-development and during training have the sufficient awareness of the importance of athletes determination in training, which is vital for psychological and physiological based training (Dishman, 1984).

Further, athletes limit themselves to the external factors which were adopted for goal setting to beat their opponents, to get advantage for ego-oriented benefits, which pertains to be higher endeavor in their performance as this attitude has shown as a source of great concern and anxiety occurred due to the inherent uncontrolled ability of external events (Burton, 1989). In fundamental motivation process individual athletes have greater scope for self-development and self-improvement as there exists comparison to avail external support regarding rewards as intrinsic motivation that normally help in changing perception of external events rather than outside dealings that brings the change in the perception. Further, the cognitive technique refer to mental rehearsal, and mental imagination along with visualization of behavior rehearsal of cognitive-

behavior therapy; similarly somatic process follow the bio-feedback growth of muscles relaxation concerns, where as the cognitive and somatic methods transforms the psychological resources to the individuals from different perspectives overlapping the nature of psycho-somatic functions of athletes. Thus, fundamental elements tend to pervade the basics of dealing about personality in providing explanation in variety of approaches that are useful to characterize the different aspects of human nature of contemporary psychology to boost the mental ability and reduce anxiety of the athletes.

The mental imagery process require regular practice to bring out the results, despite individual differences in developmental imagery aptitude, that correlates with better performance of the athletes in the motor skill (Annett, 1995) along with physical practice, as expected skills, identified as the visual and motor behavior practice as cognitive-behavior therapy was damaged badly in extensive significance of diversity, which occur from developing social expertise dealing with psychiatric disorders in the

treatment of depression (Williams, 1992), whereas, the combined behavior test normally focuses on the condition of the individual to find out the particular technique to create the desired psychological situation as an essential part for psycho-somatic events. This approach, which may be suitable among sport psychology educationists, offering athletes, their position in such a way they assert to undertake training and participate in competitions, (Steinberg, Chaffin, & Singer, 1998).

The somatic methods provide work for self-awareness approach that directly support the modalities of behavior therapy and progressive muscle rehabilitation (PMR), which is primarily concerned with controlling various bodily functions of athletes. The somatic method of meditation combines frequently with bio-feedback and progressive muscle rehabilitation has been another approach in increasing the awareness of self in sport performance (Thieve & Huddleston, 1999). The word meditation is derives from yogic science (Morris, 1998) and transferred to sport culture because of its

holistic prominence in integrating the psychophysical bodily functions of athletes (Hickman, Murphy, & Spino, 1977). Further, it is defined as mental exercise focusing on particular aspects of physical consciousness individual could be aware of the correlations between physiological functions and psychological activity such as when certain muscles stressed before its specific task, which are detrimental to that given responsibility in deliberating to identify what is happening within its temperament and intervene before undertaking the physical activity, avoiding possible poor performance of the contestant. There may be number of methods to develop considerations in bringing appropriate interference strategies to improve the performance of athletes.

METHODOLOGY

A total of 50 students from center for physical education, health and sports science were selected randomly for sports competition anxiety test (SCAT). The SCAT (Martens, 1977) index was handed out to all the participants. The score of each response i.e. rarely, sometimes and often is written on the res-

pective column. Queries number 1, 4, 7, 10 and 13 scores zero irrespective of response whereas remaining questions scores 1 for rarely, 2 for sometimes and 3 for often. The scores on each column were summed up and the total of summation provides the SCAT score. According to which score less than 17 indicates low level of anxiety, score 17-24 indicates average level of anxiety while score greater than 24 indicates high level of anxiety

RESULTS

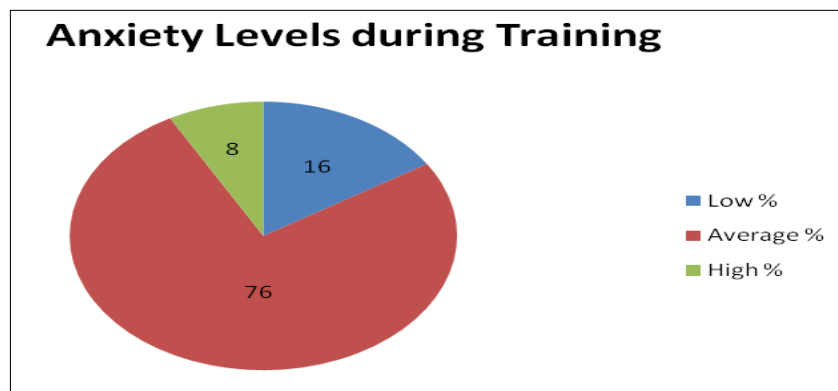
Anxiety levels of male students of physical education according to scat test during training 16% (mean 13.5 and SD 1.06) showed low level of anxiety, 76% (mean 13.5 and SD 1.91) showed average level of anxiety while 8% showed high level of anxiety (mean 25.75 and SD 1.91). Overall mean value and SD anxiety score of male students of physical education during training was 18.86 and 3.25 respectively whereas for competition mean value SD was 21.86 and 3.8 respectively.

Table - 1
Showing levels of anxiety of students in sports during training and competition

Levels of Anxiety	Training (N=50)		Competition (N=50)	
	Mean	SD	Mean	SD
Low Level of anxiety	13.5	1.069045	12.33333	0.57735
Average Level of anxiety	13.5	1.91943	20.54839	3.228247
High Level of anxiety	25.75	0.957427	26.1875	1.108678

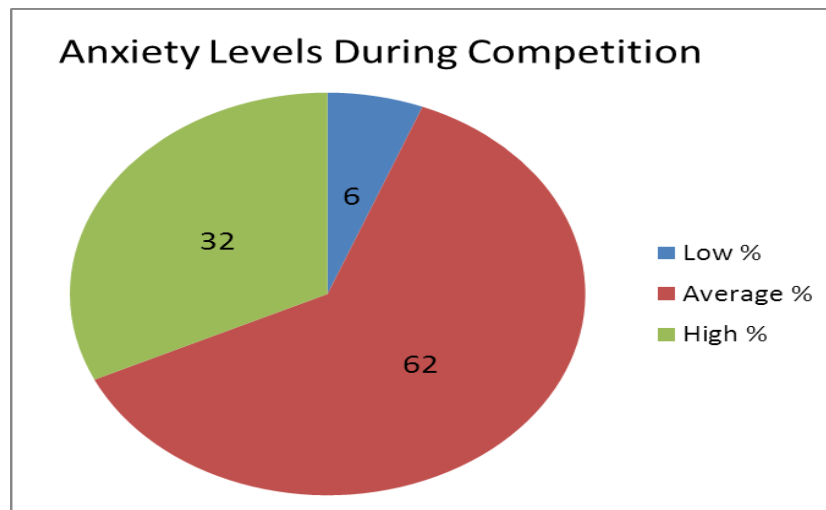
Anxiety Levels during Training

Low %	Average %	High %
16	76	8



Anxiety Levels during Competition

Low %	Average %	High %
6	62	32



Conclusion

It was concluded that anxiety level of male students of physical education pre and during competition was significantly higher than during training session and that the cognitive method embrace every mental rehearsal along with mental imagination and visualization perception of athletes performance and Visio-motor behavior rehearsal along with cognitive behavior therapy and somatic methods is composed of bio-feed back of adequate muscle relaxation and expression of body movements as normally individuals differ from different perception and often observe overlapping of the behavior of psycho-somatic primary principles of body movements. Thus each element tend to filter through the physical rules of the body system and explanation of different approaches has been useful to characterize the diverse aspects of human nature that contribute to contemporary psychology in enhancing the mental development of the athletes. The cognitive and somatic techniques of improving the performance interrelate with effective cognitive based strategies engaged in appropriate psychosomatic conditions

applied in acquiring effective performance among athletes by passing the feeling of anxiety during training and competitions when adequate levels of arousal has been found in competitors and provide appropriate attention in the process require for psycho-somatic congruency. Such criteria assume the depth of self-awareness that allows self-regulation and self-monitoring in effective identifying psychosomatic indication for intervention, although these techniques offer the approach to increase self-awareness and self-monitoring to regulate the behavior and performance of athletes as being the initial stage and continued ability of the individual to monitor that influences the capacity to use their mental skills training as without this ability any application of cognitive-somatic technique to increase performance has been limited to achieve destined goal.

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