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A Study on Effect of Competitive Aggressiveness, Anger and Anxiety on Confidence and Achievement Motivation in Athletes.

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Submitted by : **Supervisor:**

Madhu **Ms. Purva Singh**

62876

DECLARATION

I declare that the Dissertation entitled "A Study on Effect of Competitive Aggressiveness, Anger and Anxiety on Confidence and Achievement Motivation in Athletes" has been prepared by me under the guidance of Ms. Purva Singh, Assistance Professor of Department of Psychology, D.A.V. College, Sector 10, Chandigarh, India. No part of this report has formed on thebasis for the award of any degree or fellowship previously.

Madhu

62876

M.A. 4th Semester

Department of Psychology

D.A.V. College, Sector 10

Chandigarh, India

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Sincerely,

Madhu

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ABSTRACT

Athletes compete to achieve a set of goals like other athletes. They put a lot of hard work, dedication, focus and energy to win which is referred to as competitiveness. Competition in athletes is important to motivate them for better performance which in turn is focused on gaining superiority over an opponent. Competition is good among athletes because it has an impact on self-discipline, and attitude toward other fellow athletes. Competitive aggressiveness is a pattern of behaviour that is encountered in a sports environment. It is sometimes defined as a negative personality feature. Anger is characterised by active hostility towards someone or something. Anxiety is an emotion characterised by feelings of tension, worried thoughts, and physical changes. It is a subjective feeling of apprehension and heightened physiological arousal. Confidence is the ability of an individual to deal and face the situation. It helps an individual to develop self and abilities. Achievement motivation is the strive to increase one's own capabilities to achieve goals. It refers to the level of one's motivation to engage in achievement behaviour. The research aims to study the relationship of competitive aggressiveness, anger, anxiety, achievement motivation, and confidence among athletes. Standardised tools are used to measure competitive aggressiveness, anger, anxiety, achievement motivation and confidence among athletes. A total sample of 100 in the age group of 18 - 25 years is collected. The results found out that there is a significant positive correlation between aggressiveness and anger, as well as between anxiety and anger. Results found that there was a negative correlation between confidence and anger, achievement motivation and anger, confidence and aggressiveness, confidence and anxiety,

achievement motivation and anxiety. Regression analysis indicated that aggressiveness and anxiety are significant predictors of anger. It is suggested for athletes to practise positive self-talk, deep breathing exercise to get themselves back from negative thoughts and channelize all the energy in an effective way.

Key words : Aggressiveness, Anger, Anxiety, Achievement, Motivation, Confidence, Athletes.

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CHAPTER 1

INTRODUCTION

Today's athletes face serious and unique challenges. The standards are excessively high, the competition is tough and so are the stakes. Among the best, the physical preparation is more complete and the psychological component more important than ever. An athlete's performance in sports competition is determined by a combination of many factors. These factors may include player's technical ability, tactics used, and the player's state of mind. All these are important for best performance. Today, sports performance requires not only physical, physiological variables, and systematic training but also demands training and consideration of psychological characteristics for success in the field. A lot of strains and stressors come while being an athlete. Athletes receive extensive physical training and support but emotional and mental support is lacking. Sports culture rewards toughness and is not a space where mental health is easy to talk about. Athletes are expected to have strong mental health in order to improve their performance. Athletes are known to have high standards for themselves, which makes it difficult to accept defeat and lead to suboptimal mental health.

Aggression and Anger

Aggression is an essential part of human behavior and is necessary for individuals to live and fight for higher achievements. The struggle for supremacy, dominance and excellence in sports. In sports activity, some form of aggression is inevitable and unavoidable. When hostility replaces aggression, the situation becomes alarming and antisocial behavior. Aggression can improve an athlete's performance because it makes the athlete more committed to the team's success. Appropriate level of aggression allowed by the rules of the

game tends to improve skill and increase effort. High or low levels of aggression hinder and delay exercise performance. Aggressiveness is defined as "an overt verbal or physical act that can psychologically or physically injure another person or oneself." Aggressive behaviour is labelled as two types; hostile aggression and instrumental aggression. Hostile aggression is an impulsive behaviour, it considers rage and is aimed to harm a person psychologically or physically whereas instrumental aggression is a goal achieving behaviour. It can also include harming other people to achieve the desired goal. Aggressiveness is an act that is aimed to harm or damage someone. It can be physical violence or verbal violence. Competitive aggressiveness is defined as the inclination to engage in a sustained, diverse, or unique series of behaviour to challenge opponents and increase their relative competitive position. It is the propensity to confront rivals head-on rather than attempting to avoid them. Competitive aggressiveness has been a focus of the competitive dynamic's literature for decades, although there is a lack of consensus regarding its main causes and effectiveness. According to Berkowitz (1993), two factors must be present in order for a behaviour to be labelled as aggression. The first factor is that the behaviour must be directed at another human being with the goal of inflicting physical harm and the second factor includes a reasonable expectation that an attempt to inflict bodily harm will be successful.

Spielberger and Reheiser (2009) referred anger as "as emotional state that consists of feelings that vary in intensity, with associated activation or arousal of the autonomic nervous system", It is defined as an experiential emotional state which is characterised by a physiological arousal state. The arousal state is accompanied by cognitive desire to inflict harm i.e., verbal or physical, on another person or object. Six different types of anger are identified. Instinctive anger (it is a biological adaptive anger which occurs from a well-defined threat to one's property, life, or family); Frustration anger (it is the result of the frustration of an organism's

goals oriented responses); Classically conditioned anger (it is learned as a result of the

classical conditioning anger); Operantly conditioned anger (it is learned as a result of the organisms being reinforced for exhibiting anger); Phenomenological anger (it occurs from a threat to organisation and maintenance of the phenomenal self); Existential anger (it arises from the fact that man does not fulfil this need to make the world recognize his existence and value in the world). “Anger can be expressed toward another person when accompanied by thoughts or intentions to harm another person” (Kaufman,1970). Anger can be expressed verbally or nonverbally. Further there are other different types of anger which includes Assertive anger which refers to a healthy way for expressing anger. It is handling anger in a controlled manner by using words to calmly explain any situation. Passive aggressive anger involves repressing the anger to avoid dealing but ends up expressing in an unhealthy way while Openly aggressive anger is generally accompanied by physical or verbal aggression. According to Spielberger (1999), the experience of anger can be conceptualised as consisting of two main components, known as state and trait anger. State anger is defined as a psychobiological emotional state or a condition characterised by subjective feelings that vary in severity from mild annoyance or irritation to intense range. Trait anger is defined in terms of “individual differences in the disposition to perceived a wide range of situations as annoying or frustrating and by the tendency to respond to such situations with elevations in state anger” Novoco (1986) considered anger as an affective stress reaction which occurs after frustration. It is an emotional state, a consequence of experienced physiological arousal and its cognitive interpretation. It is a multidimensional construct, associated with cognitive distortion, physiological changes and behavioural reactions.

Anxiety

According to Seligman et al. (2001) anxiety is “a psychological and physiological state characterised by cognitive, somatic, emotional, and behavioural components." It is a natural

response to stress. Anxiety is one of the psychological elements that affects an athlete's motivation in terms of their psychological makeup. Athletes experience competitive anxiety before games and during competitions, which has an impact on their performance. When an athlete experiences symptoms of anxiety when participating in high stakes competition, this condition is known as competitive anxiety. In these situations, people could show the physical indications of anxiety, such as sweaty palms, shallow breathing, pounding pulse, and negative mental chatter. According to Spielberger (1966) "Anxiety is considered to reflect uncertainty regarding goal attainment and coping and is typified by feelings of apprehension and tension along with activation or arousal of the autonomic nervous system". Anxiety can be a positive motivator or a hindrance to athletic performance. As a positive motivator, it helps motivate athletes to work hard in order to improve performance and find new and better ways to set goals which helps increase athleticism and confidence. As a negative motivator, fear can hinder both productive and constructive thinking. Athletes can try to manage their anxiety by denying themselves to work hard which can lead to poor work habits and development of motor skills, which often lead to failure, lack of self-confidence and increased anxiety. Types of anxiety are identified as; trait anxiety which is not dependent on the situation ;it is enduring across different aspects of life. Humara (1999) defined it as "trait anxiety can be thought of as a worldview that an individual uses when coping with situations in his or her environment." State anxiety refers to performance anxiety. It is specific to a situation. Individuals who participate in a group sport are less expected to experience competitive state-anxiety in general (Craft et al., 2003).The others identified anxiety as cognitive anxiety which occurs when a person may think about worrying of underachieving from displeasing thoughts and experiencing problems with concentration. Finally, somatic anxiety occurs as a result of a performer's negative perception of the body's physiological reactions to stress, due to the reaction of the body the individual worries more.

Confidence

It is the level of belief one has in their capacity to succeed. A belief that one can access necessary resources to successfully engage in a particular activity and accomplish a specific goal. Confident athletes are more skilful and systematic in using resources. It is the degree of certainty one possesses about the ability to be successful. It is a belief in the ability to have suitable resources to be successful at a certain behaviour to achieve a certain objective. Confidence is defined as the strength or belief that one can successfully perform the action required to achieve a certain result. Confidence is the state of a person that makes one realize one's positive abilities; full of energy to carry out successful work in all areas leading up to one's peak.

Sports confidence is a social-cognitive construct that can be more trait or state-like. Trait-like confidence is described as a personality disposition. It is relatively stable. Athletes with this trait tend to push harder and further. It is an individual's difference in the belief or faith that people have about their abilities to succeed in sports. State-like confidence refers to an individual's belief in his potential. To which his abilities at a given moment will bring success.it is unstable because it refers to something in the present. It is the certainty that people have at a certain point in their ability to succeed in sports. Confidence is sometimes equated with freedom from doubt, but confidence is usually needed when the outcome is uncertain. It is an attitude characterized by a positive belief that you are in control of your life and plan. A person who is confident is someone who recognizes their ability to do things and does those things without relying on the approval of others to validate their existence. Self-efficacy, self-confidence or sports- confidence are used interchangeably to describe confidence in sports. Confidence allows athletes to trust his or her instinctive skills at times by letting go of overly conscious control (Cashmore, 2002). Self-efficacy is a person's belief

that he or she possesses the necessary skill to generate a desired outcome. Self-confidence is the trust in one's own ability and success (Manzo et al., 2001).

Achievement Motivation

Achievement refers to a measure of ability or attainment that reflects progress or an accomplished goal. Motivation refers to the desire to behave in certain ways. Therefore, achievement motivation refers to ambition to do a good job, to accomplish a desired mission, to reach a standard level in your own eyes and in the eyes of others. It reflects an individual's willingness to take action that enables them to achieve higher standards despite the possibility of failure. According to McClelland et al. (1953, pp 76-77), "achievement motivation is affected in connection with evaluated performance in which competition with a standard of excellence was paramount." It is also referred to as the need for achievement. It is an important determinant of persistence, efforts, and aspiration as one expects his performance to evaluate in terms of excellence. It is the need for excellence and significant accomplishment. Two types of motivation include intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to one's own will to perform an activity for their own sake, for their own pleasure and satisfaction. It exhibits the highest level of self-determination. It is internal in nature. Individuals do not engage in the activity for a material reward or for any other kind of external reward or motivation.. It is multidimensional in nature. The three aspects of instinct motivation includes, motivation toward knowledge (reflection of an athlete's desire to learn new skills and ways of accomplishing a task); motivation toward experiencing stimulation (it refers to the feelings that an athlete gets from physically experiencing a sensation innate to a specific task); motivation toward accomplishment (reflection of an athlete's desire to gain mastery over a particular skill and the pleasure that comes from reaching a personal goal). Extrinsic motivation refers to

involvement in any task because of external factors. It refers to motivation that comes from an external source. Examples of extrinsic motivation include awards, money, praise, social approval. Dci and Ryan (1991) identified four types of extrinsic motivation. External Regulation refers to the behaviour that is performed only to perform only to obtain an external reward or to avoid punishment. Identified regulation refers to an athlete engaging in an activity that he does not perceive as being particularly interesting, but does so because he sees the activity as being instrumental for him to obtain another goal that is interesting to him. Integrated regulation is the most internalized form of regulation. It is personally valued and freely done. At this stage the athlete perceives a coach's controlling behaviours as being completely consistent with his own aspiration and goals and no longer perceived them as being externally controlling. Introjected Regulation, a form of self-regulation rather than an externally regulated motive, but it is not completely assimilated. Amotivation refers to absence of motivation. This is the least self-determining kind of motivation.

Aggression and Anger

Baron and Richardson (1994) defined aggression as "any form of behavior directed toward the goal of harming or injuring another living being who is motivated to avoid such treatment." Terry and Jackson (1985) defined aggression in sports as "harm-inducing behavior bearing no direct relationship to the competitive goals of sports, and relates, therefore, to incidents of uncontrolled aggression outside the rules of sports, rather than highly competitive behavior within the rule boundaries." According to the International Society of Sports Psychology (Tenenbaum et at., 1997) aggression is defined as "the infliction of an aversive stimulus; either physical, verbal, or gestural, upon one person by another. Aggression is not an attitude but behavior and, most critically, it is reflected in acts committed with the intent to injure."

According to Maxwell (2004) aggression in sports is defined as "any intentional behavior towards an opponent, official, group, or spectator that is not considered official competition law and that encourages one to avoid such behaviour." According to Buss and Perry (1992) "aggression occurs in a variety of forms, verbal and physical form of aggression represent the instrumental or behavioural components, anger represents the emotional aspect and hostility represents the cognitive aspect of aggression." According to Kaufman (1970) "aggression is emotional anger accompanied with physiological arousal with the intention to injure and cause damage to other individuals. Aggression is exhibited by athletes in different forms including physical aggression, abusiveness, or even encroach other's rights.''

McDonough and Crocker (2007) defined aggression as "a form of behaviour directed toward the goal of harming or injuring another living being who is avoiding such treatment."

Maxwell (2008) defined aggressive behaviour in sports as "intentional action directed toward an opponent, an official, a team-mate or spectator, who would ordinarily avoid such behaviour judged to be illegal within the official rules of conduct."

Baron and Richardson (1994, p.7) defined aggression as "any form of behavior directed toward the goal of harming or injuring another living being who is motivated to avoid such treatment." According to Maxwell (2004) anger is defined as "a kind of mental assessment that increases the risk of physical and mental health by increasing physiological arousal."

According to Kaufman (1970) "anger is considered to be an emotion comprising high arousal that results from an event perceived to be a demeaning offence against me and mine."

According to Spielberger (1999) anger can be defined as "a psychobiological emotional state or condition that consists of feelings that vary in intensity from mild irritation or annoyance to intense fury and rage, accompanied by activation and of neuroendocrine processes and arousal of autonomic nervous system."

Anxiety

According to Lewthwaite and Scanlan (1989) “competitive trait anxiety is a personality disposition, akin to (trait) test anxiety, that reflects an individual's tendency to perceive threat and experience stress in situations that involve sport competition.” According to Smith et al. (1990) “competitive anxiety is an athlete’s negative emotional reaction when his self-esteem is felt threatened because he considers the match to be a formidable challenge, and will always remember his performance abilities, which have an impact on competitive behaviour.”

“Competitive anxiety consists of cognitive and somatic subcomponents. The cognitive component of anxiety arises due to fear of negative evaluations of the social environment, fear of failure, and lack of self-esteem” (Martens et al., 1990). According to Craft, Magyar and Feltz (2003) “anxiety is a feeling of unknown stress in an athlete’s abilities and the results expected from him.” According to Gould, Greenleaf, and Krane (2002) “anxiety is defined as a feeling of nervousness and tension resulting from environmental demands that are associated with arousal. These demands are usually stressful, indicating to the athletes a perception of imbalance between the demand given and their abilities to fulfil the demand.” According to Singh (1991) “anxiety is an uneasiness and feeling of foreboding often when a person is about to embark on a hazardous venture. It is often accompanied by a strong desire to excel.”

Confidence

According to Bandura (1997, p3) self-efficacy is defined as “beliefs in one’s capabilities to organise and execute the courses of action required to produce given attainments.” According to Vealey (1986; 2001) sports confidence is defined as “an athlete’s belief or the degree of certainty that he or she has the abilities to perform successfully in sports.” According to

Martens et al. (1990) Self-confidence is "belief that one can perform successfully in competition." Thomas, Lane and Kingstone (2011) robust self-confidence is "a set of enduring, yet malleable positive beliefs that protect against the ongoing psychological and environmental challenges associated with competitive sport."

According to Weinberg and Gould (2011, p.324) sports confidence is "the belief or degree of certainty that individuals possess about their ability to be successful in sport." According to Baumeister (1999) self-esteem can be defined as "the person's evaluation of self." According to Dedmond and Laqunda (2009, 2011) self-esteem can be defined as "the problem about the way one feels or sees one's elves, which influences our behaviour, affects our attitude and pushes our motivation."

Achievement Motivation

According to McClelland et al. (1953, pp 76-77) "achievement motivation is affected in connection with evaluated performance in which competition with a standard of excellence was paramount." According to Heckhausen, (1967, p.4-5) achievement motivation can, therefore, be defined as "the striving to increase or to keep as high as possible, one's own capabilities in all activities in which a standard excellence in thought to apply and where the execution of such activities can, therefore either succeed or fail." According to Dweck and Elliott, (1983, p.644) "achievement motivation consists of a varied and complex set of assumptions, assessments, predictors, inferences, value, standards, and affective reactions that may be irrational, inaccurate, and contradictory."

Atkinson (1964) defined achievement through motivation as "the comparison of an individual certain task and performance of others." According to Harter and Connell (1984, p. 222) achievement motivation typically refers to "the level of one's motivation to engage in achievement behaviours, based on the interaction of such parameters as need for

achievement, expectancy of success, and the incentive value of success." According to Atkinson and Feather (1974) "the achievement motivation is conceived as a latent disposition which is manifested in over striving only when the individual perceives performance as an instrument to a sense of personal accomplishment." Biggie and Hunt (1980) defined achievement motivation as "the drive to work with diligence in challenging and difficult tasks and create sense of achievement as a result."

Theories of Aggression and Anger

Instinct Theory: This theory was given by Freud (1927). He viewed aggression as an inborn drive similar to hunger, thirst and sexual desire. According to him, aggression is unavoidable since it is innate, but as with any drive it can be regulated through discharge, or fulfilment. According to this theory aggression is a basic instinctive drive that up and must be released directly in behavior. Since humankind is innately aggressive, it benefits society to promote athletic sport and games that provide a socially acceptable outlet for aggression. An important consequence of the theory is the understanding that aggression leads to withdrawal or release of aggression. This release of repressed aggression is called catharsis. According to this theory, hitting an opponent act as a catharsis or release of pent-up aggression.

Social Learning Theory: This theory was developed by Bandura in 1973. The theory postulates that aggression is a function of learning and that biological urges and frustration are poor explanations of the phenomenon. Aggressive behavior only lays the ground for further aggression and does not reduce or eliminate aggressive impulses. Bandura claims that attacks have a circular effect. This pattern continues until the circle is broken by positive or negative reinforcement. Young people follow role models, as long as aggression is tolerated

in professional sports children will continue to have adult role models for aggressive behavior.

Frustration-Aggression Theory: This theory was proposed by Dollard et al. (1939). According to this theory aggression is a natural response to frustration and that the aggressive act provides a catharsis, or purging, of the anger associated with the frustration. The reformulation of frustration-aggression hypothesis theory was proposed by Berkowitz in 1993. The reconstructed theory takes into account the observation that frustration does not necessarily lead to aggression, and posits that frustration creates a desire to be aggression must be present for aggression to actually occur. These stimuli are cues that frustrated individuals are associated with aggression. When frustration is present, certain stimuli can act as 'triggers', unarming the frustrated person for attack. Negative emotion and frustration fuel aggression. Anger is the root of hostile aggression, but depression is another negative influence that can lead to aggressive behaviour.

Models of Sports Related Anxiety

Drive Theory: This theory was given by Hull in 1943. According to him there is a significant connection between arousal and performance in an individual. This theory states that as an individual's degree of arousal rises so will the performance alternatively, if a person's degree of arousal drops, their performance will also drop.

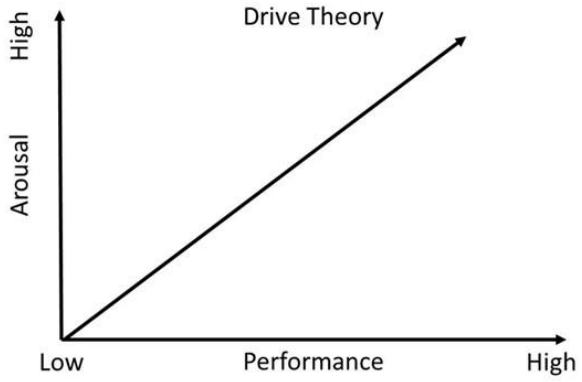

Figure 1

Drive Theory Model

Catastrophe Theory: This theory was given by Fazey and Hardy (1988). This theory illustrates the connection between an athlete's level of arousal and level of performance. According to this theory, an athlete's performance will rise if arousal reaches its peak level. However, excessive arousal or anxiety can cause a sudden decline in performance, so arousal levels must be reduced before performance.

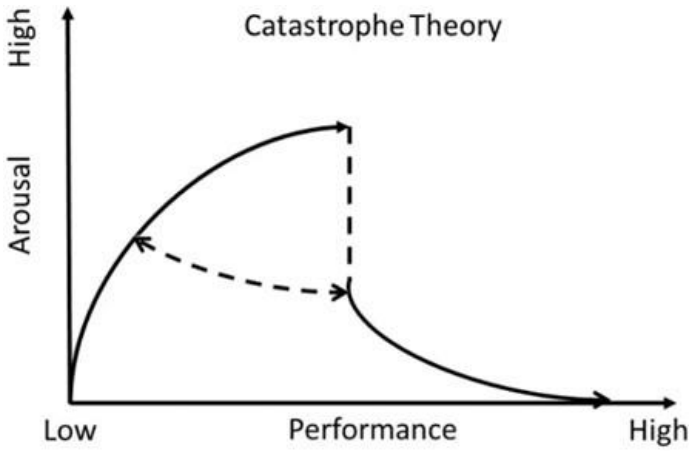

Figure 2

Catastrophe Theory Model

Inverted-U Theory

This model is given by Yerkes and Dodson (1997). According to this model low arousal/anxiety leads to decrease in performance while increase in arousal/ anxiety can improve performance up to an optimal level, and additional arousal/anxiety causes performance to decline.

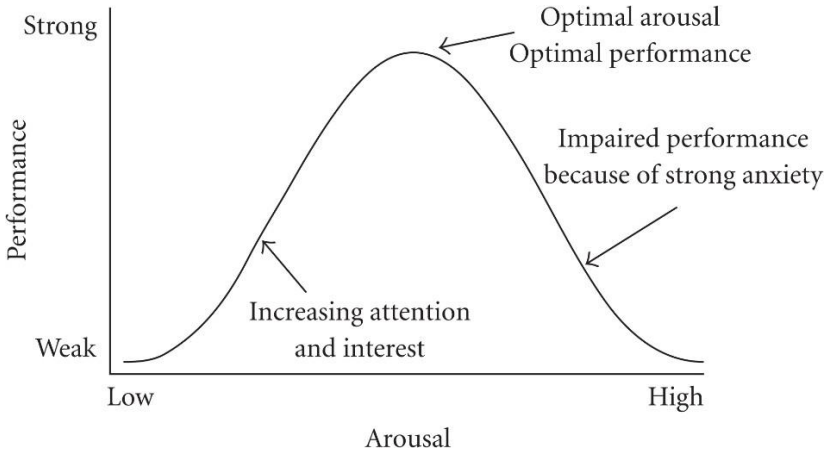

Figure 3

Inverted U model

The Conceptual Model of Athletic Performance Anxiety: This model is introduced by Smith and Smoll (2006). According to this model arousal/anxiety can impact an individual's stress response to a competitive situation, which in turn will impact the performance through a range of physiological, behavioural, and cognitive responses.

Individual Zones of Optimal Functioning Theory: This model was developed by Hanin in 1997. This model holds the view that elite-level performers have an optimal zone of arousal/anxiety when they are at peak performance and if their arousal/anxiety is too high or too low their performance will decline. According to this theory individuals performs best when they are in the pre performance anxiety zone, and when he/she is out of that anxiety

zone that will have a detrimental effect on the performance of the athlete. This model looks in the performer's emotions.

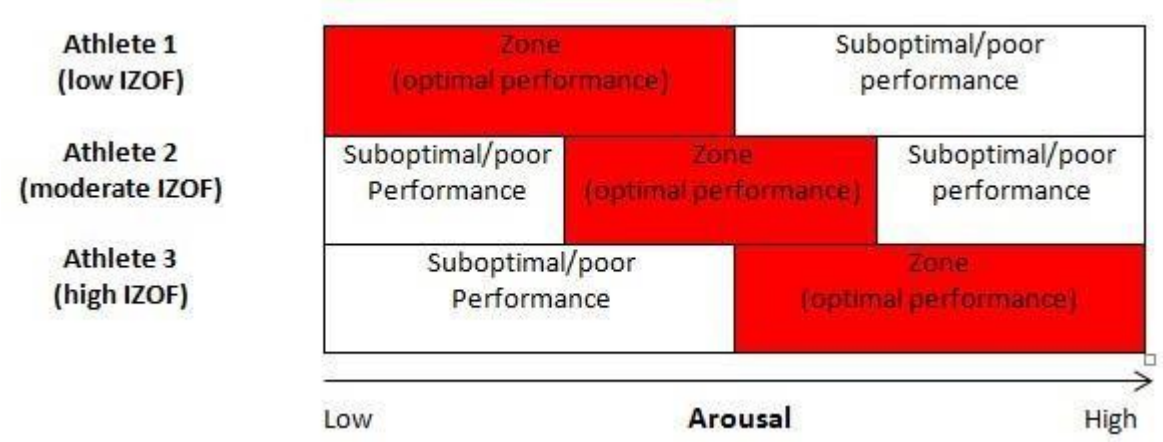

Figure 4

Individual Zones of Optimal Functioning

Theories of Confidence

Self -determination theory: This theory was written by Vallerand and Losier in 1999. According to this theory, motivation hypothetically mediates the relationship between social factors and psychological need satisfaction, while psychological need satisfaction hypothetically mediated the relationship between psychological need fulfilment and consequences. This theory looks into how self-determination impacts motivation, the components of this theory are: Autonomy; it is the feeling one has choice and willingly enduring one's own behaviour, Competence; it is the experience of mastery and being effective in one's activity, and Connection/ Relatedness; it is the need to feel connected with others.

Self-Efficacy Model

This model is proposed by Bandura. According to him, "self-efficacy is important when one has the requisite skills and sufficient motivation. Self-efficacy affects an athlete's choice of activity, level of effort, and persistence and it is related to goal setting. He proposed four fundamental elements effective in developing self-efficacy-

Performance Accomplishment: It is the most important source of self-confidence. Successful experience leads to enhanced self-efficacy and unsuccessful experiences or repeated failures leads to low self-efficacy.

Vicarious Experiences: It is also called observational learning. This is referred to as modelling and the behaviour is gained by observing others.

Social Persuasion: Activities which cause people to believe through suggestion that they can handle a particular task successfully. Social influence techniques such as coaching and giving evaluates performance.

Physiological and Emotional States: Self-efficacy assessment of a task is influenced by physiological or emotional states. Emotional reactions can lead to negative judgments.

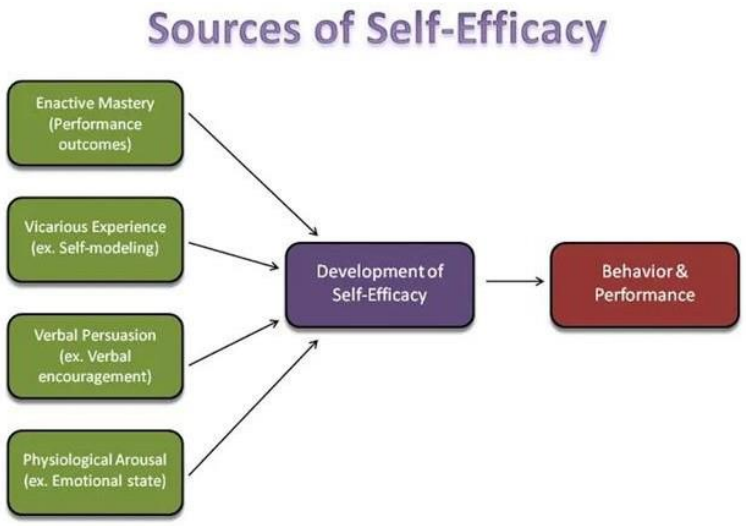

Figure 5

Self-Efficacy Model

Vealey's Multidimensional Model of Sports Confidence

This model was developed by Vealey et al. (2002). This model is the revised version of Vealey's model of sports confidence (1986,1988). In this model multidimensional sports confidence is conceptualised as being more dispositional (trait) or state like across a continuum of time. This model has three characteristics. Firstly, sports confidence was considered to be a transient construct that varied on trait-state bipolar continuum. Secondly, organisational culture was included to reflect cultural forces e.g. goals, level of competition, which influenced sources and levels of sports confidence. Finally, three high ordered sources of sports confidence, ego, achievement, self-regulation were also included.

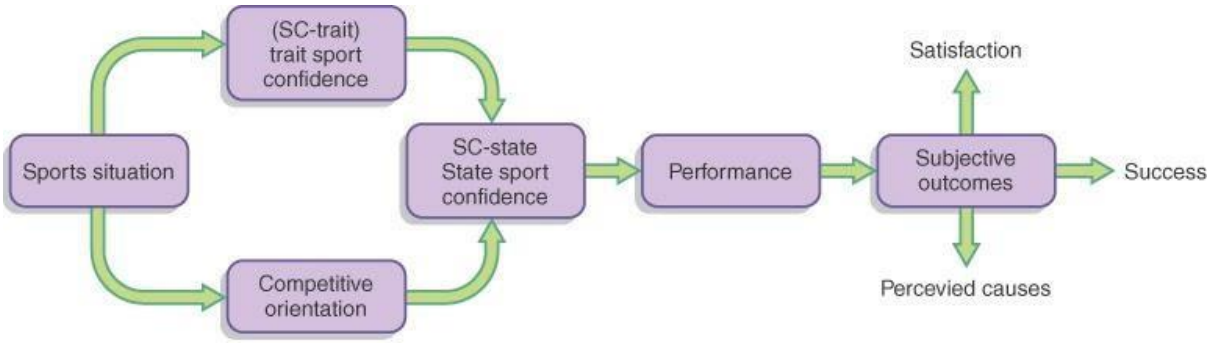

Figure 6

Vealey's Multidimensional model of sports confidence

Theories of Achievement Motivation

Need Achievement Theory:

This theory was given by McClelland (1961) and Atkinson (1974). The aim of this theory is to explain why an individual is more motivated than others to achieve a goal. This theory is based on two principles; motive to achieve success and motive to avoid failure. It explains that either an individual will take part or withdraw from a situation, if the intrinsic motivation

of an individual to take part is stronger than fear of failure, then he/she will engage in the task and if the fear of failure is strong then they will withdraw from the task.

Attribution Theory

This theory was proposed by Weiner in 1974. This theory is concerned with how individuals interpret events and how this relates to their behaviour and thinking. This theory is based on kinds of attribution or causes that individuals give successful or unsuccessful outcomes. This model was based on the idea that individuals seek to anticipate and comprehend everyday events in order to feel more stable in their lives. According to this model behavioural outcome=personal force+ environmental force.

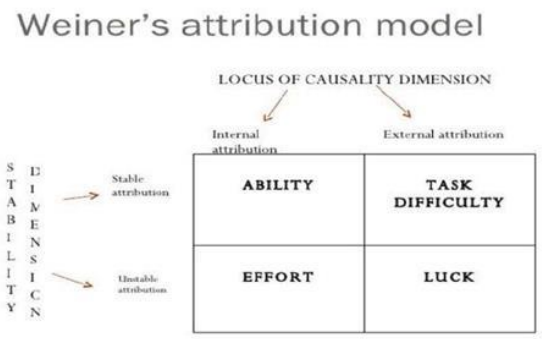

Figure 7

Weiner's Attribution Model

Competence Motivation Theory:

This theory was proposed by Harter in 1978. This theory explains a person's perception of their own competence and self-worth, and motivational discrepancies. These feelings are then influenced by the feedback mechanism and motivational orientation of an individual and then these interact to affect an individual's motivation in the form of pride, joy, anxiety and shame.

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Atkinson Theory of Achievement Motivation:

This theory was proposed by Atkinson in 1957. This theory is a tool for determining performance and also provides an explanation for why certain individuals are better able to succeed than others. According to this theory, achievement motivation is defined on the basis of individual performance differences based on motivational outcomes.

CHAPTER 2

REVIEW OF LITERATURE.

Aggression and Anger

McCarty and Kelly (1978) looked on the link between competitiveness and aggressiveness. An eight-year span of college hockey data were examined using an archive approach to identify a high aggressive and low aggressive group. Aggression was characterised in terms of specific norm violations that distinguished hostile aggression from instrumental aggression more precisely than in previous research investigations.

Buss and Perry (1992) aggression questionnaire (AQ) were completed by two groups of 86 university athletes in either contact or no-contact sports and two control groups of 86 non-athletes who were matched to the athletes in physical size for investigation into the association between athletic participation and off-field hostile aggression. Athletes and non-athletes did not differ, however larger participants generally scored higher on hostile aggression and reported more fighting than smaller participants. These findings go counter to the idea that aggression can be learned and released through athletics, and also cast doubt on the media's portrayal of the combative off-field athletes (Lemieux et al., 2002).

Sharma and Singh (2006) study investigated 90 judokas from various Indian institutions who competed in the 2006 All India Inter-University Judo Tournament and won medals in their respective weight categories, as well as judokas who lost in any championship round. The investigation's major goal was to examine and contrast the aggression of the three groups of judokas, 30 medal winners and 30 losers from the All-India Inter-University competition and 30 intercollegiate losers from Himachal Pradesh University. Judokas' level of hostility was assessed using the test created by Pal and Naqvi. The statistical techniques of ANOVA and

T- Test were applied to the data analysis process. According to the study's findings, medal winners and losers in the All-India Inter-University Judo Tournament are less aggressive than losers at the intercollege level or at the beginning of the competition.

The study was carried out in 2002 to 2003 at L.N.I.P.E. in Gwalior, according to Kumar (2006). Both the sample random sampling technique and the multistage stratified sampling technique were employed in the current study. Out of a total of 200 sample athletes from the state of Haryana who competed in contact sports like boxing, judo, wrestling, and kabaddi at the national and intercollegiate levels, the data was collected. There were 100 male players and 100 female players. For evaluating aggressive behaviour, researchers have employed the Aggression Questionnaire (Pati, 1976). The statistical methods of mean, standard deviation, and two different types of analysis of variance were utilised to analyse the data while keeping in mind the study's goal and design. It was shown that male athletes were generally more aggressive than female athletes.

According to Mahesh and Singh (2010), the goal of the current study was to evaluate the level of aggression among Indian athletes participating in various contact, semi-contact, and non-contact sports. According to the study's findings, player antagonism also rises when body contact during play increases. Players of contact games were seen to be more aggressive than participants of semi-contact and non-contact games.

Sindhu et al. (2011) the goal of the current study was to examine and contrast the levels of aggression and anxiety among male and female collegiate athletes. A total of 60 athletes were chosen at random from the many institutions connected to the several universities in Punjab—30 men and 30 women. The Pati AGG questionnaire was used to quantify aggression (1976). Rainer Martens' Sport Competitions Anxiety Test (SCAT) was used to gauge respondents' levels of anxiety (1990). The findings showed that male athletes had

considerably more hostility than female athletes (p 0.5). It was discovered that female athletes had much higher anxiety levels.

Bredemeier and Shields (1986) suggested that players in contact sports saw deliberate hostility as essential to intense competitive play. It's also feasible that instrumental aggression won't be recognised by contact-sport competitors as being fierce enough for competition. It's possible that athletes who compete in full-contact sports see hostile aggression as a better way to achieve victory than instrumental violence as normal game behaviour (1984; Bredemeier & Shields). These athletes, nevertheless, are the ones who overdo aggression in several sports, which doesn't help any of the players or the competition as a whole and refers to instrumental aggression, which is typical game behaviour and is beneficial for some physically demanding sports (Mintah et al., 1999).

An investigation into the pre-competition stress and state rage of male and female volleyball players was conducted. The statistical sample included all male and female volleyball players (n=214) who competed in university volleyball competitions in Iran. It should be emphasised 187 that the questionnaires were given out to the entire statistical population either 30 minutes before the competition began in the intended venue or when the athletes arrived at the venue to begin the competition. Ultimately, 88 questionnaires were collected from male volleyball players and 82 from female volleyball players. The CSAI-2R questionnaire was used in this study to assess levels of self-confidence, physical anxiety, and cognitive state anxiety in a competitive context on a scale from 1 to 4. The State-Trait Anger Expression Inventory (STAXI; Spielberger, 1991) was used to measure the expression of anger as well as the emotional state of anger (state anger), the tendency to become angry as a personality characteristic, and the expression of anger. K-S was employed to determine the normality of the data (p=0.05). The data were analysed using descriptive statistics (mean, standard error),

a t test, and the Pearson coefficient (p=0.05). The findings revealed a significant difference in all pre-competition anxiety subscales: cognitive state anxiety (t=3.62), somatic state anxiety (t=4.76), and self-confidence (t=3.06) (p=0.05). State anger (t=2.15) and the expression of anger (t=3.67) both differed significantly from trait anger (t=1.41, sig>0.05), but there was no difference in trait anger (t=1.41, sig>0.05) (Esfahani & Gheze, 2010).

"The Impact of Level of Participation on Psychological Factors such as Aggression, Anxiety, Achievement Motivation and Performance," as researched by Mudimela (2010) did a study over a sample of 625 football players from three different levels; inter-university, inter-district, and inter-collegiate, representing three different leagues. In terms of aggression, accomplishment, motivation and performance, only, there were significant variations between the three levels of engagement. Performance was considerably influenced by aggression and achievement motivation; however, anxiety was found to have a detrimental effect.

The goal of the study by Sharma et al. (2013) was to ascertain the correlation between particular psychological variables and individual and team games. Thirty (30) male and female players from Barkatullah University's Department of Physical Education were recruited for this study. Bhopal served as the randomly chosen subjects. The data was based on three test batteries, the aggression scale, the sports accomplishment motivation test, and the sports competition anxiety test in order to compare the psychological analyses of individual and team games. In order to investigate the relationships between particular psychological variables and individual and team games, an independent t test was conducted. In terms of sports competition anxiety, no discernible difference was identified between team and individual games. There is no discernible variation in competition time between team and individual games. It was discovered that there are little changes in the players' achievement motivation between team games and individual games.

Anxiety

To compare the competitive state anxiety levels of individual sports, dual sports and team game participants a study was conducted by Patel (2010). For the study, 60 male students from (LNIPE), Gwalior, were chosen as participants. Depending on their activity, these participants were classified into three groups for individual sports, dual sports, and team games. The following conclusions were reached based on the findings and within the constraints of the study. The results stated that individual, dual, and team games did not significantly differ from one another in terms of competitive state anxiety components. Individual sports, dual sports, and team games did not significantly differ from one another either.

According to Patel (2009), there are significant disparities in anxiety levels between school athletes and non-athletes. Anxiety was discovered to be a significant factor in some studies. This has to do with sports. The importance of anxiousness among school players and non-players is examined in the current study. The purpose of the study was to compare the levels of anxiety in school athletes and non-athletes. In anxiety, there will be a big gap between players from schools and those who don't. The study's sample has been chosen at random. The sample includes 30 student athletes and 30 non-athletes who attend Shree Kadvibai Virani Kanya Vidyalaya in Rajkot. The complete anxiety test by Sinha was employed to measure anxiety. The mean, levels of standard deviation, and t value were applied to the data. The study's objective was to compare anxiety levels between students and non-students. The findings made it abundantly evident that anxiety levels differ significantly between participants and nonparticipants. The findings of the current study showed that players experienced less anxiety than non-players. As a result of the findings analysis, it can be said that players appear to have less anxiety than non-players.

Competitive anxiety is a type of anxiety that occurs during competition and is characterised by apprehension about the outcome of the competition. 35 top-ranked powerlifters (22 men and 13 women) from the 2009 Agra University intercollegiate power lifting championship held at Shri Varshaney Degree College Aligarh were chosen for this study. SCAT, a tool created by Martens, was used to quantify athletes' competition anxiety (1977). The t-test was used to compare the levels of competition anxiety experienced by intercollegiate male and female powerlifters, and coefficient-correlation was used to determine how these levels of anxiety related to their performance at the.05 level of confidence. The study's objective was to compare anxiety levels between students and non-students. The findings made it abundantly evident that anxiety levels differ significantly between participants and nonparticipants. The findings of the current study showed that players experienced less anxiety than non-players. As a result of the findings analysis, it can be said that players appear to have less anxiety than non-players (Singh et al., 2010).

A study conducted to examine the relationship between motivation, achievement, and anxiety of male and female inter-university level badminton players. Thirty shuttlers, 15 male and 15 female, who competed in zone inter-university badminton tournaments were chosen at random as subjects for this study. The M.L. Kamlesh sports achievement motivation test and the Rainier Marten sports competition anxiety test were used to obtain the data. Pearson's product moment correlation was used To determine the connection between achievement motivation and anxiety. Findings indicated that anxiety and achievement motivation among male and female intercollegiate badminton players were not significantly correlated (Sisodiya & Purashwani, 2011)

According to Amit and Gamit (2013), excitement-related anxiety can have both positive and negative effects on how well a sport is executed. The investigation's goal was to gauge the

level of anxiety among Gujarat's male and female national cricket players. Weightlifters who had competed for national titles totalled forty (40) (Male = 20, Female = 20). The subjects ranged in age from 17 to 25 years. The Sports Competition Anxiety Test (SCAT), developed by Martens (1977), was used to gauge the participants' level of anxiety. The data was broken down using the T-test. Results of the investigation showed that there was little difference in sports competition anxiety between Gujarati male and female national weightlifters.

In a study done by Rajiv and Sanjay (2016) examined the anxiety levels of football players in a variety of positions, including forwards, midfielders, defenders, and goalkeepers. Two hundred male football players from the different universities in Haryana were picked to participate in the exam. These players were chosen as examples because they have competed in entomb university competitions at their respective schools. Only those school cooperative members who have competed in university contests up to the association level at any rate were chosen as testers. The sample players ranged in age from 18 to 25 years old. The analysis concluded that football players' unease, regardless of its mood or attribute, differs greatly depending on the position they play. The anxiety level of advancements was found to be the highest. The same was found to be the least uncomfortable among all the playing positions in terms of both types of unease, such as state and quality. For the current scenario, midfielders and goalkeepers both reported a moderate level of anxiety.

Amit and Gamit (2013) assert that excitement-based anxiety has both positive and bad effects on how well a sport is played. The investigation's goal was to gauge how anxious Gujarat's male and female national cricket players were. The subjects were forty (40) weightlifters who have competed in national championships (Male = 20, Female = 20). The subjects ranged in age from 17 to 25 years. The Sports Competition Anxiety Test (SCAT), developed by Martens (1977), was used to gauge the participants' level of anxiety. The data was broken

down using the T-test. Results of the investigation showed that there was little difference in sports competition anxiety between Gujarat's male and female national weightlifters.

The goal of the study was to look into how male table tennis players from Madhya Pradesh reacted to competition anxiety and motivation in sports. 40 male table tennis players who competed in the Madhya Pradesh State Ranking Table Tennis Tournament and were between the ages of 18 and 24 were chosen at random as subjects for this study. The M. L. Kamlesh Sports Achievement Motivation Test and the Rainer Marten Sports Competition Anxiety Test were used to obtain the data. Sports Accomplishment Motivation and Sports Competition Anxiety were investigated using a Pearson Product Movement Correlation. The significance threshold was set at 0.05. Results demonstrated a positive relationship between sports achievement motivation and sports competition anxiety in the chosen samples, although among Madhya Pradesh male table tennis players, there was no discernible relationship between these two variables (Sharma & Singh, 2020).

The setting of high standards is an essential component of elite sports and is frequently advantageous to the performance of the athlete, which was the study's goal. Nonetheless, it has been demonstrated that people who frequently think about meeting ideal, perfectionist standards are more prone to suffer elevated levels of anxiety as a result of disparities between the ideal and their actual selves or circumstances. Of course, this can hurt how well they succeed in sports. The study's goal was to find out how different patterns of perfectionism traits related to competitive anxiety and self-confidence in sports for elite athletes with various self-esteem techniques. The findings showed that depending on which aspects of self-esteem and perfectionism are taken into account, the relationship between them varies. Athletes who have a high sense of self-worth based on admiration and affection for themselves exhibit more positive patterns of perfectionism, as opposed to those whose self-

worth is based mostly on competence. Furthermore, higher levels of cognitive anxiety and lower levels of self-confidence were linked in the current study to negative patterns of perfectionism. So, it appears that anxiety related to sports is positively correlated with particular perfectionist patterns, which are more prevalent in people who use particular self-esteem boosting techniques (Koivulaa et al., 2002).

Kumar (2012) conducted a study titled "A Comparative Study on Anxiety among Chess and Carrom Women Players of Osmania University". The study's goal was to determine the differences in anxiety experienced by Osmania University's chess and carrom players in India. Twenty female chess players and twenty female carrom players who competed in Osmania University's intercollegiate athletic events in the 2011–12 academic year served as the study's sample. To evaluate the 44 anxiety findings, Sinha's Comprehensive Anxiety Test was administered. The study's findings revealed important distinctions between chess and carrom players. Carrom players have less anxiety than chess players.

Tyagi and Subramanian (1992) did a study to determine the impact of college female hockey players' competition anxiety. The translated version of Rainer Marten's SCAT was given to 44 female hockey players who competed in intercollegiate hockey tournaments three times. The findings showed that less experienced players had more anxiety about competition than more seasoned players.

Kim (1980) did a study on the Spring Field College men's intercollegiate volleyball team. Each subject took the State Anxiety Inventory (SAI) three items, one item, and minutes before to a practise session. All subjects completed the Sports Competition Anxiety Test (SCAT) during team meetings. It was discovered once that the attribute anxiety cannot be utilised to predict anxiety five minutes before a tournament game. There is interaction between trait anxiety and the three competitive situations; practice, regular session games,

and tournament games, and a positive relationship between trait anxiety and tournament anxiety. The three competitive situations of practice, regular session games, and tournament games do not produce different state anxiety reactions.

A study used the Sport Orientation Questionnaire (SOQ; Gill & Deeter, 1988), the Competitive Orientation Inventory (COI; Vealey, 1986), the Trait Sport-Confidence Inventory (TSCI; Vealey, 1986), the State Sport-Confidence Inventory (SSCI; Vealey, 1986), and the Competitive State Anxiety Inventory-2 (CSAI-2; Martens, Burton, Vealey, Bump and Smith 1999). As predicted, state sport-confidence and result self-efficacy were predicted by trait sport-confidence. Yet, competitive orientation had no effect on how well state measurements were predicted. As was hypothesised, performance was predicted by state sport confidence and self-efficacy. Interestingly, outcome self-efficacy outperformed performance self-efficacy as a predictor, and neither factor helped with the prediction of performance time or location. It's possible that the runner's inexperience and lack of competitive track experience prohibited them from making correct judgements about their performance self-efficacy. On the other hand, the comfortable and condensed competitive environment might have enabled these athletes to make accurate outcome self-efficacy assessments (Martin & Gill, 1991).

Confidence

Hays et al. (2007) were the first to investigate sport confidence in effective world-class sports performers. They identified the sources and types of confidence used by rivals competing on the global stage and demonstrated that segment and authoritative variables influence the development of confidence in such competitors. Ladies' competitors, for example, gained confidence from an obvious advantage, such as witnessing their rivals perform badly or break

under the weight of rivalry. Interestingly, males simply assumed that they were superior to their opponents.

The research aims to examine the level of self-confidence among King AbdulAziz University students and its relationship to academic accomplishment motivation, as well as the relationship in self-confidence. The sample of the study consisted of (400) students who were chosen at random, and to identify self-confidence, the researcher prepared a questionnaire to measure the level of self-confidence among the students of the Faculty of Education, and the researcher used the scale to measure motivation to achieve. The apparent validity of the two instruments was validated by presenting them to specialists, and the stability was verified using the test/retest technique. The Pearson correlation coefficient and the T-test were used to analyse the data for one sample and two independent samples. The findings indicate that students have a high level of self-confidence, as well as the existence of a relationship between self-confidence and motivation for academic achievement. However, there were no significant differences in self-confidence based on the variables as the researcher recommended the need to strengthen and improve the level of self-confidence among college students through lectures by professors (Attar, 2017).

The primary goal of this study was to give evidence on the validity of the factor structure of Vealey's (1986) theory of trait and state sport confidence. In addition, evidence on the psychometric features of the Trait Sport-confidence Inventory (TSCI) and State Sport-confidence Inventory (SSCI) (Chinese version) is provided. The TSCI and the SSCI both feature have 13 items and are scored on a 9-point scale ranging from low confidence (score of 1) to high confidence (score of 9). The 6th China National Athletics Championship was attended by 269 male and 190 female competitors from Hunan, China. The average age of these athletes was 21.57 years old for males and 20.72 years old for females. Confirmatory

Factor Analysis (CFA) using Structural Equation Modelling (SEM) was used to test the factor structure of the TSCI and the SSCI. All scale elements have considerable loadings to their respective structures. This, together with fit indices reaching critical levels, suggests that the SC-trait and SC-state factor structures for the sample were tenable. According to the findings of the multi-sample analyses, the factor structures of the SC-trait and SC-state are consistent for both the male and female samples (Fung & Cheung, 2001).

Ashwini et al. (2015) had finished a study on self-confidence in handball and volleyball players. The study's goal was to discover the difference in self-confidence between volleyball and handball players. A total of 60 players were chosen as subjects, with 30 being handball players and 30 being volleyball players. The psychological variable self-confidence was chosen as a variable to fulfil the study's goal. Buyton and Richmond's Self-confidence questionnaire was used to assess self-confidence. The authors' proposed answer key was used to assess the data collected from the subjects. After using the statistical technique 't' test to the data, the results revealed that handball players have 13.3%, 76.6%, and 10% of low, average, and better self-confidence, respectively. Volleyball players have 20%, 63.3%, and 16.6%, respectively, of low, average, and higher self-confidence.

Arun (2014) investigated a comparison of self-confidence levels among Kho-Kho and Kabaddi players at Bangalore University. A total of 60 subjects were chosen at random from various Bangalore University connected colleges, including 30 Kho-Kho and Kabaddi players. All of the selected players competed in All India Inter University Board-organized state, national, and inter-university tournaments. The participants' ages varied from 19 to 25. To test self-confidence, a standard scale and a questionnaire were employed. He used both descriptive and comparative analysis in his statistical study. He calculated the mean and standard deviation in descriptive analysis and used the t-test in comparative analysis.

Following adequate statistical analysis, the discussion, conclusions, and results were examined. The study's key finding was that self-confidence among Kho-Kho and Kabaddi players was low. The study's essential finding was that self-confidence among Kho-Kho and Kabaddi players was strong. Athletes had to go through various progressive therapeutic procedures in training as well as in reducing stress and anxiety levels while participating in sports.

Praveen (2014) investigated the effect of self-confidence on the physical fitness of Gulbarga District intercollegiate volleyball players. The current study attempted to investigate the impact of self-confidence on physical fitness among Intercollegiate Volleyball players. The self-confidence inventory created by Basavanna was utilised by the researcher to assess self-confidence. Volleyball players' fitness levels were assessed using the Measure Scale and the AAHPERD fitness test. The study's sample consisted of one hundred intercollegiate volleyball players (all male). To determine and examine the effect of self-confidence on physical fitness, statistical mean, standard deviation, and t-value were calculated. Finally, high self-confidence volleyball players outperformed low-self-confidence volleyball players in the physical fitness test..

Quadri et al. (2011) evaluated the impact of sports on students' self-esteem and achievement motivation. Using a sample of 400 subjects, 200 were from students who played at least District or National level various games and 200 were from students who did not play games and only attended classes. All subjects from Jalan district's various schools and sports clubs were included in the study. The first dependent variable, self-confidence, was measured using a standardised scale produced by Dr. M. Basavvann, and the second standardised tool was the Achievement Motivation Scale. By following data analysis, further mentioned findings were concluded. On the dependent variable self-confidence, subjects from sports and non-sports

differ significantly. A summary of two-way ANOVA revealed that the main effect of student type is very significant , and a positive association was discovered between self-confidence and accomplishment motivation in the final stage. The first dependent variable, self-confidence, was measured using a standardised scale produced by Dr. M. Basavvann, and the second standardised tool was the Achievement Motivation Scale. Tailing the data analysis, the following findings were concluded. On the dependent variable self-confidence, subjects from sports and non-sports differ significantly. A summary of two-way ANOVA revealed that the main effect of student type is very significant , and a positive association was discovered between self-confidence and accomplishment motivation in the final stage.

Mellalieu et al. (2006) carried out a study in order to determine if self-confidence mediated the connection between competitive anxiety severity and direction. Participants from the elite (n = 102) and non-elite (n = 144) groups completed the Competitive Trait Anxiety Inventory-2's self-confidence subscale as well as the Sport Anxiety Scale's concern and somatic subscales. Linear regression analyses were done in accordance with the methodology provided by Baron and Kenny (1986). Worry intensity was found to significantly predict self-confidence and worry direction in elite athletes. However, when self-confidence was adjusted for, worry intensity did not predict worry direction, as well as self-confidence, did. Only self-confidence was found to predict the direction of somatic symptoms in the analysis. Worry and somatic symptom severity predicted both self-confidence and direction for non-elite athletes when self-confidence was controlled. For top athletes, the data show that self-confidence influences the connection between concern symptoms and subsequent directional interpretations. However, the data show that non-elite athletes require high levels of self-confidence and modest symptom intensity to demonstrate a less debilitating interpretation.

Parfitt and Pates (1999) carried out research to determine the impact of competitive anxiety and self-confidence state components on performance. A total of 12 Basketball players were taught to self-report their cognitive anxiety, somatic anxiety, and self-confidence as a single response many times before stepping on the court to play. Performance was videotaped, and areas of performance that required either predominantly anaerobic power (height leaped) or working memory (successful passes and assists) were measured. These measurements were used to construct intra-individual performance ratings, and the data from seven matches were subjected to regression and then hierarchical regression analysis. The findings revealed that, as expected, somatic anxiety influenced performance with anaerobic demands. The major predictor of performance scores with working memory demands was self-confidence, not cognitive distress. It appears that measures of competitive state responses have varying effects on features of real performance. Identifying these variations will be useful in developing intervention techniques to improve performance.

Covassin et al. (2004) studied the association between self-confidence, mood state, and anxiety among collegiate tennis players. This study aimed at inquiring the correlation between collegiate tennis players' self-confidence, anxiety, and mood states. The Competitive State Anxiety Inventory - 2 (CSAI -2) and the Profile of Mood States (POMS) were chosen for their ability to assess a variety of psychological states thought to be important for proper mental preparation prior to athletic competition, as well as their psychometric properties. These inventories were used to measure pre-competition levels of anxiety, self-confidence, and mood disturbance, as well as their relationship to the outcome of a successful or unsuccessful tennis match. During the NCAA Regional (VII) Team Tennis Tournament, twenty-four collegiate players completed the above-mentioned tests (POMS AND CSAI-2),

30 minutes prior to the match. Results revealed that winners displayed expressively higher self-assurance, lower cognitive and somatic anxiety levels, and lower total mood disturbance scores than losing players. In addition, winning tennis players exhibited the consistent iceberg profile on the POMS, akin to findings in similar research conducted with the winners in other sports. As such, athletes with high self-confidence and low anxiety levels were calmer and more relaxed under pressure and were not as affected by negative events. These findings allude that mental state prior to the start of a match plays a crucial role in overall performance and success rate of the player.

Achievement Motivation

Kaur et al. (2007) conducted their study on the link between intercollegiate hockey players' accomplishment motivation and pre-competition stress. There was a significant relationship between the aforementioned factors in the intercollegiate male hockey players, and there was a significant difference in the level of achievement motivation of high pre-competition anxiety group and low pre-competition anxiety group of intercollegiate male hockey players, the findings of the study stated.

Bhaghirathi (2008) tried to find out the link between anxiety and achievement motivation in goalkeeping among girl hockey players at the secondary school level. The female hockey goalkeepers from Madhya Pradesh, India, schools were chosen as the sample population for this study. Ten female hockey goalies between the ages of 14 and 19 were chosen at random from the schools. For this, ‘Kamlesh's Sport Achievement-Motivation test’ and ‘Speilberger's State Trait Anxiety assessment’ were chosen. The association between anxiety and motivation for achievement in goalkeeping among female hockey players was investigated using Pearson's product-moment approach. In order to examine correlations between the chosen variables, their relationships were assessed at significance levels of 0.05. The findings

supported the existence of a significant link between trait- and state-level anxiety and goalkeeping performance. and Trait Anxiety (0.904) (0.844). The results insinuated that there is no revelatory connection between different anxiety kinds and motivation for achievement.

A study conducted by Ali and Rahaman (2012) to determine the level of achievement motivation among Manipur's male and female national level archers. The sample for this study included 30 archers ranging in age from 17-25 years, 15 male and 15 female, who competed for Manipur state in national archery championships. In this investigation, the T test was performed. The research tool employed in this study was Kamlesh's "sports achievement motivation test (SMAT) (1990). The findings revealed that there is no substantial difference in sports achievement motivation between male and female archers in Manipur state.

Jiteshwor et al. (2013) a sample of 80 basketball players (40 men and 40 women) with ages ranging from 14 to 17 years was chosen. All of the participants were individuals who had taken part in a competition at the high school level. In order to obtain precise and organised data, an independent t value was determined. At 0.05 levels of significance, the proposed hypothesis was examined. There is no distinction in achievement motivation between male and female school basketball players, according to the study of players from Pune. Male and female inter-school basketball players in Pune share the same motivation.

A study was conducted by Mondal et al. (2013) for examining the association between anxiety and achievement motivation of Inter-University level male chess players. A total of 25 male chess players who had taken part in the east zone inter-university chess tournament in 2012 were taken as the sample of the study. Various statistical techniques i.e., mean, SD and Pearson’s product moment correlation were used to test the hypothesis at 0.05 levels of significance. The findings show that the mean SCAT Score was 19.08 and Achievement

Motivation Score was 32.92. It was also discovered that achievement motivation and anxiety in male inter-university chess players are not positively associated. It is possible to establish that Sports Competition Anxiety has no effect on Achievement Motivation for inter-university level chess players.

Hasan et al. (2015) compared, the hockey players from India's motivation for success at three different levels of competition. For the purpose of this study, 300 male Indian hockey players who have participated in a variety of tournaments at various levels were chosen as a sample. These male athletes were all between the ages of seventeen and twenty-five. The study's goal was to assess the motivation for achievement through the use of a research tool created by Kamlesh (SAMT-1990). For the purpose of evaluating the hypothesis, 0.05 levels of significance were used. ANOVA (one way analysis of variance), post-hoc testing, and least significant difference (LSD) are research procedures. They came to the conclusion that there are significant disparities in accomplishment motivation among intercollegiate, north-zone intervarsity, and all India intervarsity level hockey players. Consequently, it can be said that one of the most significant psychological factors affecting how well hockey players perform is accomplishment motivation.

A low negative association between the need for achievement and anxiety was found by Singh and Kaur (1976). Negative life events and both state and trait anxiety showed a substantial contemporaneous association in two groups of college students studied by Sarson et al. (1978).

A sample of 140, 13-year-old football players participated in a longitudinal study utilising structural equation modelling to ascertain which model best describes how hope for success (HS) and fear of failure (FF), which are components of the achievement incentive, affect performance. HS can somewhat explain athletic performance over a six-month period, but

this link is not mediated by training amount, sport-specific skills or abilities, or the achievement motive. Contrary to predictions, no aspect of performance is explained by FF. But, in addition to HS, performance can also be predicted in large part by motor skills and talents. The research supports the widely held belief that HS is a good long-term talent predictor and that a variety of factors influence how athletic performance in football develops. (Zuber & Conzelmann, 2014).

Aidan and Rees (1979) the effect of accomplishment motivation (n.Ach.) and prior sports exposure onto current-sports involvement in two aspects, namely competitive or recreational orientation and individual or team orientation, was examined in a study on 134 male volunteers (54 high n.Ach. and 80 low n.Ach.). The nAch was calculated using the Mehrabian Achievement Scale (MAS) (Mehrabian, 1969). The ANOVA was computed. The findings revealed that (a) high n.Ach. was related to both competitive and individual sport participation, (b) prior sports exposure was related to competitive sport participation but not to individual sport participation, and (c) n.Ach. and prior exposures were independent predictors of competitive sport participation rather than being interactive.

This study aimed at determining the association between intercollegiate kho-kho players' levels of motivation and anxiety as well as to assess the degree and direction of the players' competitive state anxiety. Sports require high levels of competition and key psychological factors like motivation and anxiety. Players cannot compete to the best of their ability without understanding these two elements. A total of thirty players under the age of 19 made up the sample. Data were gathered using the Sport Competition Anxiety Test (SCAT) and Sports Achievement Motivation Test. To analyse the data, mean, standard deviation, and Pearson Product Moment Correlation were computed. An important inverse link between achievement motivation and anxiety was discovered (Kishore, 2014).

Zamirullah et al. (2011) did a study on the connection between intercollegiate badminton players' motivation and anxiety. Twenty participants made up the entire sample, ranging in age from 17 to 25. Sports Achievement Motivation Test (SAMPT) and the Sport Competition Anxiety Test (SCAT) were used to gather the information. To analyse the data at the.05 level of significance, mean, standard deviation, and Pearson Product Moment Correlation were computed. An important inverse link between achievement motivation and anxiety was discovered.

Khan and Haider (2011) the connection between intercollegiate badminton players' motivation and anxiety. Twenty participants, whose ages ranged from 17 to 25, made up the sample for this study. Sport Competition Anxiety Test (SCAT) and Sports Achievement Motivation Test (SAMT) were accepted and used to collect data. The chosen data were tested using sampling procedures, mean, SD, and Pearson's method of correlation at 0.05 levels of significance. They discovered that worry and motivation for achievement had a bad relationship.

CHAPTER 3

OVERVIEW, AIMS, OBJECTIVES AND HYPOTHESIS

Overview

- Today's athletes face serious and unique challenges. Among the best, the physical preparation is more complete and the psychological component more important than ever. An athlete's performance in sports competition is determined by a combination of many factors. Today, sports performance requires not only physical, physiological variables, and systematic training but also demands training and consideration of psychological characteristics for success in the field. Athletes are expected to have strong mental health in order to improve their performance.
- Aggression is a part of human behavior and is necessary for individuals to live and fight for higher achievements. The struggle for supremacy, dominance and excellence in sports. Spielberger and Reheiser (2009) referred to anger as an emotional state that consists of feelings that vary in intensity, with associated activation or arousal of the autonomic nervous system. Passive aggressive anger involves repressing the anger to avoid dealing but ends up expressing in an unhealthy way. Openly aggressive anger is generally accompanied by physical or verbal aggression. It is an emotional state , a consequence of experienced physiological arousal and its cognitive interpretation.
- According to Seligman et al. (2001), anxiety is a psychological and physiological state characterised by cognitive, somatic, emotional, and behavioural components. Anxiety states are then function of the situations that evolve them and the individual personality that is prone to stress (Simpson,1980). Anxiety is considered to reflect uncertainty regarding goal attainment and coping and is typified by feelings of apprehension and tension along with activation or arousal of the autonomic nervous

system (Spielberger,1966). Anxiety can be a positive motivator or a hindrance to athletic performance. This helps increase athleticism and confidence. Humara (1999) defined it as " trait anxiety can be thought of as a worldview that an individual uses when coping with situations in his or her environment" while State anxiety, is performance anxiety.

- It is the level of belief one has in their capacity to succeed. Sports confidence is a social cognitive construct that can be more trait or state-like. Athletes with this tend to push harder and further. It is the belief or degree of certainty individuals possess at one particular moment about their ability to be successful in sports. Self-efficacy, self-confidence or sports- confidence are used interchangeably to describe confidence in sports. Self-efficacy is a person's belief that he or she possesses the necessary skill to generate a desired outcome (Manzo et al., 2001).
- Achievement refers to a measure of ability or attainment that reflects progress or an accomplished goal. Motivation refers to the impulse or desire to behave in certain ways. Therefore, achievement motivation refers to ambition to do a good job, to accomplish a desired mission, to reach a standard level in your own eyes and in the eyes of others .It is also referred to as the need for achievement. Motivation toward experiencing stimulation- it refers to the feelings that an athlete gets from physically experiencing a sensation innate to a specific task. Motivation toward accomplishment- it reflects an athlete's desire to gain mastery over a particular skill and the pleasure that comes from reaching a personal goal. External regulation: it is the least self-determined form of extrinsic motivation. An athlete has partially internalized a motive, but he still perceives the motivation as controlling.
- Instinct theory was written by Sigmund Freud in 1927. According to him aggression is unavoidable since it is innate, but as with any drive it can be regulated through

discharge, or fulfilment. According to this theory aggression is a basic instinctive drive that up and must be released directly in behavior. This release of repressed aggression is called catharsis. Social learning theory was developed by Bandura in 1973.This theory postulates that aggression is a function of learning and that biological urges and frustration are poor explanations of the phenomenon. Frustration aggression theory was proposed by Berkowitz in (1958,1993).The reconstructed theory takes into account the observation that frustration does not necessarily lead to aggression, and posits that frustration creates a desire to be aggression must be present for aggression to actually occur. These stimuli are cues that frustrated individuals are associated with aggression. When frustration is present, certain stimuli can act as 'triggers', unarming the frustrated person for attack. Negative emotion and frustration fuel aggression.

- Drive theory was given by Hull in 1943. According to him there is a significant connection between arousal and performance in an individual. Catastrophe theory was given by Fazey and Hardy (1988). This Theory illustrates the connection between an athlete's level of arousal and level of performance. According to this theory, an athlete's performance will rise if arousal reaches its peak level. According to Inverted U theory low arousal/anxiety leads to decrease in performance while increase in arousal/ anxiety can improve performance up to an optimal level, and additional arousal/anxiety causes performance to decline.
- Self -determination theory was written by Vallerand and Losier in 1999. According to this theory, motivation hypothetically mediates the relationship between social factors and psychological need satisfaction, while psychological need satisfaction hypothetically mediated the relationship between psychological need fulfilment and consequences. Self-efficacy model was proposed by Bandura. According to him,

"self-efficacy is important when one has the requisite skills and sufficient motivation. Successful experience leads to enhanced self-efficacy and unsuccessful experiences or repeated failures leads to low self-efficacy. Vealey's Multidimensional model of sports confidence was developed by Vealey et al. (2002). In this model multidimensional sports confidence is conceptualised as being more dispositional (trait) or state- like across a continuum of time.

- Need achievement theory was given by McClelland (1961) and Atkinson (1974). The aim of this theory is to explain why an individual is more motivated than others to achieve a goal. Attribution theory was proposed by Weiner in 1974. This theory is concerned with how individuals interpret events and how this relates to their behaviour and thinking. This theory is based on kinds of attribution or causes that individuals give successful or unsuccessful outcomes. According to this model behavioural outcome=personal force+ environmental force. Competence motivation theory was proposed by Harter in 1978. This theory explains a person's perception of their own competence and self-worth, and motivational discrepancies.
- Buss and Perry (1992) Aggression questionnaire (AQ) were completed by two groups of 86 university athletes in either contact or no-contact sports and two control groups of 86 non-athletes who were matched to the athletes in physical size for investigation into the association between athletic participation and off-field hostile aggression, participants generally scored higher on hostile aggression and reported more fighting than smaller participants. Sharma and Singh (2006) study investigated 90 judokas from various Indian institutions who competed in the 2006 All India Inter-University Judo Tournament and won medals in their respective weight categories, as well as judokas who lost in any championship round. According to the study's findings, medal winners and losers in the ALL India Inter-University Judo Tournament are less

aggressive than losers at the intercollege level or at the beginning of the competition. According to Mahesh and Singh (2010), the goal of the current study was to evaluate the level of aggression among Indian athletes participating in various contact, semi-contact, and non-contact sports. Players of contact games were seen to be more aggressive than participants of semi-contact and non-contact games.

- According to Patel (2009), there are significant disparities in anxiety levels between school athletes and non-athletes. The purpose of the study was to compare the levels of anxiety in school athletes and non-athletes. Sisodiya and Purashwani (2011) conducted a study to examine the relationship between motivation, achievement, and anxiety of male and female inter-university level badminton players. Findings indicated that anxiety and achievement motivation among male and female intercollegiate badminton players were not significantly correlated. Kumar (2012) conducted a study on “A Comparative Study on Anxiety among Chess and Carrom Women Players of Osmania University”. The study's findings revealed important distinctions between chess and carrom players. Carrom players have less anxiety than chess players.
- Kaur et al. (2007) conducted their study on the link between intercollegiate hockey players' accomplishment motivation and pre-competition stress. "There was a significant relationship between achievement motivation and pre-competition anxiety of intercollegiate male hockey players, and there was a significant difference in the level of achievement motivation of high pre-competition anxiety group and low pre-competition anxiety group of intercollegiate male hockey players," the findings of the study stated. Bhaghirathi (2008) tried to find out the link between anxiety and achievement motivation in goalkeeping among girl hockey players at the secondary school level). The results showed that there is no meaningful connection between

different anxiety kinds and motivation for achievement. A study conducted by (Ali & Rahaman, 2012) to determine the level of achievement motivation among Manipur's male and female national level archers. The findings revealed that there is no substantial difference in sports achievement motivation between male and female archers in Manipur state.

- Ashwini et al. (2015) had finished a study on "self-confidence in handball and volleyball players." The study's goal was to discover the difference in self-confidence between volleyball and handball players, the results revealed that handball players have 13.3%, 76.6%, and 10% of low, average, and better self-confidence, respectively. Volleyball players have 20%, 63.3%, and 16.6%, respectively, of low, average, and higher self-confidence. Arun (2014) investigated a comparison of self-confidence levels among Kho-Kho and Kabaddi players at Bangalore University, the study's key finding was that self-confidence among Kho-Kho and Kabaddi players was low. Parfitt and Pates (1999) carried out research to determine the impact of competitive anxiety and self-confidence state components on performance. The findings revealed that somatic anxiety influenced performance with anaerobic demands. The major predictor of performance scores with working memory demands was self-confidence, not cognitive distress.

Research Gap

Research gaps in this area are highlighted by the review of the literature. The variables competitive aggressiveness, anger, anxiety, confidence, achievement, and motivation have been less explored in the Indian context and the west. Very few studies have been done among the group of athletes. Competitive aggressiveness, anger with respect to anxiety, confidence, achievement, and motivation is very less researched.

Keeping the above in mind, the primary goal of the investigation is to study competitive aggressiveness, anger, anxiety, confidence, and achievement motivation among athletes. An attempt to address this gap will be made through this investigation.

Aim

The present study aims to study the correlates of competitive aggressiveness, anger, anxiety, confidence and achievement motivation among athletes.

Need of Study

Training to excel in sports is one of the biggest challenge athletes faces, it is even more important for athletes and coaches to choose the right exercises relates to games and events for increasing skills and efficiency. Sports psychology can teach skills to help athletes improve their learning process and motor skills, withstand competitive pressure, refine the awareness needed for optimal performance and focus many distractions in terms and competitive environment. In their career athletes come across a number of high-pressure situation where they have to deal with stressors such as anxiety, aggression, anger and worry, which can have negative impact on them. confidence influence athletes in terms of choice making and the dedication they show in facing difficult situations and rebounding from failure. That's why it's important to evaluate the value of mental skill training. Mental skills such as cognitive restructuring or self-regulation, emotional regulation, relaxation techniques can be beneficial to athletes in improving performances. Thus, the proposed research is stated to study "Effect of competitive aggressiveness, anger, anxiety on confidence and achievement motivation in athletes."

Research Objectives

- This research aims to assess the relationship between competitive aggressiveness, anger, and anxiety.
- This research aims to assess the relationship between competitive aggressiveness, anger, and achievement motivation.
- This research aims to assess the relationship between competitive aggressiveness, anger, and confidence.
- This research aims to assess the relationship between anxiety and achievement motivation.
- This research aims to assess the relationship between anxiety and confidence.
- This research aims to assess the impact of anxiety on anger.
- This research aims to assess the impact of aggressiveness on anger.

Research Questions

- Is there a relation between competitive aggressiveness, anger, and anxiety?
- Is there a relation between competitiveness, aggressiveness, anger, and achievement motivation?
- Is there a relationship between competitive aggressiveness, anger, and confidence?
- Is there an impact of Anxiety on anger?
- Is there an impact of Aggressiveness on anger?

Hypothesis

- Aggressiveness is expected to be significantly positively related with anger.
- Aggressiveness is expected to be significantly positively related with anxiety.

- Aggressiveness is expected to be significantly negatively related with achievement motivation.
- Aggressiveness is expected to be significantly negatively related with confidence.
- Anxiety is expected to be significantly positively related with anger.
- Achievement motivation is expected to be significantly negatively related with anger.
- Anger is expected to be significantly negatively related with confidence.
- Achievement motivation is expected to be significantly negatively related with anxiety.
- Anxiety is expected to be significantly negatively related with confidence.
- Achievement motivation is expected to be significantly positively related with confidence.
- Anxiety is expected to have a significant impact on anger.
- Aggressiveness is expected to have a significant impact on anger.

CHAPTER 4

METHODOLOGY

This chapter clarifies the research methodology to answer the hypothesis to acquire systematic information. The aim of the present study was to identify the correlates of competitive aggressiveness, anger, anxiety, confidence, and achievement motivation. The study also explored the impact of anxiety on anger and aggressiveness on anger. For this purpose, athletes (67 males & 33 females) in the age group of 18-25 years were selected for the study.

Research Design

For the present study, a quantitative approach was used. Researchers use the quantitative research method when the purpose of the research is to obtain primary data, that is, data gathered and assembled particularly for the study, in contrast to secondary data. The present study follows the quantitative research design intended to examine the correlation among the variables used in the study.

Sample

A total sample of 100 (Males =67 , Females=33) in the age group of 18 to 25 years of age was collected. The sample was collected from the tricity (Chandigarh, Panchkula, Mohali).

Inclusion Criteria

- The age of the respondents were 18 to 25 years.
- Only respondents who gave consent were considered.
- The respondents were from urban areas.
- Athletes who took part in competitions.

Exclusion Criteria

- Those suffering from any psychopathology or undergoing treatment for psychological problems were excluded from the sample.
- Those suffering from any other chronic illness were excluded.
- Those exhibiting any physical deformity were excluded.
- Those residing in rural areas were not selected.
- Illiterate or those having studied less than 10th standard was not included in the sample.
- The respondents who refused to give informed consent were excluded.

Ethical Considerations

- Confidentiality of the respondent and identity was assured.
- Participants were briefed about the purpose of the study.
- Informed consent was obtained
- The dignity and well-being of the respondent was protected all the time.

Tests and Tools

The following standardised tests and tools were used:

- Competitive aggressiveness and anger scale (CAAS) (Maxwell & Moores, 2007)
- Trait Robustness of Sports Confidence Inventory (TROSCI) (Beattie et al.,2011)
- Sports Competition Anxiety Test (SCAT) (Martens,1997)
- Sports Achievement Motivation Test (SMAT) (Kamlesh, 1990)

All the tests used were standardised and had established reliability and validity. The scales administered were available in English. A semi structured interview schedule was also

administered to the participants to seek detailed information about their critical social and demographic aspects such as age, gender, name of sport played.

Brief description of the Tests & Tools Used:

The following standardised tests and tools were used:

Competitive Aggressiveness and Anger scale (CAAS): The questionnaire was developed by Maxwell and Moores (2007). The scale has 12 items and 2 sub scales; aggression and anger with 6 items in each subscale which are rated on a 5-point Likert scale from 1 (almost never) to 5 (almost always). The anger subscale included questions like (I find it difficult to control my temper during a match, I get mad when I lose points) and from aggressiveness subscale questions included were, (It is acceptable to use illegal physical force to gain an advantage, I verbally insult opponents to distract them). The aggressiveness subscale refers to the acceptance and willingness to use physical and verbal abuse to gain competitive advantages whereas the anger subscale describes anger incidents associated with the frustration caused by losing points or game. The accepted reliability for anger is .87 and .91 for aggression Scores are calculated separately for each subscale. The validity of the scale is 0.92 for aggression and 0.86 for anger. The scores range from 1 to 5 for each question.

Following instructions were given for Competitive aggressiveness and anger scale:

"*Below is a list of statements about your competitiveness when playing. We would like to know how often these things happen to you. Each question has 5 options: 1= almost never, 2= occasionally, 3=quiet often, 5= almost always. You must choose any one option that suits you the best. There are no right or wrong answers. Your responses are. Confidential. Please be honest and candid."*

Sports Competition Anxiety Test (SCAT): The questionnaire was developed by Martens (1997). The scale consists of 15 statements in which there are 13 positive statements and 2 negative statements, 10 of these 15 items are related to anxiety, 5 of them are testing items which aim to reduce subjective answers. It is a 3-point Likert scale that ranges from rarely, sometimes, and often. Higher score indicates higher anxiety, and lower score indicates lower anxiety. The scale includes questions like : Competing against others is socially enjoyable, before I compete I feel uneasy, before I compete I worry about not performing well. The scoring of the scale is done using the answer key provided in the manual. The validity for the test is .90. The reliability for the test is .77.

Following instructions were given for Sports Competition Anxiety Scale:

"Read each statement below, decide if you "rarely " " "sometimes" or "often" feel this way when competing in your sport, tick the appropriate box to indicate your response. Please answer the items as honestly and accurately as possible. Your responses will be kept confidential."

Trait Robustness of Sports-Confidence Inventory (TROSCI): The questionnaire was developed by Beattie et.al. (2011). The scale has 13 items which are rated on a 7-point Likert scale from 1 (strongly agree) to 7 (strongly disagree). Scores are calculated by adding all the responses. The scale includes questions like: a bad result in competition has a very negative effect on my self-confidence, my self-confidence goes up and down a lot, if I perform poorly my confidence is not badly affected. The validity of the scale is .90 and the reliability of the test is .88.

Following instructions were given for Trait Robustness of Sports- Confidence Inventory:

"*Please read the instructions carefully before responding to the statement. Think about your confidence and how your performance may affect your confidence generally. The statements*

below describe how you may feel generally about your confidence, answer each statement by selecting the number that corresponds to how strongly you agree or disagree generally. Please try and respond to each item separately. The term competition refers to matches, tournaments, or other competitive events. Please answer the items as honestly and accurately as possible. There are no right or wrong answers. Your response will be kept confidential."

Sports Achievement Motivation Test (SAMT): The questionnaire was developed by M.L.Kamlesh (1990). The scale has 20 incomplete statements which are to be completed by choosing any of the 2 options provided along each statement. The scale includes questions like: as a player I like to be called, I want to earn fame in sports, I feel extremely unhappy when. The scoring is done using the answer key provided. The reliability of the test is 0.70. The validity of the test is .33.

Following instructions were given for Sports Achievement Motivation Test:

"*Direction: what you wish to achieve in your sports career is an important proposition for you as a player of some game/sport. Kindly tick the answer as you like without consulting others."*

Procedure

Keeping in view the objectives and ethical considerations, the following procedure was executed by the researcher: the informed consent was obtained from the participants. Interested participants were then administered self-report measures. It was assured that the data and the results were to be used only for research purposes and to be kept confidential. The participants were requested to answer honestly according to the instructions provided to them. Proper standardization instructions were given as specified in the manuals. They were thanked for their active participation in the study. Scoring for all the given tests was done as

per the scoring instructions given in the manual. The raw scores were tabulated and subjected to various statistical analysis by using the Statistical Product and Service Solution (SPSS) package. To investigate the effect of competitive aggressiveness, anger and anxiety, the research was initiated. Various research was studied and literature review was collected. The tools for data collection were gathered for all the variables. The hypothesis was formulated, and the expected outcomes were identified. Athletes were identified and approached for data collection. Participants were both male and female. The purpose of the study was explained to the participants in detail and the related doubts were cleared. The data was collected through online google forms. The element formed part of the data collection process a) informed consent b) demographic information c) Competitive Aggressiveness and Anger Scale (CAAS), Trait Robustness of Sports-Confidence Inventory (TROSCI), Sports Competition Anxiety Test (SCAT), Sports Achievement Motivation Test (SAMT). The participants were required to read and provide their consent before answering the survey questionnaire. The informed consent described the study, including the purpose of the study, voluntary nature of participation, confidentiality and anonymity and the right of participants to opt-out of the study at any time without penalty. The demographic information contains name, age, gender, name of sport. The survey questionnaires make up the remaining elements of the data. Once the desired response was gathered, participants were thanked for their valuable response and time. The scores were compiled in excel sheets for each variable and each participant. For the analysis of raw scores, the help of SPSS was taken. Prior to the scoring and calculation, data were checked for entry errors using frequency analysis and ensured all discrepancies were removed. The Mean , Sd for competitive aggressiveness, anger, anxiety, confidence and achievement motivation was calculated. In addition to this Pearson R along with Linear regression was computed using SPSS to understand the relationship among predictor and criterion variables. Once the results were tabulated, the

interpretation and analysis of the result was done. Further, the limitations of the study implications of the study and recommendations for future research in the field were written.

Scoring and Statistical Analysis

Scoring for all the given tests were done as per the scoring instructions given in the manual. The scores were tabulated and subjected to various statistical analysis by using Statistical product and service solutions (SPSS). Keeping in view the objective of the study, statistical analysis was conducted. Means, Standard Deviations, Correlation Analysis and Multiple regression was carried out. Correlation analysis was carried out to test the relationship between the two variables. Multiple regression was carried out to delineate the significant predictors for the criterion variables. Before carrying out statistical tests, the assumptions of normality and homogeneity of variance were checked. The responses that emerged through the semi- structured qualitatively and the results are presented in the form of tables, bars, graphs and pie-chart.

CHAPTER 5

RESULT

Table 1

N, Mean and Standard Deviation

	ANGER	AGGRESSIVENESS	ANXIETY	CONFIDENCE	ACHIEVEMENT MOTIVATION
N	100	100	100	100	100
Mean	13.3	10.3	19.1	40.0	11.3
Standard deviation	3.67	4.78	4.39	9.75	2.30

Table 2:

Correlation of variables

	ANGER	AGGRESSIVENESS	ANXIETY	CONFIDENCE	ACHIEVEMENT MOTIVATION
ANGER	—				
AGGRESSIVENESS	0.224 *	—			
ANXIETY	0.279 **	0.196	—		
CONFIDENCE	-0.002	-0.001	-0.138	—	
ACHIEVEMENT MOTIVATION	-0.046	0.022	-0.017	0.183	—

Note. * p < .05, ** p < .01, *** p < .001

Table 3

Linear Regression of aggressiveness and anger

Predictor	β	t	p	R^2	F	P
Aggressiveness	0.172	2.28	<.05	0.0503	5.2	<0.5
Dependent Variable - Anger						

Table 4

Linear Regression of anxiety and anger

Predictor	β	t	P	R^2	F	p
Anxiety	0.233	2.87	<.01	0.0778	8.26	<.01
Dependent Variable- Anger						

CHAPTER 6

DISCUSSION AND SUMMARY

The results in Table 2 found out that there is a significant positive correlation between aggressiveness and anger ($r=0.224$, $p<.05$). This confirms our first hypothesis that aggressiveness is expected to be significantly positively related with anger. The results are consistent with the claim a study conducted by Ahmadi et.al. (2011) to investigate the relationship between anger and aggression in contact and non-contact sports. The results showed that all anger subscales were positively associated with competitive aggression in both contact and non-contact sports. The results also revealed that anger control in and anger control out were negatively associated with indices of competitive aggression in both contact and non-contact sports.

There came no significant correlation between anxiety and aggressiveness as well. This rejects our second hypothesis which says that aggressiveness is expected to be significantly positively related with anxiety. Furthermore, there was no significant correlation between achievement motivation and aggressiveness. The third hypothesis has also been rejected which states that aggressiveness is expected to be significantly negatively related with achievement motivation. A study conducted by Rana (2021) on aggression anxiety and achievement motivation of players of Gujarat state showed that there is a significant negative correlation between anxiety and achievement motivation of sports player. It also showed that

there is no significant correlation between aggression and achievement motivation of sports player. It also indicated that there is a positive correlation between aggression and anxiety of sports players.

There came a negative correlation between confidence and aggressiveness. With this our fourth hypothesis has been rejected which states that aggressiveness is expected to be significantly negatively related with confidence. The relation is negative but is not significant (r=-0.001). A study conducted by Zhaojun et al. (2015) describing meta- analysis of the relationship between self- esteem and aggression among Chinese student. The result suggested a medium negative correlation between aggression and self-esteem.

The results found that there is a significant positive correlation between anxiety and anger ($r=0.279$, $p<.01$). This verifies our fifth hypothesis which says that anxiety is expected to be significantly positively related with anger. A study conducted by Robazza and Bortoli (2007) on perceived impact of anger and anxiety on sporting performance in rugby players. Finding revealed that cognitive anxiety was a significant predictor of anger, while self-confidence was a significant predictor of control of anger. The results also found that there was a negative correlation between achievement motivation and anger. This refutes our sixth hypothesis which states that achievement motivation is expected to be significantly negatively correlated with anger. The findings do not come out to be significant.

Results found out that there was a negative correlation between confidence and anger. The results do not come out to be significant which rejects our seventh hypothesis that anger is expected to be significantly negatively related with confidence. Also, there came a negative correlation between achievement motivation and anxiety. With this our eighth hypothesis has

also been rejected which states that achievement motivation is expected to be significantly negatively related with anxiety. The past studies show that in order to achieve a high level of competition, motivation and anxiety are crucial psychological factors in sports. Athletes cannot perform at their peak during competition if they are unaware of these two factors. The purpose of the study was to determine how intercollegiate badminton players' motivation and anxiety related to one another. 30 Twenty players made up the entire sample, whose ages ranged from 17 to 25. Data collection methods included administering the Sport Competition Anxiety Test (SCAT) and the Sports Achievement Motivation Test. To analyse the data at the.05 level of significance, mean, standard deviation, and Pearson Product Moment Correlation were computed. It was shown that anxiety and achievement motivation had a strong negative link. (Khan et al., 2011).

The study was carried out with the intention of analysing the correlation between a few psychological characteristics among combat sports trainees. Aggression, sports competition anxiety, and sporting success were the three psychological factors chosen for the study. Analysis of the relationship between aggression and anxiety and between aggression and motivation in combat sports, including boxing, wrestling, and judo, among students enrolled in the diploma programme at NSNIS Patiala. For the purposes of this study, 12 elite male athletes from each of the three sports disciplines, with a mean age of 28.72 and a standard deviation of 3.49, were randomly chosen. The Buss Perry Aggression Questionnaire (BPAQ), created by Buss and Perry (1992), the Sports Competition Anxiety Test (SCAT), created by Martens in (1977), and the Sports Achievement Motivation Test (SAMT), created by. Kamlesh in (1990), were each introduced to measure aggression, competition anxiety, and motivation in sports. Descriptive statistics and the Pearson Product-Moment Correlation Coefficient were used for data interpretation and statistical analysis. The level of significance was set at 0.05. According to the study, among combat sports trainees, there was a substantial

inverse relationship between sports achievement motivation and sports competition anxiety. The association between aggression and sports competition anxiety was shown to be minor, along with a negative correlation among the chosen combat athletes (Purashwani, 2021).

The results also concluded that there was a negative correlation between confidence and anxiety. The results do not show a significant correlation and hence the ninth hypothesis has been rejected as well which states that anxiety is expected to be significantly negatively related with confidence. Pineda Espejel et al. (2013) attempted to investigate the strength and direction of pre-competitive anxiety indicators (both physical and cognitive) as well as self-confidence in gymnasts competing in the 2011 Pan American Games. Sixty male and female artistic gymnasts aged 15 to 30 years (M = 21.04 years, SD = 4.016) competed. Both the Revised Competitive State Anxiety Inventory-2) and the Jones and Swain direction scale were used. The findings revealed that the intensity and direction of cognitive anxiety were positively correlated with the intensity and direction of somatic anxiety (r =.55 and r =.53, respectively), whereas self-confidence was negatively correlated with and predicted the intensity of cognitive anxiety (r = -305). Women reported considerably higher levels of somatic anxiety (2.79) than men (2.48). Finally, a high level of self-confidence reduced the sense of cognitive worry as a debilitating factor in gymnasts competing at the American level. A study was conducted by George et al. (1998) to assess pre competition anxiety and self-confidence. A significant increase in somatic anxiety and a significant decrease in self-confidence were found as a competition approach in combined group of females and males. There was no significant change in cognitive anxiety as time to competitive neared. A significant interaction effect between groups and time prior to competition for self-confidence was observed. Additionally, there was a significant negative correlation between cognitive anxiety and self-confidence at all four pre-race time points for the combined group of subjects.

As there was no significant correlation between achievement motivation and confidence. This rejects the tenth hypothesis which says that achievement motivation is expected to be significantly positively correlated with confidence . The previous literature claims that a study conducted by Mouloud and Elkader (2016) the purpose of the study was to know the level of self-efficacy, to investigate self-efficacy, achievement motivation of football players in different playing positions and to reach of finding the relationship between self-efficacy and achievement motivation of football players, the result showed that there was high self-efficacy among football players and no statistically significant difference in football players self-efficacy and achievement motivation. There was positive and significant correlation between self-efficacy and task orientation and between self-efficacy and self-confidence.

Regression analysis indicated that aggressiveness is a significant predictor ($\beta = 0.172$, $p<0.5$) of anger. Coefficient of determinants ($R^2= 0.0503$) showed that variation of aggressiveness can explain 5.03% variation in anger. This model is adequately fit ($F=5.2$, $p =<.05$). as per the results Eleventh hypothesis is accepted which states that Anxiety is expected to have a significant impact on anger. Regression analysis indicated that anxiety is a significant predictor ($\beta = 0.233$, $p<0.1$) of anger. Coefficient of determinants ($R^2= 0.0778$) showed that variation of anxiety can explain 7.78% variation in anger. This model is adequately fit ($F=8.26$, $p =<.01$) as per the results twelfth hypothesis is accepted which states that Aggressiveness is expected to have a significant impact on anger.

SUMMARY

The research aimed to study the relationship of competitive aggressiveness, anger, anxiety, achievement motivation, and confidence among athletes. Standardised tools were used to measure competitive aggressiveness, anger, anxiety, achievement motivation and confidence among athletes. A total sample of 100 in the age group of 18 - 25 years was collected. The results found out that there was a significant positive correlation between aggressiveness and anger. We also found that there was a significant positive correlation between anxiety and anger. However there came no significant correlation between anxiety and aggressiveness. Even there was no significant correlation between achievement motivation and aggressiveness. And there was no significant correlation between achievement motivation and confidence. Results found out that there was a negative correlation between confidence and anger. We also found that there was a negative correlation between achievement motivation and anger. And there came a negative correlation between confidence and aggressiveness. We also found that there was a negative correlation between confidence and anxiety. However there came a negative correlation between achievement motivation and anxiety. Regression analysis indicated that aggressiveness and anxiety are significant predictors of anger.

SUGGESTIONS

Anger management practices such as cognitive restructuring or self-regulation, emotional regulation, relaxation techniques can be beneficial to individual athletes. Pre-Performance routines such as mental warm-up, with action items for athletes to check off before starting practice or competition. It can include going over goals, visualization, positive self-talk, listening to music, and more. The goals are to clear the mind of distractions and to perform with a positive mindset and confidence. Positive Self-Talk, also referred to as “self-coaching,” this is a way for athletes to look at any situation in a positive light. Athletes can

coach themselves up by focusing on the right things, being optimistic, and circle breathing — one of the simplest and effective sport-psychology techniques. This is a slow, deep, controlled breath in through the nose and out through the mouth. It is a way to calm your mind, body and emotions, so that you can make good decisions. Re-Focusing on when one can control i.e., can control attitude, effort, preparation, and the present moment. These are factors that sports participants have 100 percent control over, and are less likely to be stressed or let anger turn negative. The ability to refocus your attention to the right thing at the right time is a key element in controlling anger and aggression. Mental skills and CBT-based interventions on stress and anxiety are effective ways. channelising aggression into the performance, positive self-talk, deep breathing, meditation can help in taking over aggression. watching videos of past performances- either of others or self. By watching others performance, the individual will be able to analyse the positives and negatives and can compare to their own performance. praising or social approval will also increase confidence. Goal setting , motivational self-talk and growing instinct motivation will help in increasing motivation among athletes.

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