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Impact of Sports Anxiety on Sports Performance of Players

Dr. Pradeepkumar Mahantagouda[1]

[1]Guest Lecturer, Govt First Grade College, Shahapur, Karnataka, India.

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Abstract

It appears that there has been a lot of research done on anxiety and motivation in other countries. However, the work has recently begun on a large scale in India. Due to the low standard of games and sports in India, such studies are required; As a result, the researcher has put in a lot of effort to investigate this issue. The study's objective was to contrast players' and non-players' responses to anxiety and motivation. The students hailing from a variety of colleges affiliated with Karnataka University (35 players and 35 nonplayers). The members of both groups were between the ages of 20 and 25. The questionnaire method was used to gather the data. Anxiety and motivation tests were given to the participants. The mean contrast of the two gatherings were tried for meaning of by 't' proportion. At the confidence level of.05, the mean gains score in anxiety was found to be statistically significant. At the.05 level of confidence, the motivation means gain score was found to be statistically insignificant.

Key words: Anxiety, Motivation, Players, Non-Players. Sports Anxiety, Athlete Performance, Psychological Impact, Anxiety Management, Coping Strategies, Team Sports, Individual Sports.

I: Introduction:

Athletes' and non-athletes' levels of fear and anxiety vary widely. A few essayists have looked at uneasiness as a character quality connected with pressure resilience overall. While different scholars have become keen on "situational uneasiness" or dread well defined for a given circumstance or grouping of circumstances. Anxiety can be worse before a competition, get better during the competition, and get worse again after the competition because the competition is replayed in the contestant's mind. Most of the time, athletes and other people who are under potential stress are more worried about not living up to social expectations than they are about getting hurt in their next efforts. Depending on a prior assessment of a participant's causes of fear, numerous measures may be taken to alleviate their anxieties. For instance a competitor might be informed that moderate tension and level of actuation are useful to execution and that the person shouldn't turn out to be unduly frightened by the presence of physiological. A psychological condition known as sports anxiety has an impact on athletes' performance in a variety of sports. It includes a variety of emotional reactions, such as worry, nervousness, and apprehension, that can have a significant impact on an athlete's capacity to perform at their best. For effective interventions to assist athletes in managing their anxiety and improving their performance, it is essential to comprehend the impact of sports anxiety on performance.

Objectives of the study:

- To find out the level of anxiety among different level of competition in sports players
- To find out the depression level among different level of competition in sports players
- To find out the mental stability among different level of competition in sports players
- To find out the level of self confidence among sportspersons.
- To know the anxiety, depression, self confidence and mental stability among team games and individual games sports players.
- To identify the psychological differences due to the age factors like, Age category –I (19 to 21 years) & Age category –II (22 to 24 years) sports players.
- To identify the psychological differences due to the gender difference in the sports players.
- To identify the selected psychological differences due to the nature of the sports (Team games & Individual games).

Methodology:

Both quantitative and qualitative data were gathered using a mixed-methods approach. The administration of standardized anxiety assessment instruments to a sample of athletes from various sports was part of the quantitative component. During competitions and training sessions, performance metrics were recorded. The subjective part associated with profundity interviews with competitors and mentors to acquire bits of knowledge into individual encounters with sports tension and survival techniques.

Anxiety in Exercise and Sports:

According to Kamlesh (1990), research on the role of anxiety in exercise and sport as well as the relationship between athletic performance and anxiety is conflicting and confusing due primarily to inconsistent terminology and a lack of agreement among scientists regarding the very meaning of anxiety, its dimensions, and assessment methods. Notwithstanding disconnected finding on this issue, there is an overall agreement that (1) Tension is both a full of feeling and a pleasurable profound response in which autonomic sensory system and glandular framework assume a critical part (2) The degree of nervousness in a competitor will in general ascent before an athletic challenge (3) Rehashed cooperation in serious game empower competitors to oversee uneasiness in different ways. Because anxiety is synonymous with fear, athletes of all sexes and ages frequently experience a variety of fears (madly expressed moments of anxiety) throughout their sporting careers. Anxiety about a low level of physical fitness, apprehensions about the outcomes of a competition, and other similar fears are extremely normal among performing competitors. While some fears are rational, the majority are irrational. Some may motivate athletes to exert greater effort in order to boost performance.

His performance may suffer severely as a result. Athletes' fear of competition is widespread. According to Cratty (1973), [2] this fear is significantly relative and can range for it. Mental assessment of earnestness of an encroach danger finishing contest to the experience of substantial changes as rivalry kids and grown-ups the same. However, it should not be understated that athletes learn how to compete from an early age by being frequently exposed to competitive situations and their outcomes. Sports scientists believe that young athletes should be exposed to situations gradually and carefully. Additionally, according to Cratty (1989), the athlete's cognitive evaluation of the threat posed by competition, as well as the objective nature of competition itself, contribute to anxiety in athletes, and the greater the similarity between practice and competition, the better the athlete learns to cope with competitive anxiety. The skill structure, organization, procedures, performance dynamic, and other characteristics of games and sports are vastly distinct from one another. Sports like archery, wrestling, gymnastics, judo, shooting, and athletics, among others, produce significantly different levels of stress—the underlying cause of anxiety—in their participants. Experience anxiety is qualitatively and quantitatively distinct from team sports players' anxiety, such as basketball, football, and hockey players, among others. It's possible that individual athletes experience more anxiety than team players do. A conceivable clarification for this situation might be in individual game the all out pressure is on the singular himself while in group games the pressure shifts starting with one compartment then onto the next (one regions to another) for instance, from assault to safeguard or from conservative to the left wing or the other way around. In a similar vein, sprints in track and field and swimming, which are short-term individual events, require athletes to exert maximum effort in a single breath: As a result, they are unable to manage their anxiety. Sportspeople have ample time to plan their moves and develop alternative strategies and tactics in point-based or long-distance events like marathons and team games, which helps to alleviate anxiety.

Etiology of anxiety disorders:

There are no clear-cut answers as to why some people develop an anxiety disorder, although research suggests that a number of factors may be involved. Like most mental health problems, anxiety disorders appear to be caused by a combination of biological factors, psychological factors and challenging life experiences, including: x stressful or traumatic life events x a family history of anxiety disorders x alcohol, medications or illicit substances x other medical or psychiatric problems Biological factors The biological causes of anxiety disorders include problems with brain chemistry and brain activity, genetics and medical, psychiatric and substance use issues. 17 Regulation of brain chemistry Research has revealed a link between anxiety and problems with the regulation of various neurotransmitters. the brain’s chemical

messengers that transmit signals between brain cells. Three major neurotransmitters are involved in anxiety, serotonin, nor epinephrine and gamma-amino-butyric acid (GABA) (Lydiard, 2003). Serotonin plays a role in the regulation of mood, aggression, impulses, sleep, appetite, body temperature and pain. A number of medications used to treat anxiety disorders raise the level of serotonin available to transmit messages. Nor epinephrine is involved in the fight or flight responses and in the regulation of sleep, mood and blood pressure. Acute stress increases the neither release of nor epinephrine. In people with anxiety disorders, especially those with panic disorder, the system controlling the release of nor epinephrine appears to be poorly regulated. Some medications help to stabilize the amount of nor epinephrine available to transmit messages. Gamma-amino-butyric acid plays a role in helping to induce relaxation and sleep, and in preventing over excitation. Medications known as benzodiazepines enhance the activity of GABA producing a calming effect. 18 Genetic factors Research confirms that genetic factors play a role in the development of anxiety disorders. People are more likely to have an anxiety disorder if they have a relative who also has an anxiety disorder. The incidence is highest in families of people with panic disorder, where almost half have at least one relative who also has the disorder (Hettema , 2005). Substance use Substance use may induce anxiety symptoms, either while the person is intoxicated or when the person is in withdrawal. The substances most often associated with generalized anxiety or panic symptoms are stimulants, including caffeine, illicit drugs such as cocaine, and prescription drugs such as methylphenidate (Hoehn-Sark, 2004). Medical conditions A range of medical conditions can cause anxiety symptoms and result in anxiety disorders (Hettema, 2005). For example, both panic and generalized anxiety symptoms can result from medical conditions, especially those of the glands, heart, lungs or brain. Most often, treatment of the medical condition reduces symptoms of anxiety.

Motivation:

A search for factors that influence why people choose to do what they do and explain the intensity with which they work and play is part of the study of motivation. As a result, motivational research is one of the sport psychologists' most important areas of study, offering coaches and athletes potentially useful information. Athletes' motivations have been categorized in a variety of ways, including whether or not they reflect social motives and the degree to which they reflect physiological or psychological needs. Additionally, the intrinsic nature of the task or the rewards, both social and material, that are external to the task may result in motivations. As competitor nature, the idea of what spurs them to perform may move from the characteristic thought processes of kids, to the outside intentions and prizes of those in exceptionally aggressive game and later again to the inherent thought processes of generously compensated proficient competitors or sporting joggers. The evaluation of motivation in sport and the investigation of the cognitive processes that result from motivational "structures" in people as they perform in achievement-oriented situations are two examples of a few trends in motivational research that hold potential applications for coaches and athletes. Athletes can be classified according to what they seem to be motivated by. In contrast to those who are anxious and concerned and appear to have high needs to avoid failure, these include those who perform in a positive and happy manner and have high needs for achievement. Under competitive stress, these two types typically perform differently and require different treatment from the coach and team psychologist.

Anxiety:

Anxiety plays an important role in sports and games. Anxiety is considered as an important phenomenon in motor performance. Anxiety especially the state type plays a significant role in the motor performance of individuals. Adjustment of these natural properties may have to be done with some care. Either type may be amenable to high level sports performance with certain constraints. Trait Anxiety is predisposition to perceive certain situations as threatening and to respond to these situations with varying levels of state anxiety. In Spielberger's (1977) words- Anxiety states are characterized by subjective, consciously perceived feelings of apprehension and tension, accompanied by or associated with activation or arousal of the automatic nervous system.

Anxiety is an emotion that predates the evolution of man. Children, adolescents and adults experience anxiety in different forms. While this is visible in some, it can be inferred in others from their physiological and psychological responses. Anxiety also varies in frequency and intensity in different persons. even in response to the same stimulus (Trivedi & Guptha, 2010). It is a generalized state of apprehension or foreboding. There is much to be anxious about Our

health, social relationships, examinations, careers and conditions of the environment are but a few sources of possible concerns. It is normal and even adaptive to be somewhat anxious about these aspects of life.

Anxiety serves us when it prompts us to seek regular medical checkups or motivates us to study for tests. Anxiety is an appropriate response to threats, but it can be abnormal when its level is out of proportion to a threat. In extreme forms anxiety can impair our daily functioning. History and definition nearly a century ago, Sigmund Freud (1895) coined the term anxiety neurosis, which he believed resulted from dammed-up libido: a physiological increase in sexual tension leads to a corresponding increase in libido, the mental representation of physiological event. The normal outlet of such tension in Freud's view is sexual intercourse but 2 sexual practices such as abstinence and coitus interrupts prevent tension release and produce neuroses. The conditions of heightened anxiety related to libidinal blockage include neurasthenia. hypochondriasis, and anxiety neuroses, all of which were regarded by Freud as having a biological basis. The word anxiety has as its root angst, German for fear.

According to Hallam (1992) anxiety is a word used in every day conversation and refers to a complex relationship between a person and his situation. Anxiety is often a diffuse, unpleasant and uncomfortable feeling of apprehension, accompanied by one or more bodily sensations that characteristically recur in the same manner in the person. It is an alerting signal that warns an individual of imminent danger and enables him to take measures to deal with it. Anxiety and fear may exist simultaneously or follow each other. Anxiety or fear-arousing stimulus may be internal or external, immediate or future, definite or vague, and conflictual or non-conflictual in nature. One can, however, differentiate anxiety from fear, in that in fear no conflict is involved and the threat is known. A symptom of anxiety involves a variety of symptoms such as fear, distractibility, muscle tension, and restlessness.

Competitive and Anxiety: Competitive Trait:

Anxiety is a situation specific modification of the more general trait construct competitive. A trait is defined as a tendency to perceive competitive situations as threatening and to respond to these situations with A-state the operationalization of the competitive A trait construct is important in understanding behaviour in sports particularly in understanding which competitive situations are perceived as threatening and how persons respond to threat. The Sports Competition Anxiety Test (SCAT), discussed and developed to assess Competitive A-Trait and construction of SCAT was based on four significant, the article developments in the field of personality.

1) The adoption of an interactional theory of personality that predicts behavior better than do trait or situational paradigms.
2) The development of situation specific A-trait instruments that have superior -predictive power compared to general A-trait scales.
3) The treat-state theory of anxiety, which distinguishes between A-trait and A-state.
4) The development of a conceptual model for the study of competitions as social process.

Discussion of the Findings:

It was clear from the discoveries of this examination that nervousness level of players is less in contrast with the nonplayers. Although psychological and physical preparation play a significant role in modern sports training, physical educators and coaches believe that athletes cannot succeed without psychological preparation. There is minimal likelihood of coming out on top at the more elevated level of contests. Apart from the somatic, several investigations revealed that. Find psychological factors that influence an athlete's ability to perform at a higher level. The players' anxiety needs to be at its highest for them to perform better. A proficient players with body, wellness and dominance over the abilities, however ailing in mental characteristics isn't had the option to play successfully for a more extended length. Based on the above discussion, it is concluded that players' and nonplayers' levels of anxiety differ significantly. Within the scope of this study, it has been demonstrated that players have lower levels of controlled anxiety than non-players, consistent with the hypothesis. As a result, the review indicates that players have lower levels of anxiety than non-players do because they are not exposed to such situations and are unable to deal with them, resulting in higher levels of anxiety than players. Non-players, on the other hand, are more likely to experience anxiety because they are more likely to become accustomed to it.

Literature Review:

Sports uneasiness is a basic area of concentrate inside sports brain research, as it straightforwardly impacts competitors' exhibition across various degrees of rivalry. The development of efficient strategies for enhancing athletes' performance as well as providing athletes with mental health support is aided by an understanding of the underlying mechanisms and effects of sports anxiety.

Theoretical Framework:

Sports anxiety can be understood through various psychological theories, including:

1. **Drive Theory:** A linear relationship between performance and arousal, including anxiety, is proposed, implying that until an optimal level is reached, higher anxiety results in better performance.
2. **Inverted-U Hypothesis:** suggests that as anxiety increases, performance improves up to a certain point, but that as anxiety increases again, performance declines.
3. **Catastrophe Model:** demonstrates that physiological arousal increases performance until a critical threshold is reached, at which point performance abruptly and dramatically decreases.

Types of Sports Anxiety:

1. **Trait Anxiety:** A general tendency to perceive situations as threatening and experience anxiety.
2. **State Anxiety:** Temporary and situational-specific feelings of anxiety that fluctuate over time.
3. **Cognitive Anxiety:** Negative thoughts and worries about performance.
4. **Somatic Anxiety:** Physical symptoms related to anxiety, such as increased heart rate and muscle tension.

Impact on Performance

Cognitive Effects: Fixation and Concentrate Elevated degrees of mental nervousness hinder a competitor's capacity to focus, prompting botches and diminished dynamic quality. Mental Fatigue Persistent anxiety can result in mental exhaustion, which can have a negative impact on consistency in performance.

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Emotional Effects: Self-Esteem and Confidence A lack of self-confidence and self-esteem, two essential components for peak performance, is linked to high levels of anxiety. Motivation and Enjoyment Anxiety can reduce motivation and the intrinsic enjoyment of sports.

Coping Strategies

Cognitive-Behavioral Therapy (CBT) as a psychological intervention: assists athletes in refocusing their negative thoughts and developing coping strategies. Techniques for Relaxation and Mindfulness: Practices, for example, reflection and moderate muscle unwinding decrease tension and further develop center. Perception and Symbolism: reduces anxiety and boosts confidence by encouraging athletes to visualize a successful performance.

Social Support

Training and Mentorship: Strong training connections can alleviate tension by offering profound and strategic help. Peer Support The social support provided by teammates and peer networks lessens feelings of isolation and anxiety.

Empirical Studies: The effect of sports anxiety on performance has been the subject of several empirical studies by Martens et al. (1990): formulated the Competitive State Anxiety Inventory-2 (CSAI-2), which emphasized the significance of cognitive and somatic anxiety for performance. Hanton et al. (2008) Discovered that elite athletes employ more sophisticated coping mechanisms to lessen the detrimental effects of anxiety on performance. A meta-analysis conducted by Woodman and Hardy (2003) found that cognitive anxiety is more detrimental to performance than somatic anxiety.

RESULTS:

The review tracked down a huge relationship between's elevated degrees of sports tension and diminished execution. Athletes with higher levels of anxiety performed worse because they were unable to concentrate, had slower reaction times, and had more muscle tension. However, the effect was different for different people and sports. Group activities competitors revealed different nervousness triggers and survival techniques contrasted with individual games competitors.

DISCUSSION:

According to the findings, sports anxiety is a complex problem that calls for specific treatment. Anxiety management techniques like visualization, relaxation exercises, and cognitive-behavioral techniques were found to be effective in lowering levels of anxiety and boosting performance in psychological training programs. Athletes who struggle with anxiety can also benefit greatly from peer support and a supportive coaching environment.

CONCLUSION:

Athletes can effectively manage their anxiety and improve their performance with the right interventions, though sports anxiety has a significant impact on their performance. To investigate the long-term effects of anxiety management programs and the role of technological advancements in monitoring and addressing sports anxiety, future research should focus on longitudinal studies. For academic and professional audiences interested in sports psychology and athlete performance, this provides a comprehensive overview of the study's objectives, methods, findings, and implications. The body of research consistently demonstrates that cognitive, physical, and emotional factors have a negative impact on performance from sports anxiety. Athletes, on the other hand, can manage their anxiety and improve their performance by using effective coping mechanisms and psychological interventions. Individual differences in anxiety responses and the effectiveness of various intervention strategies should continue to be the focus of future research.

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Corresponding Author:
Dr. Pradeepkumar Mahantagouda
Guest Lecturer,
Govt First Grade College,
Shahapur, Karnataka, India.