

SPORT PSYCHOLOGY: AN ANALYSIS OF ATHLETES AND WRESTLING BEHAVIOR

Mr. Hariram Yadav

Research Scholar, Rani Durgavati University, Jabalpur (M.P.)

Abstract:- All the unreachable section of society is always in the priority of our nation and several attempts were made, is being made by the Governments. But there are many barriers in the development of these peoples. The society is trying to overcome all these problems by providing equal opportunities to them in the form of Inclusion. Inclusive Education isn't foreign word in Indian Education system. It helps individual for meaningful involvement and equal access to opportunity. It works on the certain principles to meet the objectives of all-around development by protecting the rights of every individuals. There have been many framed policies, which give suggestion about Inclusive Education. This is the time where we not only talk about their requirements as a learner, but give them their rights. Here, we will discuss what provisions have been already made and Implementation of all the new ones for achieving the goal of free and compulsory education for all.

Keywords:- *Inclusive Education, EFA, RTE, Differently-abled, SEDGs.*

I INTRODUCTION

Athletes have identified several sources of acute stress in team activities: receiving unpleasant input from peers, fans, coaches, experiencing pain or injury, making a physical or mental error, receiving a "bad" call from an official, and receiving negative feedback from the coach (Anshel, 1996; Anshel & Kaissidis, 1997).

A large portion of the stress in sport studies has focused on competition induced stress. This includes the stress experienced by athletes prior to (e.g., Felt, Lirgg & Albrecht, 1992; Gould & Weinberg, 1985; Kroll, 1980), during (e.g; Jones & Haedy, 1990; Madden et. al. 1995), or immediately following competition (Pargman, 1986). However, the competitive experience is only a fraction of the overall sporting experience. Other aspects of athlete's sporting life, such as training, rehabilitation, team meeting, considered when investigating the sources of stress.

A wide range of sources of stress have been identified that extend well beyond the competitive event. For example, the source of stress identified by Scanlon et. al.(1991) included worries about performing poorly, interpersonal conflict .Balancing skating and study commitments, limited financial resources, and family disturbances.

Sport is an arena of achievement in which ability is publicly tested, scrutinized and evaluated. Because of debilitating

effects that stress can have on performance athlete must learn to cope with the demand and pressures of competition if they are to enjoy and succeed in sports.

The importance of acknowledging the athlete's appraisals is their direct impact on the individual's emotional response to the stressful event, to the type of coping strategy the athlete selects, and to the effectiveness of that strategy (Hardy, Jones& Gould, 1996; Smoll & Smith,1988).

An athlete's appraisal of an event may be closely linked to his or her subsequent use of coping strategies- or, if the event is not perceived as stressful to not having to cope all. For example, if an athlete interprets and event as not stressful or only slightly stressful , a coping strategy may not be required . If, however, the event is appraised as highly stressful, then the content of the appraisal will partially determine the athlete's selection of a coping strategy or set of strategies (Anshel & Delany, 2001).

Athletes who are involved in competitive sport can expect to be placed regularly under intense physical and psychological demands. These demands require athletics to use not only the technical and tactical skills that they have developed but also cognitive and behavioral coping skills in order to achieve performance success and satisfaction (Crocker, Alderman and Smith,1988)

In a study on U.S. Olympic wrestlers for scoul Olympics (Cold, Eklund and Jackson1988) it was observed that wrestlers employed a variety of coping strategies including :

(a) thought control strategies (blocking distractions, perspective taking , Positive thinking, coping thoughts, and prayer), (b) task focus strategies (narrow, more immediate focus, concentrating on goals), (c) behavioral based strategies (changing or controlling the environment, following a set routine) and (d)emotional control strategies(arousal control, visualization). the coping efforts of the Olympic wrestlers reflected a dynamic complex process involving a number of strategies , often in combination.

Intensity of stress can be viewed asa function of the stressful event. Intensity of stress and coping used depends on the sex and the age of participants. Goyen and Ashel (2000) observed that males and adults experienced significantly higher acute intensity than females and adolescents, respectively, following performance- related stressors (e.g. making a physical or mental error). However, females reported higher stress intensity than males for the stressor-social evaluation; adolescents were more stressed than adults due to events related to the actions of (e.g. coach and parents hassling or criticizing, spectators booing). Significant age gender differences were observed in the frequency with which selected coping strategies were used as a function of the stressor. Males preferred problem- focused coping and females used emotion focused coping after stressors-experiencing pain and injury, being intimidated by opponents, and parental criticism. However, Emotion-focused coping was more common among adolescent males than adolescent females in response to a cheating opponent.

The ability to cope with pressure and anxiety to increase performance is an integral part of sports (Orlick & Partington, 1988; Jones, 2000; Jarvis, 2002). There is considerable evidence in support of the relationship between anxiety and coping strategies and performance of athletes (Humara, 1999) Among the popular coping strategies used athletes to deal with anxiety are goal setting, breath control, imagery, positive self talk, focus on the present, progressive relaxation, biofeedback. Autogenic training, mediation and thought stopping (Orlick & Partington. 1988, Martens, etal., 1990; Gould, Eklund & Jackson, 1993; Ampofo-Boateng, 2009) Coping is also linked to performance, with research indicating that most successful athletes use more coping strategies than less successful athletes (Orlick & Partington , 1988 Gould, 1993).

Besides using positive coping strategy, athletes are also found to use negative coping strategies like drugs (Anshel, 1991; Weinberg & Gould, 1999; Bacon & Russell, 2004), and Smoking (Baumert, Henderson & Thompson, 1998). According to the research conducted by Anshel (1991) 48.9% male athletes and 49.2% female athletes used drugs in sports. A few research show that alcohol usage among athletes was higher than non athletes (Weinberg & Jackson, 1992).

Elite athletes repeatedly have to perform under high pressure and it is therefore not surprising that psychological characteristics often distinguish those successful at the highest standard from their less successful counterparts. Association between psychological skills and sports performance is well documented Mahoney et. al. (1979) identified potential constructs assessing motivation, confidence, anxiety control, mental preparation, team emphasis and concentration.

Compared to non-elite athletes, elite athletes reported to be more motivated to do well in sports, were more self confident, experienced fever problems with anxiety, relied more on internally referenced and kinesthetic mental preparation, were more focused on their own performance then that of their team and were more successful at deploying their concentration.

Performance pressure is an inherent characteristic of competitive sports. The challenge of competition is to determine a winner. The more similar the abilities of the competitors and the greater the perceived importance of the event, the more likely the high level of pressure well be experienced by athlete facing that challenge. They must be able to consistently perform at or near peak levels when exposed to the highest levels of competition, therefore athletes need to develop the ability to effectively respond mentally, emotionally and physically in competitive environment.

Competitive sports are an extremely stressful experience and athletes have reported a variety of stressors including concerns about errors, out come, opponents, and the weather. The failure to cope with stress can result in a variety of negative consequences such as decreased performance injury, dissatisfaction and sports withdrawal. It is widely accepted that athlete must learn to cope with stressors to reduce these undeniable consequences.

II VIEW OF LITERATURE IN THIS RESEARCH PAPER

A review of literature related to perceived stress among athletes and wrestling used by the athletes which the scholars could gather from different sources have been abstracted and presented this research paper.

Goyen and Anshel (2000) examined the sources of acute stress and related coping processes following stressful events in competitive sports for 65 adult (37 males and 28 Females), and, 74 adolescent (39 males and 35 females) athletes. The sources of intense acute stress and concomitant “typical” coping responses following acute stressors were identified. MANOVA indicated that stress intensity was a function of the type of stressful event females and adults, respectively, following performance- related stressors (e.g. making a physical or mental error). However, females reported higher stress intensity than males for the stressor, social evaluation; adolescents were more stressed than adults due to events related to the actions of (e.g. coach and parents hassling or criticizing, spectators booing). Chi-square analyses indicated significant age gender differences in the frequency with which selected coping strategies were used as a function of the stressor. Males preferred problem-focused coping and females used emotion focused coping after stressors, experiencing pain injury, being intimidated by opponents, and parental criticism. However, Emotion- focused coping was more common among adolescent males than adolescent females in response to a cheating opponent. Age, Gender, and characteristics about the stressful event, supporting the transactional coping model, should jointly be taken into consideration when investigation the coping process in sport. Implications of these result include the need for coaches and parents to be cautious in their communication style when providing critical feedback on performance. They toyounger athletes use maladaptive coping skills more often than older-aged competitors. They are more susceptible to both acute and chronic forms of stress in sport. Examining the manner in which the coping process changes from adolescence to adulthood following stressful events in competitive sport clearly warrants further study.

Parnabas Mahmood and Boateng (2009) studied the relationship between competitive anxiety and coping strategies among athletes of different levels of representation in Malaysian sport (national, state, district, university, and school levels) and gender902 Malaysian athletes and comprised of national athletes (N=53), state athletes

(N=395), distric athletes (N=120), university athletes (N=211), and school athletes (N=123), completed a 27-item competitive state anxiety inventory -2, a 16-item positive coping Anxiety strategies (cognitive and somatic), and a 3-item Negative coping strategies. The data for the competitive state Anxiety Inventory -2 was collect twice, before and during competition the analysis of data showed that male and national athletes level athletes used the highest level of cognitive strategies. They also found that male and district level athletes used the highest level of negative coping strategies. A negative correlation was also found between cognitive and somatic coping strategies, and cognitive anxiety. National and state level athletes had the highest level of performance and school level athletes the lowest. Athletes, who used the highest level of cognitive, somatic or negative coping strategies achieved the highest performance in sports.

Pollman and Morley(2009) tried to discover whether athletes of different pubertal status, chronological age, and gender reported distinct coping strategies in response to stress during a competitive event in their sport. A secondary aim of their study was to examine pubertal status group, chronological age, and gender differences in coping effectiveness. Participants were adolescent athletes (n = 527), classified as beginning-pubertal (n = 59), mid-pubertal (n = 189), advanced-pubertal (n = 237), and post-pubertal (n = 22). Findings revealed that there were small, but significant differences in how athletes of different pubertal status and chronological age coped. There were also significant differences between how athletes of different pubertal status perceived the effectiveness of their coping strategies., Their results suggested that the relationship between pubertal status and coping and coping effectiveness is different from the relationship between chronological age and coping and coping effectiveness.

Smith et .al (2011) examined the relationship between perceived coaching behaviors, coping strategies during a sport competition, and sport achievement. They used a prospective design in which 80 athletes from individual sports completed measures of perceived coaching behaviors two days before a competition (Time 1) and measures of coping and sport achievement within three hours after a sport competition (Time 2).Results of multiple regressions indicated that supportive coaching was a positive predictor of task-oriented coping and sport achievement whereas unsupportive coaching was a positive predictor of disengagement-oriented coping. Both types of coping were

significantly associated with sport achievement. Task-oriented coping was a significant partial mediator in the relation between supportive coaching and sport achievement. Their study contributes to both the coaching and coping literatures, highlights the role of supportive coaching behaviors in the initiation of effective stress management during sport competitions.

III COLLECTION OF DATA

In order to ensure full co-operation from subject, the scholar had a meeting with them in presence of their respective coaches and managers. The purpose of the study was explained to them and doubts if any were classified in order to ascertain that there was no ambiguity among the subjects regarding the efforts, which they had to put in, for the successful completion of the investigation.

All subjects voluntarily extend their full co-operation and the coaches of respective teams ensured that the subjects were made available for the collection of data as and when required.

Wrestlers were assessed during wrestling meets and one week training period following each meet. The first assessment familiarized the participant with the testing protocol. The last assessment was used for the primary analysis to determine coping consistency.

During the competition, each subject was assessed separately. Each subject was asked to identify most important bout for each meet. Within an hour period following the identified meet, coping was evaluated. Each subject was guided through the coping questionnaire and provided with clarification if requested. Participant were asked to indicate how much they had used each of the coping strategies in the period immediately leading up to and including the meet. For competition only the following eight coping scales were assessed: active coping, planning, suppression of competition activities, positive reinterpretation, venting of feelings, humor, wishful thinking, and self blame.

IV CONCLUSION

The interpretation of interaction component is that over and above the main effects of wrestlers and situations, at least some wrestlers score higher in a coping scale in some competitive situations and lower in other competitive situations. For example if wrestler is using a coping strategy in a consistent manner across competition / practice will be reflected by a low wrestler by situation interaction

component. If the strategy is not being used consistently then the wrestler by situation interaction component would be high.

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