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"CORRELATIONAL STUDY AMONG SELF CONFIDENCE AND ANXIETY AMONG ATHLETES"

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ABSTRACT

An Objective of the study was to search the relationship between self-confidence and anxiety among Athletes. Hypothesis: Positive correlation between anxiety and self confidence of Athletes. Sample: For the present study 80 Sample were belongings to Jalna and Aurangabad, 80 subjects were Athletes. The age range of subjects was 18-25 years. Purposive non-probability sampling technique was used. Tools: 1) Sports Anxiety Test (SAT) this scale was constructed and standardize by Dr. Quadri Syed Javeed. That test consists of 30 items, each item 'YES' 'NO' type alternatives. 2) Agnihotri's Self-confidence Inventory (ASCI): This test is developed and standardized by Rekha Agnihotri the 56 items. The subjects were required to respond to each item "YES" and "NO". Result: Positive correlation between self confidence and anxiety among Athletes.

KEYWORDS: Correlational Study , Self Confidence and Anxiety , physiological arousal .

INTRODUCTION:
Initial inquiries attempted to determine the anxiety-performance relationship through arousal-based explanations. For example, drive theory (Spence and Spence, 1966) purported that an increase in drive or arousal was associated with a linear increase in performance providing that the learned dominant response was one of a correct skill execution. This approach was superseded in sport psychology by the inverted-U hypothesis (Oxendine, 1970) that described the relationship between arousal and performance through an inverted-U Increases in arousal up to an 'optimal' level were suggested to result in positive performance gains, beyond which performance decrements occurred. Optimal levels of arousal were also suggested to be dependent on the type of task, with more complex tasks requiring lower arousal levels for optimal performance (cf.

Landers and Arent, 2001).

A recent approach that accounts for the positive aspects of the arousal performance relationship is that of reversal theory (Kerr, 1993). Based upon the work of Apter (1982, 1984), the theory suggests that motivation is influenced by changes or reversals between four paired alternate meta-motivational states. In a telic state, high physiological arousal will be interpreted as anxiety; whereas in a par atelic state, high physiological arousal will be experienced as excitement. Equilibrium in the desired meta-motivational state is achieved when minimal differences arise between an individual's preferred and actual arousal state. In addition, contingent upon the perceived pleasure or hedonic tone of the individual, performers can also suddenly reverse from the experience of high arousal as excitement to one of anxiety (Kerr, 1997). Unlike the inverted-U hypothesis, high levels of physiological or felt arousal may not automatically lead to detrimental performance consequences and may actually be beneficial. Although some support exists for the tenets of reversal theory (Kerr, 1997), and the fact that it attempts to explain the more positive aspects of the individual's competitive affective experience, the approach has been suggested as offering little in terms of explaining how and why anxiety (through changes in arousal states) might affect motor performance (cf. Woodman and Hardy, 2001).

In contrast to Hanin's approach that suggests an appropriate emotional zone exists for optimal performance (e.g., high levels of anxiety can have positive performance effects), multidimensional anxiety theory (MAT; Martens, Burton, et al., 1990) describes the relationship between the specific components of the competitive state anxiety response and performance. While self-confidence is predicted to exhibit a positive linear association with performance and somatic anxiety a quadratic or inverted-U relationship (i.e., performance increases up to a given level of symptom intensity), cognitive anxiety is suggested to exhibit a negative linear relationship with performance. Burton's (1998) review of the relationship between the separate components of anxiety and performance indicated that of the sixteen studies examined, only two strongly supported the theoretical predictions (i.e., Burton, 1988; Taylor, 1987); six provided moderate or partial support (i.e., Barnes, Sime, Dienstbeir, and Plake, 1986; Gould et al., 1987; Jones and Cale, 1989; Krane, Williams, and Feltz, 1992; Maynard and Cotton, 1993; Williams and Krane, 1993); and eight provided weak support that was unable to demonstrate any anxiety-performance relationship (i.e., Caruso et al., 1990; Gould et al., 1984; Hammermeister and Burton, 1995; Karteroliotos and Gill, 1987; Martin and Gill, 1991; Maynard and Howe, 1987; Maynard, Smith, et al., 1995; McAuley, 1985). Although MAT provides some indication of the positive influence that somatic anxiety (up to moderate levels) and self-confidence can have upon invariably be negative and detrimental, with no positive consequences. In addition, the findings from recent meta-analyses suggest weak to moderate relationships between the subcomponents of multidimensional anxiety and performance (e.g., Craft et al., 2003; Woodman and Hardy, 2003) and emphasize both conceptual and methodological shortcomings (Burton, 1988, 1998; Jones, 1995a, 1995b; Raglin, 1992; Woodman and Hardy, 2001). One particular criticism is that MAT attempts to explain the additive as opposed to interactive effects of the competitive anxiety subcomponents upon performance (Hardy, 1990; Woodman and Hardy 2001).

AN OBJECTIVE OF THE STUDY:
1) To search the relationship between self-confidence and anxiety among Athletes.

HYPOTHESIS:
1) Positive correlation between anxiety and self confidence of Athletes.

METHODS:
Sample:
For the present study 80 Sample were belongings to Jalna and Aurangabad, 80 subjects Athletes. The age range of subjects was 18-25 years. Purposive non-probability sampling technique was used.

Tools
1) Sports Anxiety Test (SAT)
This scale was constructed and standardize by Dr. Quadri Syed Javeed. That test consists of 30 items, each item 'YES' 'NO' type alternatives. Reliability of the test was found by test retest method, and it was found to be .89 for the anxiety measure. Validity the test was also validated by correlating the scores obtained on this test with the scored obtained by the subject on Dr. Ravikant and Dr. V N Mishra (2003) Sports Competition Anxiety Inventory. The Concurrent Validity coefficient obtained is .84 which is significant beyond .01 levels.

2) Agnihotri's Self-confidence Inventory (ASCI):
This test is developed and standardized by Rekha Agnihotri the 56 items. The subjects were required to respond to each item "YES" and "NO". This is well known test having high reliability and validity coefficients.

Procedures of data collection
3) Sports Anxiety Test (SAT) and Agnihotri's Self-confidence Inventory (ASCI) test administered individuals as well as a small group. While collecting the data for the study the later approaches was adopted. The subjects were called in a small group of 20 to 25 subjects and there seating arrangements was made in a classroom. Prior to administration of test, through informal talk appropriate rapport form. Following the instructions and procedure suggested by the author of the test. The test was administered and a field copy of test was collected. Following the same procedure, the whole data were collected.

Variable
Independent variable-
1) Athletes

Dependent Variable
1) Self Confidence
2) Anxiety

Statistical Analysis and Discussion
Athletes Mean, Std. Deviation, Std. Error of Mean and person r dimension on self confidence and anxiety.

Statistics

		Anxiety	SC
N	Valid	50	50
	Missing	0	0
Mean		25.9200	26.0000
Std. Error of Mean		.18034	.19166
Std. Deviation		1.27520	1.35526

Correlations

		Anxiety	SC
Anxiety	Pearson Correlation	1	.495**
	Sig. (2-tailed)		.000
	N	50	50
SC	Pearson Correlation	.495**	1
	Sig. (2-tailed)	.000	
	N	50	50

**. Correlation is significant at the 0.01 level (2-tailed).

SPSS 16 versions was used for statistical analysis.

The results related to the hypothesis have been recorded. Mean of anxiety was 25.92 and mean of self confidence was 26.00, the difference between the two mean (anxiety and self confidence) was highly correlate person r (49) = .495

Null hypothesis – there was no significantly difference between anxiety and self confidence of Athletes was rejected and research hypothesis was accepted Positive correlation between anxiety and self confidence of Athletes. And Support the Hypothesis.

Similar results were showed individuals may sometimes perform better than their low anxious counterpart is processing efficiency theory (PET; Eysenck and Calvo, 1992). Based upon Eysenck's (1986) work in the field of cognitive psychology, the experience of high anxiety symptoms is suggested to lead to positive performance consequences (cf. Hardy 1997). A recent approach that accounts for the positive aspects of the arousal performance relationship is that of reversal theory (Kerr, 1993). Spence, 1966) purported that an increase in drive or arousal was associated with a linear increase in performance providing that the learned dominant response was one of a correct skill execution.

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