ISSN 2231-2137

CONTEMPORARY RESEARCH IN INDIA

A Peer-Reviewed Multi-Disciplinary International Journal

NAAS Score 2019 : 3.23
Indexed in Indian Citation Index
Impact Factor : 4.58 (CIF)

Volume : 10 Issue : 1 March, 2020

www.contemporaryresearchindia.net

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Contemporary Research in India (ISSN 2231-2137): Vol. 10: Issue: 3 Sept., 2020 (www.contemporaryresearchindia.net)

CONTEMPORARY RESEARCH IN INDIA
ISSN 2231 - 2137

A SURVEY OF THE AWARENESS ABOUT YOGA AND ITS EFFECT

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Received: 21/08/2020	Edited: 28/08/2020	Accepted: 03/09/2020

Abstract: Importance of yoga is very highly appreciated by world now days. Yoga is important for physical and mental fitness in everyone's life. Yoga is more effective exercise than any other exercise. Yoga can boost mental and physical health of the human being. In school and colleges, it should be compulsory for the students to live a healthy life. Its awareness should be created in education field. Effect of Yoga is more on maintaining our physical health and fitness. It increases our immunity power to fight against the diseases. In covid 19 pandemic, Yoga is the effective exercise. Due to that reason researcher wants to study its effectiveness and awareness among students. In this research paper, researcher discussed about the Research method, Sampling Tools for Data collection, Statistical tools, Data analysis and, interpretation etc. researcher mentioned here some major findings and conclusions also

Key words: Yoga, awareness.

Introduction

The present research paper focused on the issue of a survey of awareness about Yoga and its effect on physical fitness of human being. Yoga is more effective exercise than any other exercise. Yoga can boost mental and physical health of the human being. In school and colleges, it should be compulsory for the students to live a healthy life. Its awareness should be created in education field. Effect of Yoga is more on maintaining our physical health and fitness. It increases our immunity power to fight against the diseases. It is necessary to check the awareness about Yoga and its effect on physical fitness among the students and teachers. Due to that reason researcher selected this topic for the research.

In this research paper, researcher discussed about the Research method, Sampling Tools for Data collection, Statistical tools, Data analysis and, interpretation etc. researcher mentioned here some major findings and conclusions also. Researcher prepared questionnaire and Interview Schedule for the present research to collect the data which is interpreted and mentioned in the form of conclusions.

Objectives and importance of the study

1) To know the meaning of Yoga.
2) To know the meaning of physical fitness.
3) To know the awareness among students about Yoga.
4) To study the effect of Yoga on physical fitness of the students.
5) To study the problems about practice of Yoga.
6) To suggest remedies to the problems.

Delimitations of the study

1] The study has been delimited to the higher secondary teachers and students in Solapur district only.

2] The study was delimited to the views of yoga practice about the teachers and students of higher secondary level.

3] The present study is limited only for the Arts and commerce faculty teachers and students.

Research methodology

A. Research method

Researcher used Survey method for the present research according to achieve the objectives of the research.

B. Sampling

For the present research paper, researcher selected the 10 teachers and 30 students in the field of Arts and Commerce College Velapur for the research with the help of purposive sampling to collect the data.

E. Tools for Data collection

For the present research paper, Researcher used Questionnaire and Interview Schedule for the present research to collect the data.

F. Statistical tools

Researcher collected the data and analyzed it with the help of mean and percentage as statistical tools for interpretation.

G. Research Procedure

1] In the present research paper, researcher followed the survey method.

2] Questionnaire and Interview schedule were prepared according to the objectives of the research. Questionnaire - It is prepared to collect the data from students. Selected students filled the questionnaire.

3] And Interview Schedule - It is prepared to collect the data from teachers

3] And thus data gathered and analyzed by using Mean S.D. and with percentage.

H. Data analysis and interpretation

Findings of the research were made according to the collected data and its interpretation

Research Findings

1. According to the responses, it is noted that students know the meaning of Yoga and how to do it.
2. According to the responses, it is noted that most of the teachers and students know merits of Yoga on physical fitness.
3. Students are well aware about the Yoga and its merits in our day today life.
4. According to the teachers and students response, they said that due to Yoga one can maintain his or her physical fitness.
5. According to the teachers and students response, they said that due to Yoga practice mental and physical health becomes strong.
6. Research pointed out that Yoga practice should be compulsory in schools and colleges for health awareness.
7. Lack of experts, lack of time, ignorance about the personal health of the students, lack of proper awareness about the Yoga and its effect etc are some of the problems mentioned by teachers and students.
8. According to the responses, it is noted that most of the teachers know that there is effect of population explosion on Economy of the family.
9. Teachers should make aware to the students Yoga and its effect on physical fitness of the students.
10. Yoga can also helps in maintaining Physical fitness and for better results in academic achievement.

Conclusion

The present research paper focused on the issue of Yoga and its effect on physical fitness. This paper also focused on the objectives like to know the meaning of Yoga, to know the meaning of Yoga and physical fitness, to know the awareness among students about Yoga and its

effect on physical fitness, to study the problems about Yoga exercise and to suggest remedies to those problems.

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भिंताडे वि.रा. : (१९८९) शैक्षणिक संशोधन, (प्रथम आवृत्ती), नूतन प्रकाशन. पुणे

STUDY OF THE EFFECTIVENESS OF THE YOGA PROGRAM ON THE BOYS' PHYISICAL FITNESS OF HIGHER EDUCATION

Dr. Wangujare S. A.

Director of Physical Education

Adv. B. D. Hambarde College Ashti, Dist: Beed

Abstract

The present study is based on to find out the effectiveness of Yoga program on the boys' physical fitness of Higher Education. Yoga is a type of exercise in which you move your body into various positions in order to become more fit or flexible to improve your breathing, and to relax your mind. Researcher prepared one program for the students and implemented it on experimental group. After the analysis and interpretation, researcher pointed out some research findings. The present study is important for the teachers of Physical Education. This study is important to know the effect of yoga program on Boys' physical fitness. This study is also important for the developing concentration and fitness of the Boys of higher education

Introduction

Yoga is a type of exercise in which you move your body into various positions in order to become more fit or flexible to improve your breathing, and to relax your mind. Yoga stretches our muscles and soft tissues of our body. It is very useful for our physical fitness According to our Hindu spiritual philosophy: there are three major branches like

1] Janna Yoga, the path of knowledge

2] Karma Yoga the path of action

3] Bhakti Yoga;, the path of devotion.

In this research paper, researcher tried to use such benefits of Yoga and prepared one program for the students and implemented it in students. Researcher mentioned here some of the objectives of the research study.

Need and Importance

1. The present study is important for the teachers of Physical Education.
2. This study is important to know the effect of yoga program on Boys' physical fitness.
3. This study is also important for the developing concentration and fitness of the Boys of higher education.

Research Objectives

1. To study the present condition of the Boys' physical fitness.
2. To study the effect of Yoga program on Boys' physical fitness. .
3. To study the problems of Boys' physical fitness
4. To prepare the yoga based physical fitness program..

Scope and Limitations of the research

1. The present study is limited to the Boys'of higher Education.
2. The present study is limited to the academic year 2019-20.
3. The present study only focused on the effect of yoga based program on boys' physical fitness..

Research Methodology

1. **Research Method :**

   For the present study researcher used experimental method to achieve the objectives of the research.

2. **Method of Sampling –**

   Researcher selected 50 Boys from the Higher Education.

3. **Research Tools- -**

Researcher used 600 Yard Run-Walk test for testing their physical fitness. As post test for both Control and experimental group.

4. **Statistical Tools** –

Researcher has used't' test for testing the hypothesis of the present study.

5. **Research Procedure**

- For the present study, researcher selected the 50 students with purposive sampling method of sample
- Then researcher prepared two equal groups of the 25 students on the basis of their physical fitness performance test.
- After that researcher prepared the Yoga based physical Fitness program and implemented it on Experimental group for 15 days
- After that researcher used 600 Yard Run-walk test for collection of the data.
- After the collection of the data researcher put the analysis and interpretation of the data in the form of research findings.

ANALYSIS AND INTERPRETATION COLLECTED DATA

FREQUENCY DISTRIBUTION TABLE OF THE SCORES OBTAINED BY THE STUDENTS FROM CONTROL AND EXPERIMENTAL GROUPS IN A POST TEST

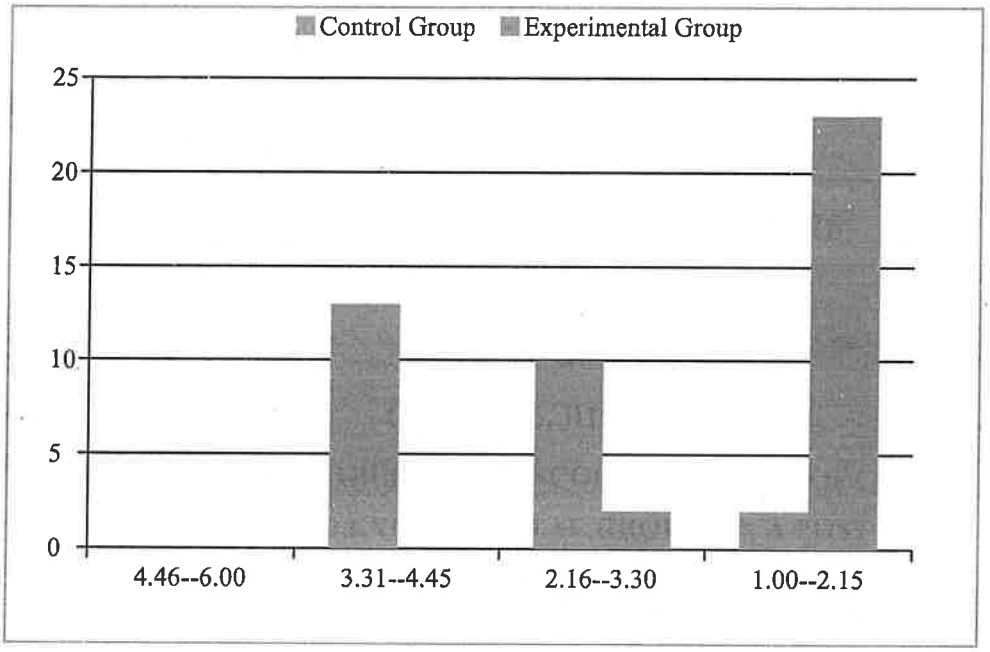
Table No. 01

Post test		
CI	**Control Group**	**Experimental Group**
4.46--6.00	0	0
3.31--4.45	13	0
2.16--3.30	10	2
1.00--2.15	2	23

Total	**25**	**25**

Graph No. 01

FREQUENCY DISTRIBUTION TABLE OF THE SCORES OBTAINED BY THE STUDENTS FROM CONTROL AND EXPERIMENTAL GROUPS IN A POST TEST



Ho.01: There is no significant difference between the performance of the Boys from the control and experimental group in post-test.

Table No. 02

MEANS AND STANDARD DEVIATIONS

Sr. No..	´ Measure	Control Group	Experimental Group
		Post Test	Post test
1	N	25	25
2	M	2.48	1.41
3	SD	2.51	2.71

4	DM	1.07
4	t- value	2.81*
5	df	48

According to the above table no. 02, it is clear that the calculated't' value 2.81 is higher than the obtained't' value 1.94.for the 48df. Due to that reason Null hypothesis is rejected. There is difference in the obtained marks in the 600 yard run-walk post test of Experimental group Boys than the control group. So the Yoga based program is very effective to increase the Boys' physical fitness.

Research Findings

1] Yoga based program for the students of Higher education can be prepared to develop their physical fitness.

2] Yoga can develop concentration and fitness of the students of higher education.

3] Experimental group students are better in 600 yard Run- Walk test than the control group students who didn't receive treatment of Yoga.

Conclusion

This study is important to know the effect of yoga program on Boys' physical fitness. This study is also important for the developing concentration and fitness of the Boys of higher education. The present study also shows that teachers and parents should follow Yoga for their child for developing physical fitness.

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This is to certify that Prof./Dr./Mr./Ms Dr. Wangujare S. A. of Director of Physical Education Adv. B. D. Hambarde College Ashti, Dist: Beedha participated in One Day Multidisciplinary International e-Conference on "*Physical and Human Dimensions of Environment, Climate Change, an Sustainable Development*" organized by the Dept. of Geography and IQAC Cell of Sharadchandra Mahavidyalaya, Shiradhon on 25th Februar 2021, in Virtual mode.

He/She has presented a research paper entitled **STUDY OF THE EFFECTIVENESS OF THE YOGA PROGRAM ON THE BOYS' PHYISICAL FITNESS OF HIGHER EDUCATION**

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Issue of Certificate-25/02/2021

Impact Factor – 6.625 ISSN – 2348-7143

INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S

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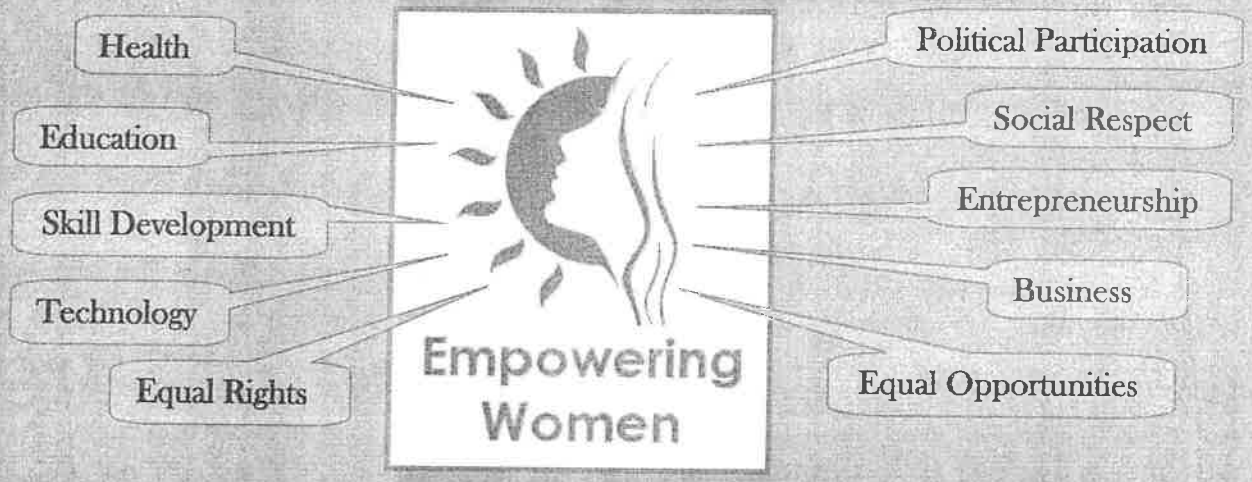

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SWATIDHAN PUBLICATIONS

Impact Factor – 6.625 ISSN – 2348-7143

INTERNATIONAL RESEARCH FELLOWS ASSOCIATION'S

RESEARCH JOURNEY

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 Price : Rs. 800/-

Editorial Board

Published by –

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Impact Factor - (SJIF) - 6.625 (2019) 2348-7143
Special Issue . 212 (A) January-2020
Women Empowerment

Women's Contribution in Sports

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Abstract:

this paper is concerned with women's contribution to sports. Women are participated and played various games in present also past. Women's are playing very vital role in sports. Like cricket, kabbadi, kho-kho, badminton wrestling, athletics etc, and more. As well as they playing the role in family also as a house -wife. In present we can see lot of women double role. They have double responsibility family and game. So in present era is identified as women's empowerment era. Women are becoming powerful day bay day. They are doing their work with men as equal.

Key-words: women, game, sports, nation empowerment

Introduction:

In many countries, it has been recognized that sport can be a force to amplify women's voices and tear down gender barriers and discrimination. Women in sport defy the misperception that they are weak or incapable. Every time they clear a hurdle or kick a ball, demonstrating not only physical strength, but also leadership and strategic thinking, they take a step towards gender equality. There is good evidence that participation in sports can help break-down gender stereotypes, improve girls' and women's self-esteem and contribute to the development of leadership skills. Second, women and girls continue to face discrimination in access to sports as athletes and spectators, and inequalities in professional sports, media coverage, sports media and sponsorships.

Women are far more visible in sports today than at any previous point in history. The Olympics of the modern era started as an all-male event, with women making gradual inroads to compete in different disciplines. As such, women competed for the first time at the 1900 Games in Paris. Of a total of 997 athletes, 22 women competed in five sports: tennis, sailing, croquet, equestrianism and golf. Incredibly enough, women were only allowed to run the marathon in the Olympics in 1988. Also, with the addition of women's boxing to the Olympic programme, the 2012 Games in London were the first in which women competed in all the sports featured.[1]

In both subtle and explicit ways, women face many barriers to participating in sports, which prevent women and girls from reaping the many benefits that can be gained from playing sports and engaging in physical activity. Around the world, women encounter discrimination and stereotyping. Women athletes receive lower levels of media coverage, and are subjected to sexist and derogatory language in the media and from people in their communities. The sporting world epitomizes many of the gender stereotypes which persist around the world today, and has proved to be highly resistant to meaningful gender reform. By creating opportunities for women and girls to engage in sport, communities and societies empower women and girls on an individual level, by promoting self-confidence, leadership, teamwork skills and a sense of achievement. They also challenge existing gender norms and roles within society. Sport provides a space in which women can renegotiate concepts of femininity and masculinity, challenge stereotypes which label women as weak and inferior, and demonstrate to their communities what they are capable of achieving. As such, promoting girls' and women's involvement in sports is an important tool in gender equality and women's empowerment and, more broadly, in development and social change.[2]

29th August marks National Sports Day in the memory of Dhyan Chand, the great hockey player. Though dedicated to the hockey player, it is meant to be a celebration of sports in our country. In a country where cricket is religion, other sports tend to get ignored. Despite the limited government support

and infrastructure, and the general apathy towards sports, there are many who have battled all odds and overcome challenges to play for the nation. Among the small percentage of Indians who are into sports there are a number of women as well. Today we celebrate the contribution of women in sports. These are women who have worked hard, taken the path less trodden and represented the country internationally. Some we have heard of and are well known like P.T. Usha, Saina Nehwal, Anju Bobby George, Karnam Malleshwari, Mary Kom, Sania Mirza. Then there are those we have not heard of but their achievements are by no means any less. Let's hear it from some of these sportswomen about what sports means to them.[3]

In this article, I intend to evaluate women's contribution to sport in the 20th century, with particular emphasis on the following elements: As women broke into the world of sport, which was initially reserved for men only, they brought with them the cultural values they had learnt over previous centuries. by Núria Puig. As they did so, they triggered a debate which helped to define the "female difference", or "difference" in general, and to set out strategies to corroborate that philosophy. The theory adopted here is the feminist view of "difference". According to Patricia Madoo Lengermann and Jill Niebrugge-Brantley (1996), feminist theories can be placed into one of four categories: difference, inequality, oppression and the third wave. "Difference" theories are based on the principle that accepting differences amounts to perpetuating inequality and oppression, which is why they have been criticized in many quarters. However, these ideas have recently been seen as a way of viewing people as individuals rather than in accordance with their relationships with others (Balbo, 1999; Bochetti, 1996; Subirats 1998). They suggest that women should be understood on the basis of their experiences, powers of perception, culture and traditions, etc. Although women, of course, live in a patriarchal society, "difference" theories nevertheless make it possible to highlight the individuality of women and, more broadly, of any person who does not match up to the precepts imposed by hegemonic stereotypes. Hence, without forgetting sexual inequalities and the oppression inflicted by men, these theories enable us to go further and to consider practically the specific contribution women have made to society. "Difference" theories are at odds with dualist approximations, analysis of which are polarized, and open the door to "a new form of relationship and values in society" (Subirats, 1998). Two sports cultures First of all, we should consider how women have introduced new disciplines and activities to the world of sport. Sports participation surveys tend to show, with varying emphasis in different countries, how women have managed to avoid imitating male behavior when becoming involved in sport and, instead, have moulded their own social parameters. Generally speaking, more men participate in sport than women. As a rule, sport is associated with traditionally "masculine" values (competition, the desire to be the best, strength, power, the desire for success, etc.). For this reason, many women who have not benefited from any kind of sports education are not attracted by sport. Statistics show not only that fewer women participate in sport, but that they are also less interested in it. (4)

The Importance of Women & Girls in Sports

If you've looked at a sports review site or online sports book lately, then you've probably noticed one thing: Women's sports are in. Although women's sports have not always been considered popular or mainstream in the United States, female athletes and coaches have made enormous strides in the past ten years. In truth, though, this is only the latest phase in an ongoing journey to help make sure every girl and woman has access to the positive power of sports. Up until the past few decades, sexist attitudes that prevented women and girls from participating in most sports were very prevalent. One of the biggest events that opened the door to change was World War II. Not only were women expected to step into traditional "men's roles" on the domestic front, but they also found new opportunities to participate in sports. This was especially true for women who were in college at the time. They fenced, shot, and played competitively.

Prior to the 1940s, women's athletic associations were informal and did not endorse competition. Even intercollegiate sports were not available to women until the basketball program at Smith College welcomed them in 1892. In the modern era, however, things began to change fast. Women realized the importance of making their own decisions about sports and reaping all of the benefits. They took a stand, inspired by the suffrage movement of the 1920s and 1930s. In the 1950s and 1960s, the Civil Rights Movement swept across the United States. Women were among the many marginalized groups who began to speak up loudly for their rights. In this climate of change, many major intercollegiate athletic organizations amended their rules to make it possible for women to participate in programs. Supporters used this momentum to push for legislative change at the highest levels, which they finally got in the form of Title IX.

Title IX is a federal law that bans all forms of sex-based discrimination in education programs that receive federal funding. This includes all athletic programs attached to universities and to colleges that receive any federal funds. The vast majority of institutions of higher learning receive federal grants or scholarship money, so Title IX was effectively a blanket ban on preventing women from participating in college sports. This opened the door for programs at other levels. Title IX was enacted in 1972. Since then, women's sports have seen tremendous growth. Famous athletes such as Venus and Serena Williams, Danica Patrick, Ronda Rousey, Hope Solo, and Lindsey Vonn have pushed the envelope in their respective sports. However, whether you're looking at sports review pages or an online sportsbook, it's hard to escape the conclusion that there are still issues for female fans, sports journals, and athletes to overcome.

Research has shown that media coverage of women's sports still lags behind men's and that female sports journalists face discrimination in the workplace. Still, there are many hopeful signs: Amazing performances by female athletes in recent Olympic events have captured the public's imagination. More and more female athletes have booked game-changing performances in recent years, winning fans and inspiring girls to excel. Although there is still much to be done, the outlook for women in sports in the U.S. at all levels is looking better than ever.(5)

According to the historical records, the first women's participation in high-level sports came during the Olympic Games in Paris, France, in 1900. But only in certain sports disciplines: grass tennis and golf. At the time people everywhere had much more respect for men as athletes, versus women. From the beginning of the Olympic Games, the role of women in sport was neglected. Following the First World War, women began to actively participate in sports. By the end of the 20th century there was increasing interest among women in sport, both as supporters and as active participants. Education played an important role in encouraging women to participate in sports, whether it was school or college. The provision of sports facilities on an equal scale for women as for men has more recently also contributed to the increased number of women who participate in sports. Another key factor that sets out conditions for the involvement of men and women in sport (or in cultural and sport activities) is the quantity of leisure time they have. The fact is that more than half of the burden of domestic and family responsibilities falls exclusively on women. In France, 80 percent of the housework is still done by women (Des Desert S. 2001:14). Statistics show that of parental duties that consume on average 39 hours per week women perform two thirds of this total, and men one third Compared to male participation in sports, female sports are newer and this contributes to why they do not get equal recognition as they should. For example, men's sports get significantly more coverage on television and in other media, whereas there should be equal or at least approximately balanced media space for both sexes. The disparity is also very evident economically, i.e. regarding salaries and compensations of men and women in sport. Additionally, the first place for trainers and managerial positions as well as for television interviews, again, tends to belong to men. To some extent, this falls on the concerned authorities and the editorial policies of media houses who are responsible for the promotion of gender equality and equal recognition of athletic achievements.

Society has been "trained" to think of sports in terms of "genderedness". Men are encouraged and taught to participate in strenuous, aggressive, competitive team sports, while women are commonly steered toward individual, aesthetically pleasing activities such as gymnastics, figure skating, and synchronized swimming[2]. Historically, girls, women, and femininity have been defined in relation and contrast to men and masculinity. Sports and the sports world have been tied with the masculine domain, and there has been a legacy of bias against the female athlete. In the past few decades, this trend has been confronted and challenged. Girls and women have "tackled" narrow, negative, and limiting concepts and ideas that they should not participate in sports, sweat, show aggression, or compete, and have begun to include physical strength and athletic prowess in the definition of femininity. As a result, traditional stereotypes for females have slowly been changing and evolving. This will likely continue as girls and women stop feeling that they need to choose between sports and femininity.(6)

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Journal Detail

Journal Name	RESEARCH JOURNEY
ISSN/EISSN	2348-7143
Country	IN
Frequency	Quarterly
Journal Discipline	General Science
Year of First Publication	2014
Web Site	www.researchjourney.net
Editor	Prof. Dhanraj Dhangar & Prof. Gajanan Wankhede
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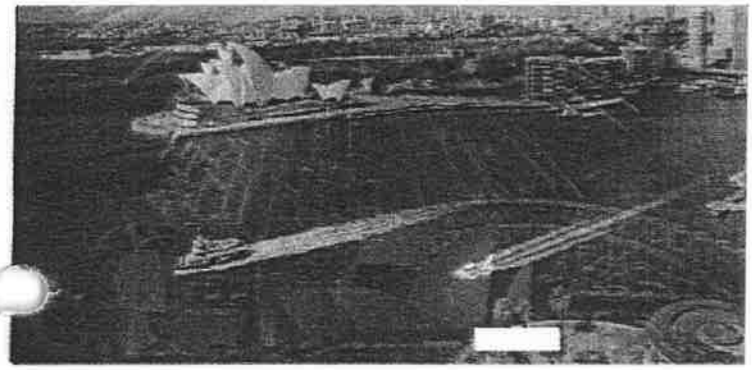

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SJIF 2019:

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Evaluated version: online

Previous evaluation SJIF

2018: 6.428
2017: 6.261
2016: 6.087
2015: 3.986

The journal is indexed in:

SJIFactor.com

Basic information

Main title	**Research Journey**
Other title [English]	Research Journey
Abbreviated title	
ISSN	2348-7143 (E)
URL	http://WWW.RESEARCHJOURNEY.NET
Country	India
Journal's character	Scientific
Frequency	Quarterly
License	Free for educational use
Texts availability	Free

Contact Details

Editor-in-chief	Prof. Dhanraj Dhangar
	M.G.V.S ARTS & COMMERCE COLLEGE, YEOLA, DIST NASHIK
	India
Publisher	MRS. SWATI SONAWANE

OUR HERITAGE (UGC Care Journal)
ISSN: 0474-9030 Vol-68, Special Issue-50
One Day National Seminar on "Best Practices for Physical Education and Sports Faculty Development in the College"
Organized by:
Yashwantrao Chavan Mahavidyalaya, Karmala, Distt. Solapur, Maharashtra, India
& Punyashalok Ahilyadevi Holkar Solapur University, Solapur, Maharashtra, India
Held on 15th February 2020

Title of the paper

STUDY OF THE EFFECT OF YOGA PROGRAM ON HIGHER SECONDARY STUDENTS

Mr. Bitu Shivaji Molane
Assistant Teacher
Ardhanari Nateshwar Mahavidyalaya, Velapur
Tal: Malshiras Dist: Solapur

And

Dr. Wangujare S. A.
Director of Physical Education
Adv. B. D. Hambarde College Ashti, Dist: Beed

Abstract

Yoga is our great tradition and gift to the world. yoga is an acceptable form of physical activity for enhancing muscular fitness and flexibility, this research paper demonstrate that yoga may have little, but beneficial for our health. Some observations suggest that yogic practices can be used as psychophysiologic stimuli to increase endogenous secretion of melatonin, which, in turn, might be responsible for improved sense of well-being *Pranayama* is a Sanskrit word meaning "extension of the praṇa or breath" or, "extension of the life force". The word is composed of two Sanskrit words, Prana, life force, or vital energy, particularly, the breath, and "ayama", to extend or draw out. (Not 'restrain, or control' as is often translated from 'yam' instead of 'ayāma').

Key Words- Yoga, Program, Higher Secondary

Introduction

Pranayama means a pause in the movement of breath. In the Sutras the word Prana occurs by itself only once and the wording of Sutras is so clear that by no stretch of thoughts can the word Prana there be taken to refer to anything aspect breath. In addition to this the word Prana occurs twice in the sutras every time being compounded with the word Ayama. Here again the wording of the original author, *Patanjali* is very clear. He positively refers to respiratory moments. The most imperative commentators *Patanjali's Sutras* have invariable explained Prana to mean breath. Researcher wants to study of the

effect of Yoga program specially focused on Pranayam on higher secondary level students' health. Teachers can prepare such programs to study the effect of it on students' health and on learning capacity. The finding of the study reported that yoga does enhance the learning environment, supporting both teacher and student in the class room.

Statement of Problem

The purpose of this study was to find out study of the effect of yoga program on higher secondary students

The need and Significance of the study

i) The results of the study may highlight the effect of practising selected pranayamas and yoga on health of students.

ii) The study may find out the use of simple technique to improve the health capacity of students.

iii) The study may find out the use of simple technique to improve the memorizing capacity of students.

iv) The study may also find and prove the physical capacities of the individual through yoga and pranayama.

Objectives of study

- To prepare the Yoga program for the students of the higher secondary level.
- To determine the effect of yoga on learning capacity of the students.
- To determine the effect of Yoga on health status of the students

Sope and Limitations:

i) The study is delimited to only students of the junior college Velapur.
ii) The study is delimited to only male students.
iii) The study is delimited to the students of age group from 16-18 years.
iv) The study is delimited to Yoga treatment for Two weeks duration only.
v) The study is delimited for 6 days in a week.
vi) The study is limited to diet of students of Higher secondary level.
vii) The study is limited to daily routine of students.
viii) The study is limited to the Higher Secondary Level of Education.

Hypotheses of the study

Research Hypotheses

There is significant difference between the performance of the students in Physical fitness from control and experimental group in post-test.

Null hypothesis 01

There is no significant difference between the performance of the students in Physical fitness from control and experimental group in The Harvard step post-test

Research Methodology

Research Method

Researcher used Experimental research method for the present research.

Research Design

Two equivalent group post test design was used for the present research.

Sampling

Researcher selected 40 students with purposive sampling method for the present study and prepaered two equivalent groups. In each group 20 students were there with simple randomization method.

Research tool

The Harvard step test was used to study the effect of Yoga program.Researcher measured the physical fitness of the students with this test.

Statistical tools

Mean and't' test were used as Statistical tools for the analysis and interpretation of the data.

Research procedure

In the present study, the researcher used the different yoga program to develop the students' Physical fitness. The researcher prepared program by discussing it with subject experts and according to own experience. These Physical fitness Yoga program were used to develop the students' Physical fitness and this program is tested experimentally.

The data was analyzed with the help of statistical and non-statistical measures. The techniques of't' test, was used to test the hypotheses. The researcher tabulated the collected data and calculated the t- values to compare achievement of students from control and experimental group which are given as follows.

Table IV.01

Significance of Difference between the Means of Total Students in Post Test Scores of Harvard Step Test

Measure	Control group	Experimental group

N	20	20
M	52.08	72.04
σ	51.47	71.08
D means	20.96	
t	4.95	
df	38	

* Significant at 0.01 levels of significance.

Conclusions of the Study

Conclusion 1

There is no significant difference between the performance of the students in Physical fitness from control and experimental group in The Harvard step pre-post test.

Following are some of the results obtained through experimentation.

1 In the post test students from both group differ in their performance in post test.

2 The differences between the means of the students from control and experimental group were significant. Both the respective groups were not equivalent in their achievements in the The Harvard step post test. The respective groups were not equivalent in their achievements in theThe Harvard step post test.

It means that Yoga program develops students' physical fitness of the students of higher secondary level.

Summing up

According to the above research it is clear that Yoga can increase the physical fitness of the students. Yoga program can be prepared and students will be beneficial from it. Teachers should use yoga daily for the students.

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OUR HERITAGE journal

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Dr. Wangujare S. A.

has been awarded Certificate of Publication for research paper titled

Study Of The Effect Of Yoga Program On Higher Secondary Students

UGC Care Approved International Indexed and Referred Journal

Published in Vol-68, Special Issue-50

of OUR HERITAGE JOURNAL with ISSN:: 0474-9030

Impact Factor 6.6

SRSharma

Editor, OUR HERITAGE JOURNAL

Vidya Vikas Mandal's

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exercise test. To compare reaction ability among different playing positions of state level Kabaddi female players. One way analysis of variance (ANOVA) was used and the level of significance was set at 0.05. On the basis of result it was concluded that there was no significant difference found on reaction ability among different playing potions of state level Kabaddi female players.

AN EXPERIMENTAL DESIGN TO IMPROVE CARDIOPULMONARY FITNESS AMONG PHYSICALLY INACTIVE YOUTHS

Dr. Wangujare S.A
Arts, Commerce & Science College Ashti, Beed (Maharashtra), India
drwangujare@gmail.com

ABSTRACT

Life style of present generation population is more inert and includes very less or no physical activity. This pattern of lifestyle is also referred as sedentary lifestyle. Sedentary or physically inactive lifestyle may lead to cardiopulmonary complications in an individual. Hence, present study was undertaken to form an experimental design to improve cardiopulmonary fitness among physically inactive youths. For this study, Forward Stair Climbing and Backward Walking as considered as physical fitness tools and an effort was to made to clinically establish a relationship between them and cardiopulmonary health among physically inactive youths. Thirty physically inactive male youths were randomly selected and divided into two groups of fifteen each. First group covered experimental study related to Forward Stair Climbing whereas second group covered Backward Walking. Cardiopulmonary parameters were observed at the beginning of the study and at the end of fourth & eighth week. During the end of study, both the groups exhibited positive changes in Forced Expiratory Volume 1, Peak Expiratory Flow Rate, Rate of Perceived Exertion and Heart Rate. This established that both Forward Stair Climbing and Backward Walking can be employed for improvement of cardiopulmonary parameters on such youths who are reluctant to vigorous physical exercises and activities for maintaining a healthy lifestyle.

STUDY OF ANTHROPOMETRIC CHARACTERISTICS AND JUMP SHOT SKILL IN FEMALE BASKETBALL PLAYERS

Dr. Chatrapati Baburao Pangarkar (Vairagar)
Director of Sports, Sawarkar Mahavidyalaya, Beed (Maharashtra)
e-mail: rajevairagar@gmail.com

ABSTRACT

The aim of this study was to evaluate the Relationship between anthropometric characteristics and jump shot skill in female basketball players. The statistical population consisted of adolescent female basketball players in Pune (Maharashtra). The subjects were included in this study by convenient sampling. 30 teenage female basketball players (15-18 years old) were selected. Measurement of research variables including height, weight, BMI, hip circumference, leg circumference, arm circumference, forearm circumference, hip length, triceps skin fold, under the scapular and biceps fat thickness and jump shot skill were measured using standard tool. For statistical analysis of the data, the Pearson correlation coefficient was used. The results showed a significant relationship between the variables of height (P=0.0001) and BMI (P=0.006) and shot

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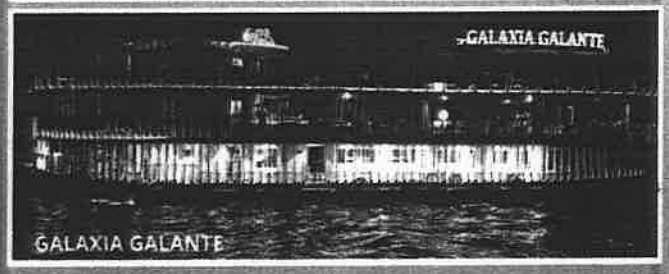

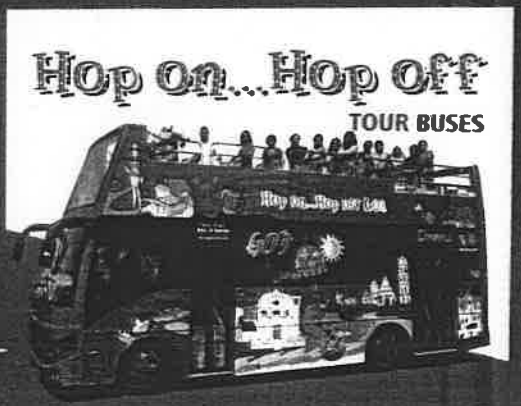

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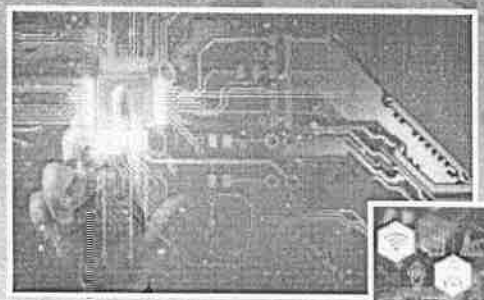

ISBN No.
9 789388 671149

COMMUNICATION AND TECHNOLOGY FOR Trade, Commerce, Management, Leadership and Governance

Dr. Sanjay Karande

COMMUNICATION AND TECHNOLOGY

for

Trade, Commerce, Management, Leadership and Governance

Editor
Dr. Sanjay Karande

Shri Shivaji Shikshan Prasarak Mandal Barshi's

B. P. SULAKHE COMMERCE COLLEGE, BARSHI.

Communication and Technology

for

Trade, Commerce, Management, Leadership and Governance

Proceedings of the

PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

sponsored

One Day Interdisciplinary National Seminar

on

Communication and Technology

for

Trade, Commerce, Management, Leadership and Governance

17th February 2020

Organised by

Internal Quality Assurance Cell (IQAC)

In Association with

SOLAPUR UNIVERSITY ENGLISH TEACHERS' ORGANISATION (SETO)

SKYLIGHT PUBLICATION PUNE- 48

Communication and Technology

for

Trade, Commerce, Management, Leadership and Governance

Dr. Sanjay Karande

Published by:
SKYLIGHT PUBLICATION,
Kondhava Khurd, Pune, 48.
9890916005

Year of Publication: February, 2020

ISBN- 978-93-88671-14-9

Printed and bound by:
Nalage Offset, Barshi.

Cover Design:
Rahul Bhalake, Barshi.

INDEX

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Study of the Effectiveness of Social Media in Sports

Mr. Bitu Shivaji Molane
Dr. Wangujare S. A.

Introduction:

Use of information and technology is the part and parcel in every field of education. In every subject teacher should use ICT for effective teaching learning process. In sports, use of ICT is very necessary now a day. Physical Instructor or Coach and physical education teachers should use modern technology to upgrade their knowledge to teach effectively. ICT can be the source of inspiration for the students. The present research paper focused on the survey of the use of ICT in college in sports or in teaching learning Physical Education subject. Social Media is the part of ICT which is now more popular in every field

In this paper researcher tried to use social media for teaching learning purpose of Physical education. Researcher needs to point out here that is social media beneficial while teaching learning Physical education to the students of higher education. In this research paper researcher also discussed here the Objectives and importance of the study, Delimitations of the study, Research methodology, Sampling, Hypothesis, Tools for Data collection, Data analysis and interpretation, Research Procedure etc. after the experiment by preparing two groups, researcher pointed out the research findings about the use of social media. For this research,

1. Mr. Bitu Shivaji Molane, Physical Instructor Ardhanari Nateshwar Mahavidyalaya, Velapur , Tal: Malshiras Dist: Solapur
2. Dr. Wangujare S. A., Director of Physical Education Adv. B. D. Hambarde College Ashti, Dist: Beed

researcher selected the topics from Physical education. On this topic researchers prepared achievement test and finalized the conclusions.

Objectives and importance of the study:

1) To know the efficacy of Social Media tools in teaching learning Physical education.
2) To prepare program of social media use for teaching learning Physical education.
3) To conduct the experiment on students about the social media program.
4) To study the effectiveness of social media program on students achievement.

Delimitations of the study:

- The study has been delimited to the undergraduate students studying in Ardhanari Nateshwar Mahavidyalaya, Velapur
- The study was delimited to age group of 21 to 23 years.
- The period of conducting preprogram has been delimited to 12 days only.

Research methodology:

A Research method:

For the present research, Researcher used Experimental method for the present research according to achieve the objectives of the research.

B. Experimental Design:

According to the need of research, researcher selected -Two Equal group pre- post test design of the research was selected for the present study.

C. Sampling:

- According to the rsearch objectives, For the present research, researcher selected the 40 students from Velapur Mahavidyalaya for the experiment with the help of random sampling to collect the data. And researcher prepared two equal groups having 20 students in each groups.

D. Hypothesis :

Research Hypothesis:

1. There is a significant difference between the mean performance of the students from control group and that of Experimental group.

Null Hypothesis:

1. There is no significant difference between the mean performance of the students from control group and Experimental group.

E. Tools for Data collection:

Researcher used Achievement test for the present research to collect the data. This is based on the topics which are selected for teaching and experiment from.B.A- II and III year syllabus.

F. Statistical tools:

Researcher collected the data with the help of data collection tool. After collection of the data, Researcher and analyzed it with the help of mean and't' test as statistical tools for interpretation.

G. Research Procedure:

In the present research, researcher followed the experimental method. Control group was not given treatment of use of social Medias for their learning in teaching by the teacher. and Experimental group was given treatment of social media use by various ways which used by the teacher like sending links for references of topic, preparing Whats app group to share important information about the topics in Physical Education subject etc. After few days researcher conducted the achievement test to know Students' performance and thus data gathered and analyzed by using Mean S.D. and't' value.

Data analysis and interpretation:

After the analysis researcher interpreted the data which are given below.

Group	No. of students	Mean	value
C	20	8.23	7.14
E	20	14.12	

By calculating' value is significant at 0.1 level, so the null hypothesis rejected. Due to this reason Null hypothesis -There is no significant difference between the mean performance of the students from group 'C' and that of group 'E is rejected. And the research hypothesis - There is a significant difference between the mean performance of the students from group 'C' and that of group 'E' is proved true.

Research findings:

1) Program based on use of social media in teaching learning Physical education is more effective to achieve the more learning outcomes.
2) Students became more attentive and take interest in learning various concepts in Physical education with the help of social media.
3) Achievement of the students were increased by using different ways to use social media like face book, twitter, What's app etc
4) Use of proper social media tools can increase high level achievements.
5) Students get more attention towards learning in sports subject

Summing up:

ICT can create good atmosphere in the classrooms. Use of social media can help student in better learning. Teachers should promote use of ICT in teaching learning physical Education subject. According to the

above research, it is clear that use of social media tools can create interest among the students in higher institutions and students can learn effectively in comfortably atmosphere.

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- भिताडे वि. रा. : (1989) शैक्षणिक संशोधन , (प्रथम आवृत्ती) पुणे, नूतन प्रकाशन

Impact Factor : 0.641 (ISRA) ISSN : 2279-0306

International Journal of Physical Education, Health & Sports Sciences (IJPEHSS)

Special issue for

National Conference on Interdisciplinary Approaches in Education, Physical Education, Sports and Yoga

7 th March 2020

PEFI

Organised by

R.G.Bagdia Arts, S.B.Lakhotiya Commerce &
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A STUDY OF BMI AND FITNESS LEVELAMONG CHILDREN

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Adv. B. D. Hambarde Mahavidyalay Ashti

ABSTRACT

There exists very limited study showing relationship between BMI and various fitness components among children in India. Hence, it was deemed appropriate to study body massindex and fitness and to assess the difference in fitness level between boys and girls among school children in India. Children of age group 13-16 years were selected for this purpose. Three different fitness assessment test which i.e 20m shuttle run, Curl –up test and sit and reach test were employed on subjects. The result revealed that there is anegative correlation between BMI and endurance & flexibility. The results were also found to have significant difference between the Body Mass Index and muscular endurance between boys and girls ($p<0.05$). It was hence concluded that there definitely exists relationship though inverse between Body Mass Index and fitness among school children in India. The study also revealed that there do exist a significant difference between girls and boys in terms of Body Mass Index and muscle endurance whereas no significant difference was found in cardiovascular endurance and flexibility.

Key words : BMI, Fitness Level, Correlation, Endurance, Flexibility

INTRODUCTION

Physical fitness plays very important role in building a successful person in terms of health and social survival. Being fit means having an ideal body weight and an ability to accomplish a given physical task without easily getting fatigue. Regular physical activities play a vital role in intellectual, social, physical and mental development of an individual. Research has shown that those who are active in their childhood tend to continue being fit with age and are at lower risk of developing heart complications or becoming obese.

Physical fitness among children have seen constant declination globally. WHO report with reference to India mentions that close to twenty percent of Indian children are already obese whereas fifteen percent of the children are very close to getting obese. This cannot be considered a healthy symptom for a developing country like that of us.

2. Objective of Research

The current research work was undertaken with an objective of studying BMI and Fitness level among Indian children.

3. Methodology

For the sake of present study, children from age group 13-16 were taken as samples. Samples from both Male and Female gender were included. These samples comprised of 62 boys and 58 girls. All those participants who were found to be suffering from any medical conditions were excluded from the study.

AF School Viman Nagar, Pune was taken for the study. One hundred twenty students belonging to the age group 13-16 years were randomly selected after obtaining prior permission from school administration and parents concerned. All the subjects were briefed in detail regarding requirement associated with the research work. Also explained were the procedure that would be followed during entire study. Those suffering from various medical conditions were excluded from study. First of all, BMI of each students were calculated and tabulated. This was followed by execution of cardio respiratory fitness assessment through 20 Mtr shuttle run. Then abdominal muscles endurance was tested through curl-up test. And the last step was execution of sit and reach test for assessing lower back muscle's flexibility.

3.1 Statistical analysis

The data compiled during execution of various tests for the study was analysed through SPSS 16. Two-tailed Pearson's co-relation test was run at 5% level for quantitative analysis. The statistical significance was set up at *0.05* for the study. The data pertaining to boys and girls were compared using unpaired 't' test.

4. Results

The assessment of BMI of all students taken together revealed that 24% of them were underweight and 35.2% students were found to be overweight. Whereas total 40.8% students were found to be having normal BMI.

Analysis of various tests revealed that only 41 % students were found to be performing on average parameter in 20 Mtr Shuttle Run, 38 % in One Minute Curl-up Test and 30 % in Sit and Reach Test. The percentage of poor performer in these tests were 26.7%, 55 % & 26.7 % respectively. Whereas, percentage of excellent performing students in these tests were 32.3 %, 7 % and 43.3 % respectively. The summary of these tests have been tabulated below at Table No. 4.1 for easy reference.

Table No. 4.1

Test	Average category	Poor category	Excellent category
20 Mtr Shuttle Run	41 %	26.7 %	32.3 %
One Minute Curl-up Test	38 %	55 %	7 %
Sit and Reach Test	30 %	26.7 %	43.3 %

The 'r' value for Pearson correlation was found to be 0.48(negative) and the 'p' value of BMI and Cardio respiratory endurance test was found to be statistically significant at p<001.

The correlation between BMI, Cardio respiratory endurance, Muscular Endurance and Flexibility has been tabulated at Table No. 4.2 and the comparative value of all the fitness parameters of both boys and girls have been tabulated at Table No. 4.3

Table No. 4.2

BMI	Cardiovascular endurance	Muscular Endurance	Flexibility
Pearson correlation coefficient	-0.488	-0.495	-0.376

Significance (2-talied)	.000**	.000**	.000**
N	120	120	120

Table No. 4.3

Fitness Parameter/ Gender		Number	Mean +S.D	T	P
BMI	F	58	20.9+4.9	1.9	0.05*
	M	62	19.4+3.4		
Cardiovascular Endurance	F	58	12.6+6.1	-1.2	0.19NS
	M	62	13.9+5.07		
Mascular Endurance	F	58	20.2+8.4	-2.5	0.01*
	M	62	24+7.6		
Flexibility	F	58	18.7+7.5	0.48	0.63NS
	M	62	18.1+6.4		

5. Discussion

A direct relationship between fitness levels and BMI of an individual exists. The same has been established through various fitness tests undertaken during the study. The 'r' values 0.488, 0.495 and 0.376 for Cardio-respiratory endurance, flexibility and muscular endurance respectively signify a negative correlation between BMI and various fitness tests. This was in agreement with the findings of Joshi P. Et al, 2012. During this study, the subjects with ideal Body Mass Index were found to possess higher level of physical fitness.

The fitness performance of both the genders i.e boys and girls were found to be similar except Muscle Endurance. The mean value of BMI and muscular endurance between girls and boys were found to have statistically significant difference. Whereas no statistically significant difference was noted in flexibility and cardio-respiratory endurance between the two gender i.e girls and boys. Rather, as both gender groups had a similar activity pattern, assessed physical fitness variables were found to exhibit similar values. But girls were found to have better results only in muscle endurance tests as per their weight.

CONCLUSIONS

It was hypothesized during the study that there do exist a relationship between Body Mass Index and various fitness parameters. The same was found valid and accepted with the finding that there do exist a reverse relationship between them. It was concluded that the child with more Body Mass Index tend to perform poorly in the fitness parameter tests and vice-versa.

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ACADEMIC YEAR 2019-2020

Department of Physical Education & Sports
Adv. B. D. Hambarde Mahavidyalaya Ashti,
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Impact Factor – 6.261 ISSN – 2348-7143
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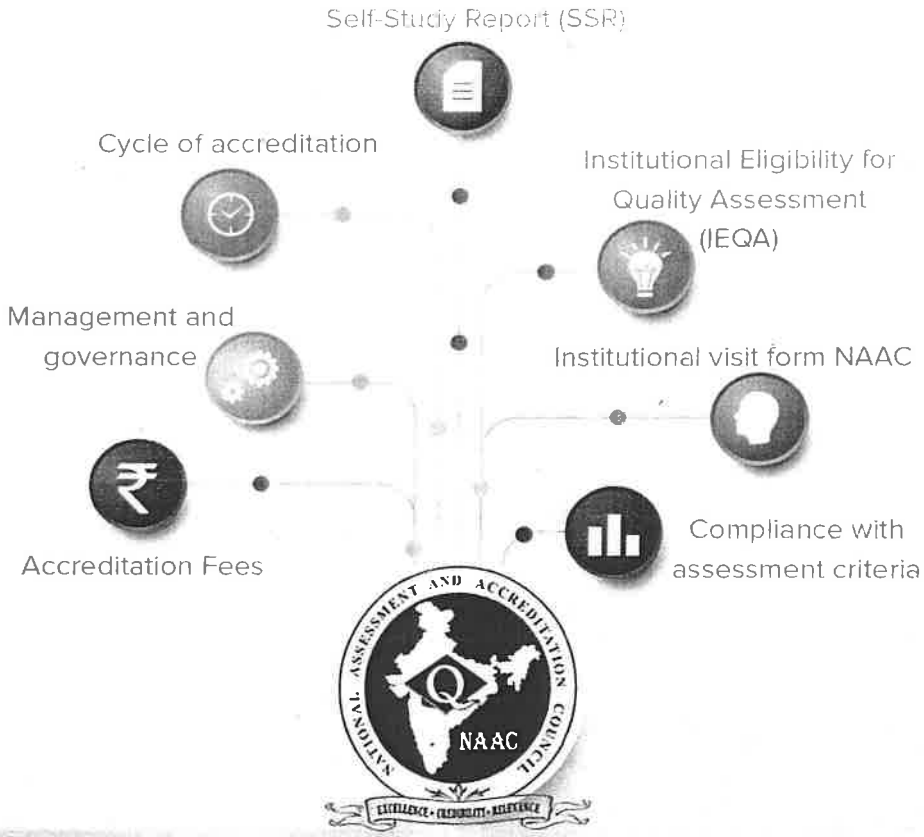

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Impact Factor - (SJIF) - 6.261, (CIF) - 3.452(2015), (GIF)-0.676 (2013)
Special Issue 193 (A) : Role of NAAC in the Educational Development of Higher Education in India
ISSN : 2348-7143
September-2019

Use of ICT in Teaching and Learning Process

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Introduction :-

Creatively and innovation are becoming important for the development of twenty first century knowledge society. The information and communication Technology curriculum provides a broad perspective on the nature of technology, how to use and apply a variety of technologies, the impact of ICT on self and society. Technology is about the ways things are done, the process, tools and techniques that are human activity. ICT is about the new ways in which people can communicate inquire make decisions and solve problems. The rapid development of information and communication Technology particularly the internet, is one of the most fascinating phenomena characterizing the information age. ICT powers our access to information, enables new forms of communication and serves many online services in the spheres of commerce, culture, entertainment and education computer multimedia offers ideal opportunity for creating and presenting visually enriched learning environments. The latest technologies associated with virtual reality will also play an important role in not too distance future.

Creativity in Teaching Learning :-

Creativity and innovation play an important role in the knowledge society. Creativity has been define as a product or process that shows a balance of originality and values. It is a skill, an ability to make unforeseen connections and to generate new and an appropriate ideas. Innovative and creative learning is therefore any learning which involves understanding and new awareness. The role of teacher is very nucleus for creatively in teaching learning Process. Our teachers try to develop different skills of students as follow :

- Problem solving
- Decision making
- Creative thinking
- Effective communication skills
- Self Awareness.

Technology play a crucial role for innovation and creativity in teaching learning process. ICT provides new opportunities for creative learning and innovative teaching and can be a source of pedagogical change. We should use modern technologies such as K-yan, e-resources, ICT classrooms, etc. for effective teaching. With the help of internet, teachers introduce innovative concepts to the students. Teacher training, learning digital competence within context and innovative learning approaches have been high lightened. Each faculty should use different innovative technique while teaching to the students . For innovative and creative teaching language Lab should be developed. It is very helpful to develop communication skills. Language Lab helps to develop fluency among the students.

Conclusion :-

Use of ICT in teaching – learning process develops higher order skills such as collaborating across time and place and solving complex real problems. World wide research has shown that ICT can lead to improved students learning and better teaching method. A report made by the National Institute of Multimedia Education in Japan proved that the increase in student exposure to

educational ICT through curriculum integration has significant and positive impact on student achievement. Information and communication Technology has no doubt brought about tremendous change in education. Technology is always changing and it demands people engage in life – long learning so that they gain new skills and knowledge.

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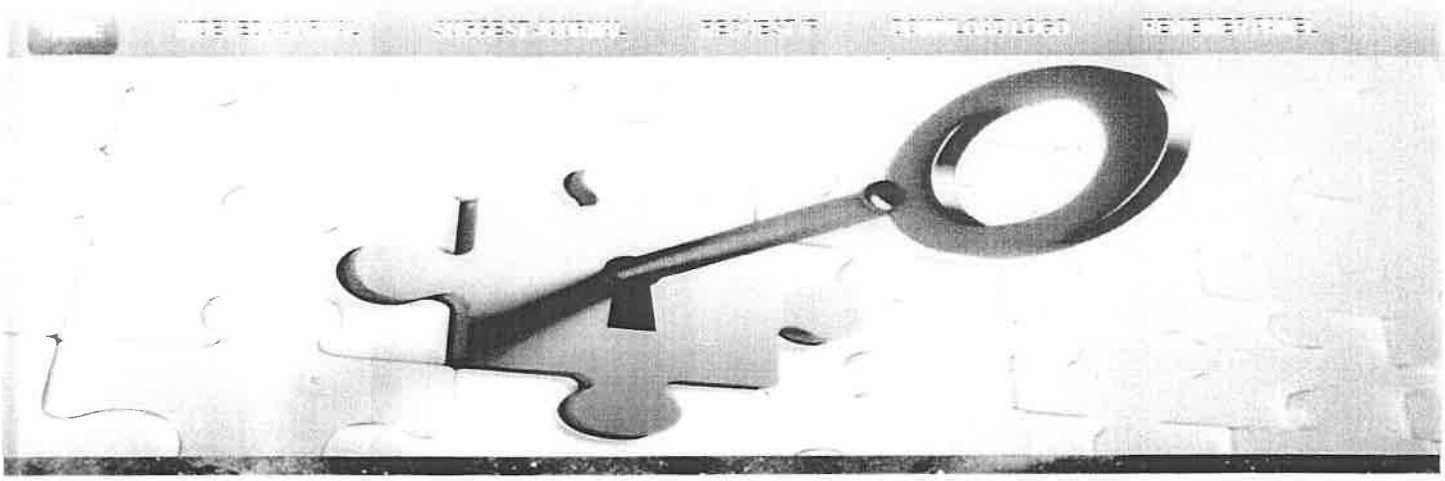

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Year of First Publication	2014
Web Site	www.researchjourney.net
Editor	Prof. Dhanraj Dhangar & Prof. Gajanan Wankhede
Indexed	Yes
Email	researchjourney2014@gmail.com
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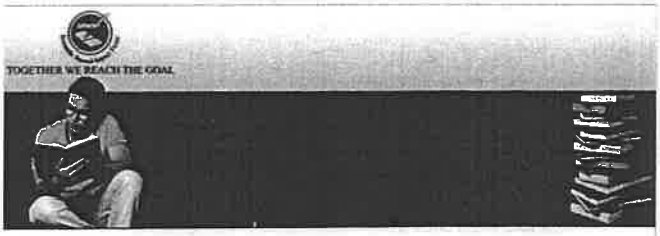

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Contact Details

Think India (Quarterly Journal)
ISSN: 0971-1260 Vol-22, Special Issue-13
National Conference on
Psychological Contributions in Sustainable Human Development in
Sports, Organizations and Community Health
Date of Conference: December 20-21, 2019,
Organised by Department of Psychology, Physical Education &
Sports and Home Science V.P.S.P.M.S. Arts, Commerce & Science
College, Kannad, Aurangabad, Maharashtra 431103 India

A Comparative Analysis on Achievement, Psychological Factor and Sports Anxiety between Team and Individual Players

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Abstract

The craze for winning medals in the Olympics and other international competitions has catalyzed the sports scientists to take interest in exploring all the aspects and Possibilities which can contribute to enhance sports performance to undreamt heights. Sports involve extremely complex behaviour issues. As a consequence of intense competition a sports man's behaviour may undergo important change. Physical scientists and coaches have not be export only in the matter of skill training but also be engineers who understand the mechanism of human behaviour or the playfield, under extremely diverse situation sports psychology as an applied psychology has taken giant strides. Physical influences are the inherited biological characteristics that cause people to differ from each other. Socio cultural influences are internalizations from the environment that surround the individual. These influences are absorbed from parents, educator, social institution and media, and are the product of the society in which the people live. The single short experimental research design was used in the comparison of certain physiological variables among Combative and Non-Combative sports persons. A similar study may be conducted on the players of the other team and individual games. The purpose of the present study is to investigate the significant differences among the players of individual and team sports

on the variable achievement motivation. Comparing the sport anxiety before, during and after the play, both the individual and team sportsperson were found significantly higher in anxiety level during the play than the before and after the play situation. The sports anxiety between the individuals and teams sports found no significant difference before the play and after the play. But there is significant different found during the play i.e., individuals sportspersons were found significantly higher in sports anxiety then the team sportspersons.

Keywords : achievement, sports anxiety, physiological, Team and Individual Players.

INTRODUCTION

Psychological factor influencing sports performances have long been recognized (Crespo. 2002). Psychological issue with respect to a variety of sports have also been addressed in a large number of scientific studies which have examined many of the mental characteristics during competition. Motivation also attracted the attention of researchers. Taylor (1994) treated motivation as the base of a pyramid towards success in sports. Other important factors in this area include goal orientation goal setting motivational climate (Boyce et at 2001) and burnout. In the sports psychology literature, locus of control has been associated with many different personality and situational variables. The locus of control construct, originally derived from Social Learning Theory, may be a useful concept in testing the above hypothesis. Social learning theory contains several assumptions. The assumption upon which locus of control is based, is that the behaviour of individuals in a specific situation is determined by the reinforcements they receive.

Numerous studies have demonstrated the impact of psychological factors on sports performance (Crespo, 2002). Achievement motivation and locus of control have been two of those factors under consideration. For example, Taylor (1994) treated motivation as the base of a pyramid towards success in sports. Other important factors in this area include 'goal orientation', 'goal setting', 'motivational climate' (Boyce et al., 2001) and 'burnout'. Locus of control has been associated with many different personality and situational variables.

The purpose of this investigation is to provide important information with regards to achievement motivation and locus of control among the players of individual and team sports which will enable sport performers to cope successfully with negative affective states and to perform to their full capabilities.

The base of this research was to find out the association of selected psychological factor among individual and team games. It was hypothesized that there was no significant difference in the state of anxiety level among individual and team games. In the field competitive sport, training of the athletes is incomplete without psychology training of the competition. Psychological readiness play a decisive role as to determine whether or not an athlete in competition and in training respond to their optimum potential. Anxiety ever since the appearance of great globe, man - 'compacter, perforator and creator' - has been creating and breaking records in almost all spheres of his activity. Education, art, Science, literature, music and even sports have witnessed incredible feats being performed by man.

Sport personality literature of the late 1960s and the 1970s examined such concerns as the personality trait differences between athletes and non-athletes, successful and less successful athletes (e.g., Olympic gold medalists vs. other Olympic athletes), athletes playing one position versus another (e.g. hockey, goal, tenders vs. other hockey players), team and individual sport athletes (e.g., football players vs. wrestlers), and male and female athletes (e.g., track). Several sport researchers also considered the impact of sport participation on personality development and change. Competitiveness is inherent in all human activities because there is so much compatibility and proximity between progress and competition.

Sports play a vital role in our society. The theme of being is animated by the different colours of sports. The foetus of human stigmas is thus purged away with the flairs of sports. The excitements generated by the potentials of sports are so great that even the bed-ridden patients incline to jump up from their bets of fate. Momentarily, sports often give the soothing touch of healing to the forlorn hearts of the society. Amongst the various factors of human traits and legacies sports is regarded one of the most important legacies towards human development. With this legacy human society is forging ahead with fast strides. Although there is no finishing line for this race of development there is certainly a line for betterment of sports vicinity.

The individual and team sports persons may have different amplitudes of anxiety. Nobody is without anxiety in the field of games and sports. It is this important factor which affects the performance of sports persons in their understandings and challenges at sports. Anxiety may be reduced or it may be increased with circumstances. Anxiety is a state of mind where the reaction of the person concerned to the set of problems or tasks do tend to respond with a different attitude rather than the persons usual form of response. Anxiety, thus, tends a person to respond with the problem with a lesser capability. It is sort of worriness or nervousness about the events, their occurrences and consequences. The degree of anxiety is different from person to person. A person with higher proficiency has the lesser degree of anxiety than a person of low proficiency for sort; it can be assumed that anxiety has a correlation with confidence. Lack of confidence naturally tends to increase the amplitude of anxiety for every person. The degree of anxiety differs from situation to situation, where the nervous felt before the actual task begin and the nervousness felt during the task is on and after the competition of the task do have a wide difference. This anxiety is again depends on the person so concerned.

Anxiety can be either somatic or cognitive in nature. The symptoms of somatic anxiety comprises of mental worries, fears, nervousness and diffidence. The set of mind is disturbed by anxiety and destroys the equilibrium of confidence. A person is thus, put into an emotional situation. The greater the disturbance the greater the diffidence is. Anxiety, thus, plays a very crucial and emotional role in everyone's life. On the other hand anxiety may root-up the potentials of certain people. This force of anxiety which people generally called as the negative motivator of anxiety usually interferes with the productive thinking of people. Anxiety changes the metabolism of human mind and body. Whenever people get anxious his rate of heart beat increases. The functions of other organs of his body also changes. His breathing becomes more rapid and the consumption of oxygen increases. It also further raises the blood pressure. Human behaviour is suddenly changed with sudden experience of anxiety. It sometimes causes a person to tremble slightly, to engage with nervous activities like wriggling legs and stirring at objects with fixed eyes. The most severe form of anxiety is insomnia, the state of sleeplessness, and restlessness. Anxiety plays a paramount role in sport. It is the challenge to sports participation

which produces anxiety. How and athlete handles the anxiety determines how successful he would be. The degree of anxiety also varies with a number of different conditions. Anxiety is likely to be greater in higher competitive sports than in relatively non-competitive sports, because in the competitive sports, participants are expected to win and great demands are made upon them to succeed. The study of the effect of anxiety on sports performance has become a major topic of interest to sports psychologists in recent years. The degree of perceived anxieties is and important variable to be considered in the performance of and individual.

The biggest obstacle often felt by the spots persons in the world of games and sports is that of anxiety. It is felt by each and every one. Prior to the actual competition begins the sportspersons are often strangulated with over anxiousness. But it slowly decreases the tenseness with the actual challenges are on. During the challenge the tenseness slackness and it ceases at the end of the challenge. This phenomenon persists for almost all the sports persons. The scenario may have a different picture with certain exceptions. At the conclusion of every games and sports the anxiety level reduces at almost the minimum. But this may not happen on every occasion, as the conclusion of a challenge may be the begging of another challenge. The extra punitive behaviour experienced by both the individual and team sportspersons requires careful observation in order to relinquish its severity. Individual's aggressiveness is often referred to as intropunitive behaviours. All these aspects are grounds of victory and failure. There may be some games and sports where the players are encouraged to adopt aggressive behaviours. But there are also certain games and sports where the behaviour requires being at levity. It is quite difficult to state whether the individual players and the team players have similar degree of anxiety. This aspect of behaviour may be ascertained to the most satisfaction of direct discussion and inquiry. Certain theories do exist for the task. The present study also looks forward to these accepted tools and methods for the end of analysis. The researcher had been drawn towards this aspect of sports and this inevitably lead him to the present work of research, some types of questionnaires are apparent for the work. The individual sportspersons are targeted to give their reactions and opinions with the set of a questionnaire. It may be easier or the individuals to give their responses singularly than the team sports persons collectively. As the team sportspersons are comprised of individual. The teams tend to have varies responses rather than unified

versions. But it is not impossible to acquire the required query despite of fluctuations. The saying that the majority carry the vote always hold good.

The yearning to win in games and sports always prevails in the orbit of sports. The aspiration of winning has been always checked by the powerful force in the guise of anxiety. The study may be of a great value foe purging the state of anxiety and thus enhance the stability of sports potentials by and large.

PHYSICAL FITNESS VARIABLES BETWEEN INDIVIDUAL GAMES AND TEAM GAMES

Physical fitness is a state of well-being that comprises skill and health-related components. Fitness is a condition in which an individual has sufficient energy to avoid fatigue and enjoy life. It is necessary for elderly people to maintain and improve their physical fitness in order to satisfy healthy, high quality of daily life (Tanaka et al., 2004). Skill-related physical fitness refers to an individual's athletic ability in sports such as tennis and encompasses skill-related attributes like dynamic balance, power, speed and agility; the health-related aspect is a measure of cardiovascular endurance, muscle strength, endurance and flexibility and body composition. Physical fitness is measured by functional tests that are specific and usually normative-based, rather than criterion-based, thereby leaving unanswered as to how much of a specific fitness factor (e.g. muscular endurance) is required for a good quality of life (Chia et al., 2007). There are numerous factors which are responsible for the performance of sportsmen. The physique and body composition including the size, shape and form are known to play a significant role in this regard. The performance of a sportsman in any game or event also depends on physical fitness. The physical fitness or condition is the sum total of five motor abilities namely muscular strength, agility, power, speed and cardiovascular endurance. Therefore, the sports performance in all sports depends to great extent on these abilities. Improvement and maintenance of physical fitness is the most important aim of sports training (Uppal, 1980). Muscular power, often referred to as explosive power, is a combination of speed and strength which is important in vigorous performance since it determines how hard a person can hit, jump and push etc. Agility is the ability to change the direction of body or its parts rapidly which is dependent on strength, reaction time, speed of movement and muscular coordination. Quick start and stops and quick

changes in direction are fundamental for good performance in athletics. Running speed is not only an athletic event itself, but it is an important factor in almost all court and field games it can result the difference in whether a performer is able to gain an advantage over his/her opponent. Man's existence and effectiveness depends upon his physical fitness. Even now, physical fitness really implies more than the ability to do a work without much efforts. Physical fitness affects ones life's activities not only the physical well being and mental effectiveness but also the personal and social adjustment

It has been due to the growing change in the competitive philosophy of sports that a close liaison has developed among sports scientist, team physician, athletic trainers, coaches and athletes to investigate modern scientific technique in terms of selection of athletes. The performance of a sportsman in any game or event also depends on muscular strength, agility, power, speed and cardiovascular endurance. Along with these physical variables, physiological and psychological components also play an important role in the execution of the performance. Best suited activity and new training methods achieve excellence. The aim of the present study was to determine the differences in selected physical fitness characteristics between the individual game and team game athletes.

METHODOLOGY

In the current work, following have been actioned for the purpose of selection of subject, selection of tools, selection and administrations of questionnaire and statistical techniques and for analysis of data.

Selection of subject: Total sixty (60) subjects out of which thirty (30) of individual games and thirty (30) of team games were identified. These subjects were randomly selected.

Aggression: The aggression scale contains thirty items. Subjects were asked to indicate how much aggressive they would be in a given condition and respond to each item using a five point scale (very much, much, ordinary, less, very less, not at all). Total scores of the aggression scale ranges from 0 to 150.

Statistical Technique: Independent 's' test was applied in order to study association of selected psychological factor among individual and team game at the 0.05 level of significance.

Data Analysis: The differences between group were assessed using the t-test for dependent data. The level of $p<0.05$ was considered significant. The data were further subjected to one way analysis of variance (ANOVA).

RESULT AND DISCUSSION

To determine the significance difference of selected psychological factor among individual and team game players, following variables were measured: i. State anxiety ii. Aggression iii. Achievement Motivation.

Physical fitness variables are very important in both type of athletes and form a condition for higher performance. Mal (2002) stated that the components of physical fitness like strength, speed, endurance, flexibility and the various coordinative abilities are essential for a high technique and tactical efficiency. Depending upon the demand of the game, each factor of physical fitness should be optimally developed. In the present study there was significant difference observed between the individual game and team game athletes in all the selected physical fitness variables. Results show the muscular strength, agility, power, speed and cardiovascular endurance of individual games athletes were significantly greater when compared to team games athletes.

Researcher selected and identified group wise appropriate raw data. Mean score, Standard Deviation of each group was calculated. After Calculating the Mean & Standard Deviation; 't' test was applied. The mean score of sports anxiety for individual and team sports players were compared in three situation, i.e., before, during and after the competition.

Discussion - The players of individual and team games selected as subjects for current study have shown insignificant difference in selected psychological factors as state anxiety, aggression and achievement motivation. Men and women athletes do not significantly differ in the personality factors of achievement via independence and intellectual efficiency. Men and women athlete and non-athlete significantly differ on the personality factors of flexibility and also

measures of flexibility and felinity were different for individual sports. Team sports and non participation, in addition; it was concluded that the effect of the type of activity was not same for two genders. Nor was they, the same for the three types of activities. Women should share equal opportunities as men Intervarsity athletics.

Numerous studies have demonstrated the impact of psychological factors on sports performance (Crespo. 2002). Achievement motivation has been one of those factors which was under consideration and suggested that achievement motivation leads people to set realistic but challenging goals in sport setting.

While comparing the sport anxiety before, during and after the play, both the individual and team sports person were found significantly higher in anxiety level during the play than the before and after the play situation. While comparing before and after the play, sport anxiety level was also significantly higher before the play than after the play. It shows more anxiety during the play and before the play than after the play.

In comparing the sports anxiety between the individuals and teams sports, there is no significant difference found before the play and after the play. But there is significant different found during the play, individuals sportspersons were found significantly higher in sports anxiety then the team sportspersons.

CONCLUSION

There was no significant difference found between the team and individual games in case of sports competition anxiety. Aggression in players at the time of competition has no significant difference among the team and individual games. It was found that achievement motivation among the players of team games and individual games have insignificant difference. Significant differences were found between the individual and team games athletes on selected physical fitness variables. Findings of this exploratory study suggest that the players of individual and team games differ significantly in relation to physical fitness variables.

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Academic Year 2018-2019

Department of Physical Education & Sports

Adv. B. D. Hambarde Mahavidyalya Ashti, Tal. Ashti, Dist. Beed - 414203

Impact Factor – 6.261 ISSN – 2348-7143

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January - 2019 SPECIAL ISSUE- 99 (A)

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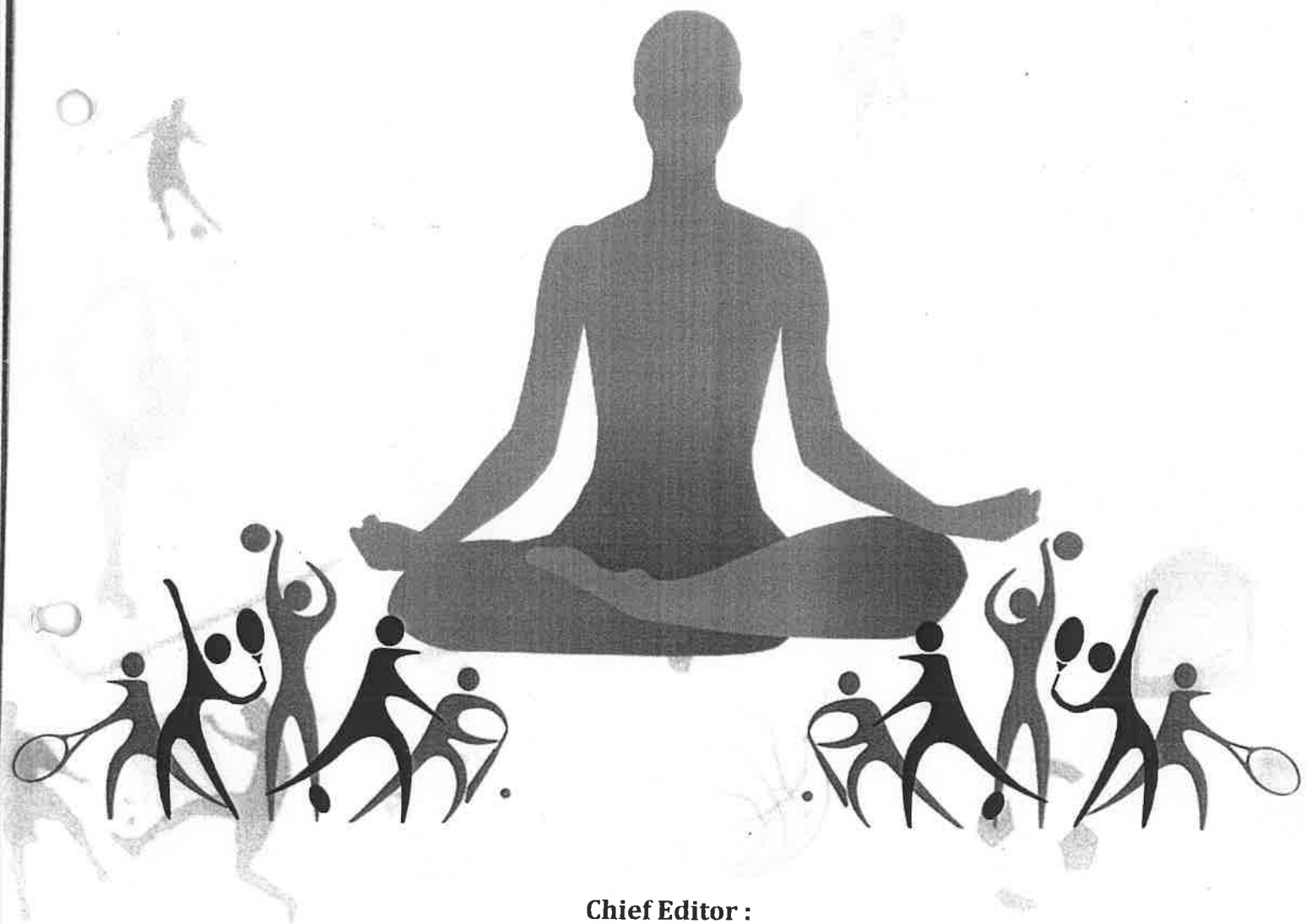

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Impact Factor (SJIF) - 6.261, (CIF) - 3.452(2015), (GIF)-0.676 (2013) | 2348 7143
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Yoga for Health and Sports Performance

Dr. Vairagar C.B.
Saw. Sawarkar College, Beed.

Dr. Wangujare S.A.
Arts Com & Sci. College Ashti.

Introduction :-

Yoga is derived from Sanskrit word "Yuj" which means to unit or to join, Yoga is steady control of sense and mind. Yoga not only enhances our physical fitness but also help to develop our mental and spiritual fitness now Yoga has become a trend for fitness among people as well as sport person yoga also helps to develop mental claim under difficult condition so yoga gets more importance in the life of sport person. Yoga is essentially a spiritual discipline based on an extremely subtle science which focuses on bringing harmony between mind and body. Fitness is a capacity to carry out the daily activities without fatigue. There are eight Limbs of Yoga which helps to development of fitness and sport performance. Yoga is the Universal gift to Human Mankind.

Yoga has become very popular today and world celebrates 21 June as world Yoga day throughout world. Each and every body is health conscious is doing Yoga practice to keep his health fit representation of Yoga are to be found in the ancient Indian culture. Ancient Indian philosophy is related to Yoga today doctors and scientists also found Yoga to be extremely beneficial to all human being. There are four Streams of yoga which reach us through ancient tradition Yoga on one hand helps us to feel motivated an improve our performance.

Yoga is derived from Sanskrit word :-

"Yuj" which means to unite or to Join. The main aim of Yoga is to bring to gather the body mind and soul through as an us Ashtanga Yoga for all round devilment of Human personality. Fitness is generally defined as the capacity to carry out the daily activities without fatigue. It is actually an ability of a person to perform day's routine work efficiently. In short a fit person enjoys better life than unfit person fitness can be achieved by Yoga various physical components like flexibility , cardio vascular fitness, muscular endurance can be improved by doing yogic practice sports participation is measured Yoga helps to improve the sports performance.

Traditional training process are not useful in today's condition traditional training process are no outdated sports training need many changes which helps sports person to developed their fitness and improvement in sports performance due to traditional training process there is possibility to sports person to get unfit during period of tournament because of which there is possibility of individual and team defect such types situation should not took place for that Yoga plays an important role ,to keep fit and healthy physical movement is an individual part of person. Each and every person plays one or other game every player takes great efforts to achieve skills for best performance to get success following things are required in each player to achieve success.

1) Muscular Endurance.
2) Flexibility.
3) Cardio Vascular capacity.
4) Self confidence.
5) Awareness.

Yoga improves athletic performance mental and emotional balance physic logical, spiritual, weight management, stress relief Inner peace increase greater awareness better relationship, better posture, sound sleep increase immunity , calmness reduce respiratory problems.

Yoga is a key to healthy life. It is full of positivity which helps to keep body and mind in control. As you continue to involve yourself in Yoga you will automatically notice the positive changes which will brings to Yoga body , yoga helps to stable the nervous system regular Yoga decreases the pulse rate, decreases respiratory rate blood pressure, increase in cardiovascular efficiency , Endocrine function is

normalizes excretory function improves posture improves energy level increases keeps weight normal sleep improves. Immunity increases and pain decreases. All good changes a to a person or sport person occurs due to daily practice of Yogs regularly.

Yoga not only helps individually but is helps to improve team cohesion, team motivation team unity increases team trust helps to improve player to player combination. There are eight limbs of Yoga which helps in development of Human personality.

1) Yama :- Believes in non-violence & truthfulness.
2) Niyama :- Related to one's body and senses.
3) Asanas :- Means position or posture of body.
4) Pranayama :- Means control on the process of one's breathing.
5) Pratyahara :- Means process of self control
6) Dharma :- Means concentration.
7) Dhyana :- Means process of complete constancy of mind.
8) Samadhi :- Means Union of individuals soul with the supreme soul.

Practice of all these Yama, Niyama , Asanas, Pranayam, Pratyahara, Dharma, Dhyana, Samadhi, gives body, fitness which leads to improve sports performance.

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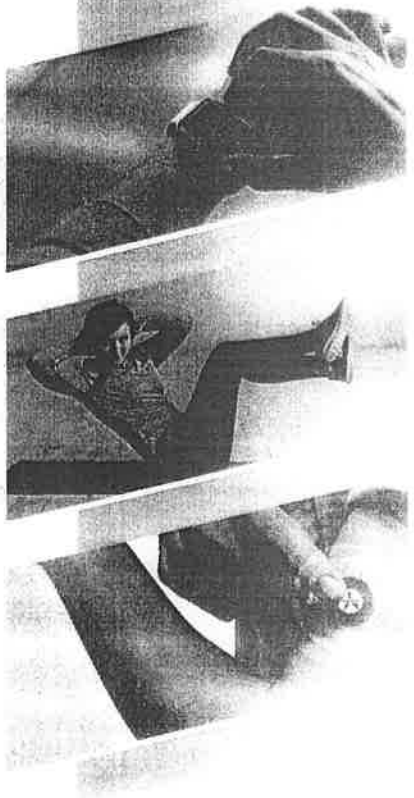

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of Arts, Commerce and Science College, Ashti. has Participated as a ~~Resource Person~~ / ~~Chair Person~~ / Presented Paper entitled Yoga for Health and Sports Performance.

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Academic Year 2017-2018

Department of Physical Education & Sports

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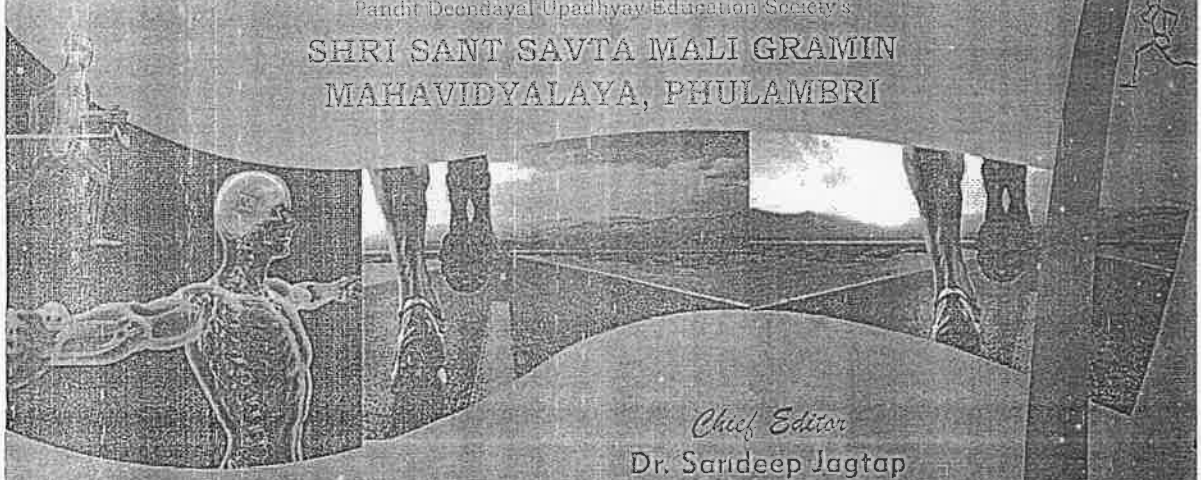

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Dept. of Physical Education

Special Issue

ISSN - 2319 9318

Reg.No.U74120 MH2013 PTC 251205

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SPORTS ANXIETY AND TRADITIONAL THERAPY

Prin. Dr. V.K. Kadam
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Arts & Science College, Gadhi, Tq. Georai, Dist. Beed (MS)

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Arts, Comm. & Science College, Ashti, Dist. Beed (MS)

Introduction-

All of us become fearful in some or the other situations. Indeed to be without fear would be a sign of disorder personality. However, some of us have found ourselves in situations in which our fear has traumatized us into inaction. The tendency to feel fearful in general and specific ways has long intrigued behavioral scientists and others with an interest in both normal and abnormal personalities. Some psychoanalysts employ the term anxiety only to denote an abnormal amount of apprehension and use the word fear to refer a rational appraisal of a real, threatening situation.

Concept:--

The concept of anxiety itself also fits in well with the internationalist model presented in the introduction. Many athletics have reported that their performance has been adversely affected by being too anxious for an athletic competition. Specifically anxiety has been conceptualized as having both a trait and state component. State anxiety has been defined as an emotional state characterized by apprehension and tension –in essence a 'right now' reaction that is transitory in nature. Trait anxiety refers to a predisposition to perceive certain situations as threatening and to respond these situations with varying levels of anxiety. Thus, an athlete's anxiety before or during an event will be determined by an interaction of this general level of anxiety (i.e. trait anxiety) and the specific situational constraints of the event (i.e. state anxiety)

Example : Both high and low trait- anxiety individuals will probably exhibit higher levels of state anxiety when competing for state championship than during a practice session, although the high trait anxious person probably will feel more threatened by the championship game than the low anxious person and will react with higher levels of state anxiety.

Symptoms of Anxiety:-

- Chest pain
- Nervous and Chemical Effects
- Shortness of breath
- Headache
- Heart Palpitation

Muscle Pain:-

Muscle pain occurs under normal circumstances with exercise, and does not necessarily indicate injury. Two types of pains are recognized. Firstly, pain which occurs during exercise, but disappears when the activity stops. Secondly, with unaccustomed exercise, discomfort may not occur immediately, but pain comes later.

Muscle Fatigue- Muscular fatigue has been defined by Edward as "a failure to maintain the required or expected force" during muscular contraction. Two basic mechanisms of fatigue have been-central and peripheral. Central fatigue refers to changes that occur proximally to the motor neuron, and involve neural and psychological changes such as motivation and recruitment. Peripheral fatigue involves motor unit itself and occurs chiefly through exhaustion of the muscle energy supplies.

Anxiety and Attention

This model is important for discussion of anxiety because levels of anxiety are assumed to interact with attention qualities, which may be measured by Nidiffer's scale. Essentially Nidiffers and others have found that excess level of anxiety tends to restrict the attention"field"and the other athlete may begin to attend to a limited numbers of cues.

Harm vs. Failure Anxiety

In early clinical studies of paratroopers in training, and of soldiers in war times, it was found that many individuals under pronounced stress involving a threat to their physical well-being and even to their life, were more concerned about failure to live up to expected social pressures and expectation than they were about the actual body-threatening, or life–threatening, components of situation.

Anxiety and Age

There had been a considerable amount of controversy on this topic. Account to Raymond Bernard Cattell and others who have sampled anxiety scores in people of various ages, anxiety levels rise during the later adolescent years, but in thirties, levels of anxiety tend to subside. Levels of anxiety also tend to rise after age of 60.The ages during which anxiety tends to rise corresponds closely to the ages which both men and women are reaching the peak of their physical potentials in sport.

A coach can also help athletes reduce the importance of an upcoming contest or turn their attention from it by engaging them in other activities by excessive warm-ups just before competition.

- The coach should be sensitive to signs of anxiety among members of the team.
- If it is apparent that one or more athletes are extremely fearful in a general way the coach should attempt to determine the bases of their fears.
- The coach should propose the whole team for situational anxiety connected to competitions.
- The coaches many lead group discussions relative to anxiety and fear, pointing out that signs of anxiety are not always detrimental to a good competitive effort.

Conclusion:-

To summarize, all anxiety is not disruptive. An optimum level seems to be needed to perform well. On the other hand, if the athlete is too anxious or projects an "I don't give a damn" attitude, performance is likely to be less than desirable. Anxiety is a general trait as well as a temporary state of being. Anxiety may be highest prior to and following a stressful athletic situation, the game itself often tends to reduce anxiety. When affecting performance, anxiety interacts with the social and economic conditions surrounding an athlete.

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SURVEY OF SPORTS FACILITIES IN UNIVERSITIES OF MAHARASHTRA

Dr. Santosh A Wangujare
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ABSTRACT

The performance in sports is directly related to the quality of facilities provided to the athletes. Hence, a survey type study has been designed to examine the existing facilities of sports in six Maharashtra state Universities. For this purpose a questionnaire developed by Prasad (1993) has been used to collect the data from 87 randomly selected technical experts belonging from different universities of state. The questionnaire consisted of general information about various play grounds i.e. different play fields, track & field, indoor gymnasium and swimming pool facilities. The responses obtained from subjects were tabulated and item-wise tallies were given to responses. Chi square non-parametric statistical tool was used which was based on frequency distribution. More than 77% technical experts had given their opinion in favour that most of the state universities do not posses up to mark playing facilities in the university campus.

Key words: Track & Field, Indoor Gymnasium, Swimming Pool Facilities

INTRODUCTION

The present day life of human being has become very fast, competitive and luxurious. Under these circumstances, people find little time to undertake some physical activities. According to rough estimate on an average, a person is walking only one thousand steps a day and very less percentage of people take up exercise programme beyond this limit. Every work of human being is done through press button system as a result of which, he/she has become inactive that lead to the degeneration of human being. Recently in the meeting of UNESCO a resolution was passed, that physical education and sports be made compulsory in all the countries of the world so that this degeneration process may be delayed (N.C.E.R.T., Physical Education, (1981). Under the plan of physical education and sports, the first and foremost requirement is to provide adequate facilities to run the programmes. As far as Indian conditions are concerned the existing facilities of physical education and sports are not very encouraging, as Investigated through earlier studies conducted by Prasad (1993) and Kewal Krishna (2001). The Maharashtra and its universities are unable to produce players of high caliber in the recent past. Lack of facilities, poor organizational and administrative set-up of physical education and sports at different levels may be one of the causes of poor performance in the field of sports. Therefore, to know the existing sports facilities as well as organizational set up is of utmost importance. Keeping in the view the existing situation of physical education and sports at various levels in Maharashtra, the researcher decided to take up the study. And to find out root cause for

N = 87

Sr. No.	University	No.	Up to Mark	Not Up to Mark	Not at all	X^2
1.	A	18	9	9	0	16.50**
2.	B	12	0	2	10	14.00**
3.	C	18	4	13	1	12.98**
4.	D	15	4	10	1	08.4*
5.	E	12	0	1	11	18.50**
6.	F	12	2	9	1	09.50**
		87	19 (21.8%)	44(50.5%)	24(27.5%)	

**Significant at.01% level as P>9.21 * Significant at.05% level as P>5.99

Table-2 illustrated that out of 87 experts 19 had given their opinion regarding track facility in favour of "up to mark, 44 had given in favour of not up to mark where ales 24 believed that T&F facilities doesn't exists in their university, as the obtained X^2 value were highly significant in favour of "not at all".

(b) Indoor Gymnasium

TABLE – 3

Responses of Experts of Maharashtra State Universities Regarding their Views about Indoor Gymnasium

+ve<---------- Responses ----------> -ve

N = 87

Sr. No.	University	No.	Up to Mark	Not Up to Mark	Not at all	X^2
1.	A	18	11	7	0	18.50**
2.	B	12	0	0	12	24.00**
3.	C	18	5	11	2	06.98**
4.	D	15	4	11	0	12.40*
5.	E	12	0	1	11	18.00**
6.	F	12	0	9	3	09.50**
		87	20 (23%)	39(45%)	284(32%)	

(c) Swimming pool

TABLE – 4

Responses of Experts of Maharashtra State Universities regarding their Views about swimming pool

+ve<---------- Responses ----------> -ve

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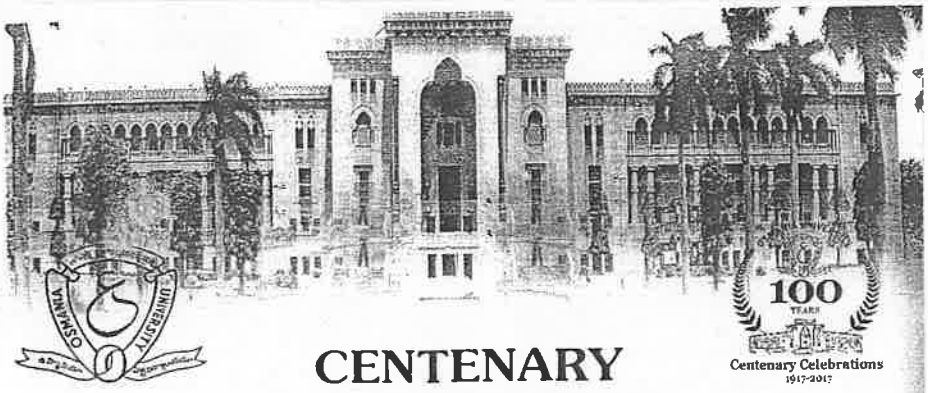

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PROCEEDINGS OF THE INTERNATIONAL CONFERENCE ON PHYSICAL EDUCATION FITNESS AND SPORTS SCIENCE 201

Volume - 27 No. 2
QUARTERLY
July 2017 to September 201

International Federation of Physical Education, Fitness and Sports Science Associations

Published by : Indian Federation of Computer Science in Sports
www.ijhpecss.org & www.ifcss.in

A Peer Reviewed (Refereed) International Research Journal

Organized by : Department of Physical Education, Osmania University, Hyderabad, T.S. India

Publication Impact Factor I2OR 3.565
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ISSN 2231-3265
International Journal of Health, Physical Education and Computer Science in Sports
Volume No.27, No.2.pp:92-94
Journal Impact Factor 3.565 (UGC Approved Journal)
A Peer Reviewed (Refereed) International Research Journal

Survey Of Sports Facilities In Universities Of Maharashtra

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METHODOLOGY
A survey type study has been designed to examine the facilities, sports in Maharashtra state universities. Eighty Seven technical experts including serving and retired have been selected as subjects for the study. This covers lecturers in physical education, Directors and Assistant Directors of physical education, Sports coaches belonging to different universities, were randomly drawn for the study.

The scholar had taken pain to contact the team coaches/experts of Maharashtra state university coparately and requested them to fill up questionnaire and the doubts were cleared on the spot. Researcher also visited each university and contacted the staff working in the department of sports/ department of physical education, and requested them to give their free and frank opinion asked in the questionnaire. Questionnaire developed by Prasad (1993) was used to collect the data from technical experts. The questionnaire was mainly to find out the existing sports facilities in universities funded by the state. It included various play grounds, track and field, indoor gymnasium and swimming pool.

RESULTS

Play Grounds : TABLE – 1 Responses of Experts of Maharashtra State Universities Regardingtheir Views about VariousPhysical Facilities +ve<---------- Responses ----------> -ve *N = 87*

Sl. No.	University	No.	Up to Mark	Not Up to Mark	Not at all	X^2
1.	A	18	10	8	0	17.00**
2.	B	12	3	7	2	03.50
3.	C	18	7	9	2	04.82
4.	D	15	6	9	0	08.4*
5.	E	12	0	2	10	14.00**
6.	F	12	3	7	2	03.50
		87	29 (33.3%)	42(48.2%)	16(18.3%)	

**Significant at.01% level as P>9.21 * Significant at.05% level as P>5.99

Table-1 depicted that out of 87 experts 58 had given their opinion in favour of "not up to mark/ not at all" existing sports facilities in the state,

TABLE – 2 Responses of Experts of Maharashtra State Universities Regarding their Views about Track & Field Facilities +ve<---------- Responses ----------> -ve *N = 87*

Sl. No.	University	No.	Up to Mark	Not Up to Mark	Not at all	X^2
1.	A	18	9	9	0	16.50**
2.	B	12	0	2	10	14.00**
3.	C	18	4	13	1	12.98**
4.	D	15	4	10	1	08.4*
5.	E	12	0	1	11	18.50**
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Indoor Gymnasium TABLE – 3 Responses of Experts of Maharashtra State Universities Regarding their Views about Indoor Gymnasium +ve<---------- Responses ----------> -ve *N = 87*

Sl. No.	University	No.	Up to Mark	Not Up to Mark	Not at all	X^2
1.	A	18	11	7	0	18.50**
2.	B	12	0	0	12	24.00**
3.	C	18	5	11	2	06.98**
4.	D	15	4	11	0	12.40*
5.	E	12	0	1	11	18.00**
6.	F	12	0	9	3	09.50**
		87	20 (23%)	39(45%)	284(32%)	

Swimming pool TABLE – 4 Responses of Experts of Maharashtra State Universities regarding their Views about swimming pool +ve<---------- Responses ----------> -ve *N = 87*

Sl. No.	University	No.	Up to Mark	Not Up to Mark	Not at all	X^2
1.	Jaipur	18	5	13	0	24.50**
2.	Ajmer	12	0	0	12	24.00**
3.	Udaipur	18	0	2	16	25.32**
4.	Jodhpur	15	5	10	0	10.00*
5.	Bikaner	12	0	0	12	24.00**
6.	Kota	12	0	0	12	24.00**
		87	10 (11.5%)	25(28.7%)	52(59.7%)	

DISCUSSION ON FINDINGS

The results indicated that most of the experts were of the opinion that existing playgrounds were not up to mark in most of the universities. This up to mark responses involves maintenance, utilization of play fields. All these responses show that universities of Maharashtra state were badly starving the availability of playgrounds. Similar results have been found by Mishra(1980) conducted in schools and colleges of Odhisha state.
The results indicated that indoor gymnasium facility was also not up to mark standard in most of the universities. In most of the universities, either this facility was not at all in existence or it might not up to mark. The facility did not include only availability of the facility but it included maintenance, utilization and the quality of this facility. All these responses show that universities are badly in need of sports facilities especially the indoor gymnasiums. The non-availability of gymnasium was perhaps focusing towards the paucity of the funds required for construction of this facility. Actually, most of the universities do not want to spend major share of their sports budget on construction of gymnasium. Similar results have been found by Vernakar (2000) conducted a survey of physical education program in North Goa.

Majorities of the universities in the state are badly starving the facilities in their campus that lead to the poor performance at inter university competition. The performance in sports needs good facility as the similar study conducted by Jefferies (1984) that adequate sports facilities developed the ability of sports talent in the USSR.

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UPBIL 04010/2010
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ISSN 2249-717X
Special Issue

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DEPARTMENT OF PHYSICAL EDUCATION & DTSS COLLEGE OF COMMERCE

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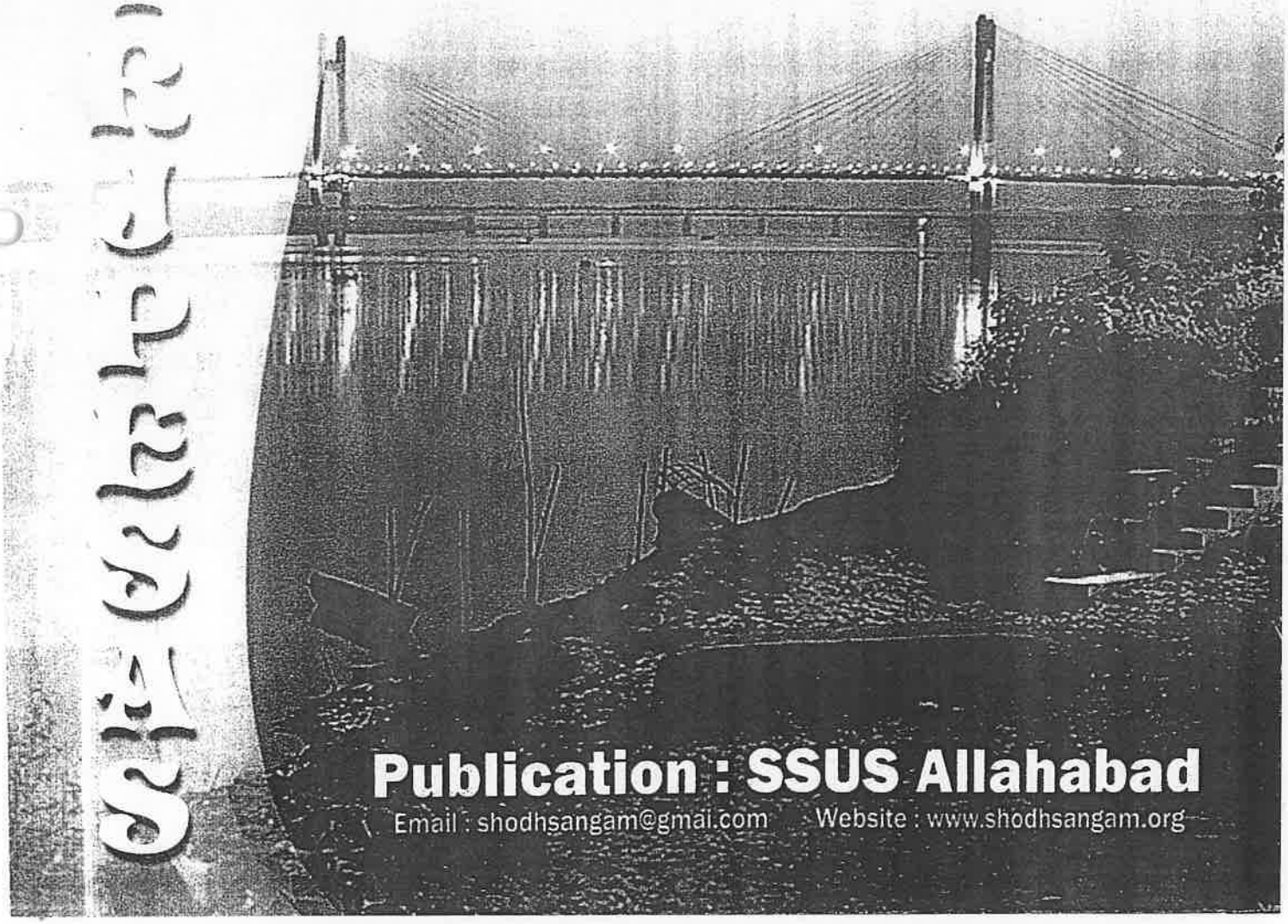

Publication : SSUS Allahabad

Email : shodhsangam@gmail.com Website : www.shodhsangam.org

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EFFECT OF A SIX WEEK EMOTIONAL INTELLIGENCE PROGRAMME ON THE SPORTS PERFORMANCE OF AMATEUR ATHLETES

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ABSTRACT

Emotional intelligence (EI) has been reported to be more realistic than other measures in evaluating performances in many fields of human activities. However, research evidences reveal that its application to amateur athletes and its possible effectiveness in enhancing sports performances is yet unknown. This study therefore investigated the effectiveness of emotional intelligence programme on the performances of amateur athletes from selected sports in Maharashtra State of Aurangabad. The pre test, post test randomized control group quasi experimental design was adopted for the study. The fish bow method of the simple random, sampling technique was used to select four sports, which include basketball, handball, throw ball and weightlifting. The modified Emotional Competence Inventory Version 2 (ECI2) (α=0.8 and the Emotional Competence Development Module Sports Version (ECDMSPORTS) (α =0.79) were administered to 92 male and female amateur athletes whose ages ranged between 18 and 25. The experimental groups were exposed to six weeks of emotional competence training using the ECDM Sports programme. Two hypotheses were tested at significant level of 0.05. The data were analyzed using Analysis of Covariance (ANCOVA). The results revealed significant difference in (El) post-test (Exp.x= 196.20; Control x= 186.98) (P< 0.05). Further, the treated group consequently performed better in the sports performance posttest (x=66.19) than the control group (x=52.30) (P<0.05). Results further indicated no significant difference in the El and sports performance scores between the sports groups that were treated (P>0.05). This showed that the amateur athletes from all the sports groups equally utilized and benefited from the treatment programmes.

INTRODUCTION

Of all the factors affecting sports performance, it seems that the most important is the ability of the athlete to identify and assume the appropriate feeling required to perform at his best when he needs to. Whatever might be the level of skill, strength and experience of an athlete, his performance in the face of stiff competition will be largely influenced by his ability to assume the right emotion and attain an appropriate level of the emotional energy for performing at his optimum. According to Sharma (2006), how you feel is how you will play. The significance of emotional influence on sport performance has often been evident in most comments of spectators, team managers and sports analysts on athletes and teams performances during and after competitions. Oftentimes, they comment on players display of confidence or lack of it, aggressiveness or timidity, resilience or depression, anger or enthusiasm, frustration or determination and other forms of emotionality while attributing to such factors, the responsibility for the success or failure of their performances. The implication is that preparation of athletes for successful performance in major competitions can no longer be predicated only on training them for optimum mental and physical qualities as strength, speed, flexibility and skills but also and perhaps, more importantly, on training for development of adequate emotional energy, which will make possible a successful delivery of all the trainings acquired. Emotional training also known as emotional literacy involves development of the individual in the four dimensions of emotional abilities as identified by Shrivasta and T Rama (1990). These include the Development of the perception of emotion, the ability to reason using emotions, the ability to understand emotion, and the ability to manage emotion.

The mastery of these four major dimensions of emotional learning is referred to as emotional intelligence. Shrivasta and T Rama (2001) described emotional intelligence as the subset of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide ones thinking and actions. They further emphasized that emotional intelligence involves the ability to reason with and about emotions, and the capacity of emotion to enhance thought. Hein (2005) described emotional intelligence as knowing how to separate healthy from unhealthy feelings and how to turn negative feelings into positive ones. Goleman (2008) asserted that it means managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly towards their common goals. According to him, emotional intelligence has proved a more effective measure of human capabilities while programmes of emotional intelligence have proved enhancing to increased productivity in different fields of

human activities. However, reports of application of emotional intelligence to amateur athletes and sports performances remain scanty. This study therefore investigated the applicability of emotional intelligence to amateur athletes and further administered a programme of emotional intelligence on the athletes with a view to establishing its effectiveness or otherwise on their sports performances.

Research hypotheses: It was hypothesized that

H 1. There is no significant difference in the emotional intelligence status between the experimental and the control groups and between the four sports groups of the amateur athletes.

H 2. There is no significant difference in the sports performance level between the experimental and the control groups and between the four sports groups of the amateur athletes.

Literature review

Emotional intelligence is a relatively new concept in psychology that emerged in the late 80s. It has however, rapidly gained wide acceptability in psychology as a convenient phrase with which to focus attention on the underlying emotional Components of human talent. It has been variously described as a set of competencies (Goleman 2005) and as the ability (Shrivasta and T Rama. 2001) and as a set of skills (Jacobs, 2001) to recognize, understand and use emotional information about oneself and others to cause effective or superior performance. Emotional intelligence skills are however, described as synergistic with cognitive skills Goleman, 1998). It is said that top performers in any field of human activity have both. The more complex the job, the more emotional intelligence abilities matter. If only because a deficiency in these abilities can hinder the use of whatever technical expertise or intellect a person may have (Goleman. 2005).

Its efficacy as a more accurate measure of human productivity level and its boosting as an efficacious enhancer of human performance have been attested but hitherto, limited to industrial, corporate and general commercial activities.

METHODOLOGY

The study adopted the pre-test, post-test randomized group's quasi experimental design. This design, according to Thomas and Nelson (2001), is concerned with whether the experimental group changes more than the control group. Each of the four group's comprising the Basketball, Handball, Throw ball and the Weightlifting teams have a male and female group as well as an experimental and control groups. Thus, a 2 x 2 x 4 factorial

design was adopted for the study. The groups were formed randomly. All the groups were subjected to pre and post tests.

A total of Ninety-two (92) athletes randomly selected from the four sports were used. The athlete's ages ranged from 18 to 25 years. The purposive sampling technique was used to select the participants only to conform to the sports and the age group required for participation in the research. However the fish bowl method of the simple random sampling technique was applied to assign participants to the experimental and the controlled groups.

Table 1: Population Distribution for the Experimental and Control Groups

Sports Group	Experimental Groups	Control Groups	Total
Basketball	Male = 6 Female = 6	Male = 6 Female = 6	N = 12 N = 12
Handball	Male = 7 Female = 7	Male = 7 Female = 7	N = 14 N = 14
Throw ball	Male = 6 Female = 6	Male = 6 Female = 6	N = 12 N = 12
Weightlifting	Male = 4 Female = 4	Male = 4 Female = 4	N = 8 N = 8
Total	46	46	N = 92

Table 2: Factorial matrix for the Emotional Intelligence Experiment

Sports Group	Treatment Group (EIT)		Control Group (EIC)		Total
Basketball	Male	Female	Male	Female	N = 24
	TBM (n=6)	TBF (n=6)	CBM (n=6)	CBF (n=6)	
Handball	Male	Female	Male	Female	N = 28
	THM (n=7)	THF (n=7)	CHM (n=7)	CHF (n=7)	
Throw ball	Male	Female	Male	Female	N = 24
	TTM (n=6)	TTF (n=6)	CTM (n=6)	CTF (n=6)	
Weightlifting	Male	Female	Male	Female	N = 16
	TWM (n=4)	TWF (n=4)	CWM (n=4)	CWF (n=4)	
Total	23	23	23	23	N = 92

The main instrument used for this study was the modified Emotional Competence Inventory Version 2 (ECI 2) (Boyatzis & Sala, 2004). Participants were evaluated before and after the administration of the programme of emotional intelligence. The Emotional Competence Development Module for Sports (ECDM Sports 1), a self developed module for emotional intelligence development was used in a six week programme of training and activities designed to enhance the emotional intelligence status of amateur athletes. Achievement of sports skills were measured by using standardized Skills tests and

Performance test (AAPHERD, 1997) before and after the administration of the programme of emotional intelligence.

The inferential statistics of Analysis of Covariance (ANCOVA) was used in analyzing the results of emotional intelligence status and performance levels between the control and the experimental groups as well as the differences between the pre and the posttest levels. Hypotheses were tested at 0.05 alpha levels. A two week field test with 24 male and female teen age basketball players was carried out for test retest of the modified version (ECI2) of the instrument. The participants were students of senior secondary schools who train regularly at the Basketball Court, Aurangabad. Data obtained from this was analyzed using the Combat Alpha Coefficient method. The internal consistency results obtained averaged 0.79. This compares

Favorably with the degree of reliability in terms of Cranach's alpha for average item scores, as 0.84 earlier reported by Boyatzis and Sala, (2002). The Confirmatory Factor Analysis of ECI scores carried out by Bar-On and Parker (2002) reported to average at 0.76.

Procedure

Training in EI development was twice daily. One in the evening lasting 60 minutes when athletes are relaxed and ready to learn new skills that could assist their next day performance in training and a brief 15mnute rehearsal in the morning, just before the start of morning sports practices. Data obtained from pre test and posttest assessments of emotional intelligence and sports perfornlance levels for each athlete were analyzed to investigate the effectiveness of emotional intelligence on sports performance using the ANCOVA. The hypotheses were tested at 0.05 alpha level.

RESULTS

Table 3: Summary of analysis of covariance of post test

EI scores of the experimental and control groups according to treatment with the emotional intelligence programme

Source of Variation	Sum of Square	DF	Mean Square	T	Sig
Covariates Pre Test	8073.28	1	8073.28	11.58	.01*
Main Effects	4181.31	1	4181.31	5.69	
Treatment	4181.31	1	4181.31	5.69	
Explained between	9254.60	2	14627.30	16.64	P. <0.05

Residual	62019.01	89	696.84		
Total	71273.62	91	783.22		

***Significant at P. <0.05**

From the table 3 above, the effect of treatment on the post test scores of the participants is significant F (1, 91) = 5.69, P. <0.05)

Table 4: Summary of difference in pre and posttest mean scores in emotional intelligence between the experimental and control groups.

Sources	Groups	N	df	Mean	Sd	T	Sig	Mean Diff
Pre Test	Experimental	46	90	185.86	18.58	1.06	.28	3.48
	Control	46		182.38	12.06			
Post Test	Experimental	46	90	196.20	31.92	3.95	.02*	9.21
	Control	46		186.98	22.82			

***Significant at P<.05**

Experimental: Post test = 196.20; Control: Post test = 186.98). This shows that those in the experimental group benefit immensely from the treatment programme.

Table 5: Summary of posttest mean scores in emotional intelligence for the experimental sports groups.

Sports Groups	N	X	Std. Deviation
Basketball	12	200.87	37.38
Handball	14	194.07	27.63
Throw ball	12	200.54	31.67
Weightlifting	8	188.06	36.28

Hypothesis Two: There is no significant difference in the sports performance level between (a) the experimental and the control groups and (b) between the four sports groups.

Table 10: Summary of posttest sports performance mean scores of the experimental sports groups.

Sports Groups	N	X	Std. Deviation
Basketball	12	66.91	10.21
Handball	14	68.10	10.33
Throw ball	12	64.75	11.49
Weightlifting	8	63.50	12.91

The table 1 0 above reveals only slight differences in the group mean scores.

DISCUSSION

From the table 3, the effect of treatment on the post test EI scores of the participants is significant (F (1, 91) = 3.69, P. <0.05). The findings of this investigation indicate a boost in the emotional intelligence status of amateur athletes in the experimental group, as their posttest scores were higher than those that were not treated. This shows also that the programme of emotional intelligence training is applicable to amateur athletes. This finding corroborates the assertion of that no matter what field we work, training in emotional intelligence competencies is crucial and essential as it focuses on development of personal qualities, such as achievement drive, initiative, empathy, adaptability and emotional control. According to him, the same skills come into play in most jobs, particularly those that involve dealing with people about any sort of sensitive matter. The positive responses of participants and results of the training in emotional intelligence competencies answer the basic questions of applicability of the concept to amateur athletes. The null hypothesis one (a) is therefore rejected. The ANCOV A table (Table 5) shows no significant differential effect in the emotional intelligence scores between the sports groups that were treated with the emotional intelligence programme. The result revealed that there is no significant difference between the sports groups in their post treatment EI statuses (F (1, 45) = .45; P. >.05). Therefore, the null hypothesis one (b) is not rejected. The groups relative equality in EI scores reflects the homogeneity of the sample group amateur athletes, the accuracy of the age group and equality of treatments given to the four sport groups. This finding indicates that none of the sport groups can claim superiority of emotional intelligence status above another in amateur sports. The favorable response to emotional competence development training by all the sports groups manifests the applicability of the concept of emotional intelligence to all the sports. It also gives an indication that the programme is usable for helping amateur athletes to boost their emotional responses in training and performance.

CONCLUSION

Sport emotional intelligence is relatively new not only in Aurangabad but also in the developed state and nation. It is a recent therapy in the management of athletic pressures and performance modifiers. This work has established the applicability of the concept of emotional intelligence to sports and to amateur athletes. It has further discovered that emotional intelligence training is effective in improving sports performances of amateur athletes. This study is unique for its effectiveness in boosting emotional strength of athletes

under competitive situations. It is also observed that for the first time, in the area of sports psychology, especially in Aurangabad, the relatively new concept of emotional intelligence was empirically tested on Aurangabad participants. This is evident from the virtual dearth of literature on emotional intelligence in the state and country. It is this dearth of literature that also affects, to some extent, the robustness of discussion of the findings of the study. The successful application of EI to amateur sports has thus extended the fields of human activities that the concept had hitherto been applied.

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COMPARISON OF NARCISSISM LEVELS OF STUDENTS OF PHYSICAL EDUCATION AND SPORTS

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ABSTRACT

The purpose of this study was to compare body image and narcissism levels of students of Physical Education and Sports. Population of the study was constituted by students studying at Dr. Babasaheb Ambedkar Marathwada University, Aurangabad (Maharashtra). The sample was represented by 81 students studying at Dr. Babasaheb Ambedkar Marathwada University, Aurangabad (Maharashtra) in the Dept. of Physical Education and Sports who voluntarily participated in the study. 'Narcissistic Personality Inventory' developed by Daniel R. Ames, Paul Rose and Cameron P. Anderson in the year 2005 was used as data collection tool. For analysing the data acquired, SPSS 20 was used. Single sample 'Kolmogorov-Smirnov' test was applied to learn whether or not the data had a normal distribution while 'Anova-Homogeneity of variance' test was applied to determine its homogeneity and it was seen that the data was homogeneous and had normal distribution. For analysing data, descriptive statistical analysis, one way analysis of variance and tukey test were applied. It was found as a result of the study that narcissism scores of students studying exercise and sports were higher than those of the students studying coach training and recreation.

Key words: Narcissism, Coach training, Recreation, Exercise and sports

INTRODUCTION

Narcissism is defined, in simplest words, as feeling extreme admiration for one's self physical and intellectual abilities. It has been understood from studies on narcissistic personality that people with narcissistic personality characteristics admire their own physical and bodily features extremely. Sports enable an individual to make a more positive self-assessment and contributing to physical and bodily development of the individual. Self-assessment and self-perception of persons who gain a beautiful and esthetical physique thanks to sports are different from those of non-athletic people. Importance attached to appearance, attractiveness, being beautiful and handsome by many societies not only today but also in the past, has unavoidably led to a desire to become nice and attractive, for many people. Therefore, people have started to make great efforts to look more beautiful and have an esthetical physique. (Tazegul and Guven, 2015).

Narcissistic people admire themselves extremely both physically and spiritually, think themselves superior, continuously expect admiration, interest and approval, believe that they will immediately be shown particular interest wherever

they go and they deserve a superior position. It is an inevitable fact to be disappointed and hurt so often among such great narcissistic expectations. Self-esteem of a narcissistic person is fed with external interest, admiration and approval. The said persons cannot stand criticism but always expect praise. For that reason, their appearances and behaviours all shape for acquiring those. Their friendships are solely for deriving benefits in this respect since they exploit others in order to praise themselves, get above themselves and masquerade themselves as superior to others. Narcissistic people are known to be egoist and egocentric in their relationships as they fail to show empathy towards feelings, thoughts and needs of others (Ozturk, 2002: 436).

Narcissistic individuals are found to be selfish, since they think they are unequalled and special people. Feeling of selfishness in narcissistic people manifests itself excessively in their belief that they deserve more. They are success-oriented. They seek an opportunity to increase self-value whenever they feel a little fear for the lack of success. Narcissistic people make efforts to look good, to feel special, successful, important and positive. Sometimes they have intra-psychic thoughts such as blaming current situation but not themselves for fantasizing about power or for failure. And sometimes, they have thoughts such as exploiting the other party in their relationships for self-benefit. (Campbell and Foster, 2007:7).

Narcissistic athletes attribute their failure in competitions to referee decisions, inaccuracy of rules, audience, wrong tactics given by the coach etc.. They do not believe they lose because of their own faults.

The purpose of this study was to make a comparison between body image and narcissism levels of students of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad (Maharashtra), Dept. of Physical Education and Sports.

METHODOLOGY

2.1 Research Method

In this study, quantitative research method was used. Quantitative research method is described as follows; it is the research method which objectivizes and puts forth facts and events in an observable, measurable and numerically representable format. Main purpose in quantitative studies is to measure social behaviours of people objectively by means of observations and tests and set them forth quantitatively (Guubetoglu, 2008).

2.2 Population and Sample

Population of the study was constituted by students studying at Dr. Babasaheb Ambedkar Marathwada University, Aurangabad (Maharashtra) whereas the sample was represented by 81 students studying at Dr. Babasaheb Ambedkar Marathwada University, Aurangabad (Maharashtra), Department of Physical Education and Sports, who voluntarily participated in our study.

3. Data Collection Tools

3.1 Narcissistic Personality Inventory

Narcissistic Personality Inventory was developed in 2005 by Daniel R. Ames, Paul Rose and Cameron P. Anderson. In the first study conducted following pilot scheme, Reliability coefficient was determined as 0,57. Due to the fact that reliability coefficient was found

below expected values, checking correlation of each factor with the scale, four statements which were found to be perceived negatively and not to contribute to the scale were revised. In measurements made after this modification, Reliability Coefficient rose to 0,652. In this case, Pearson Correlation between narcissism scores of NPI - 16 and NPI – 15 scales was measured in order to determine whether or not 15 - question questionnaire of NPI could be used if desired and the value was found to be 0,987 (Atay, 2009).

3.2 Analysis of Data

For analyzing data, SPSS 20 was used. In order to know if data had a normal distribution, single sample "Kolmogorov Smirnov" test and in order to assess if data was homogeneous, "Anova - Homogeneity of variance" test was applied. In case where the data was homogeneous and had a normal distribution, descriptive statistical analysis, one way analysis of variance and Tukey test were applied.

FINDINGS

Table 1: Descriptive statistics finding

	N	Mean	Std. Deviation
Coach Training	15	7,33	1,87718
Exercise and Sport Sciences	43	7,86	2,53153
Recreation	22	6,90	2,56179

As a result of descriptive statistical analysis, narcissism score of students studying exercise and sport sciences was determined as 7,86 and narcissism score of students studying coach training was determined as 7,33 whereas narcissism level of students studying recreation was determined as 6,90.

Table 2: One way analysis of variance

	Sum of Squares	Mean Square	F	p
Between Groups	53,772	10,754	1, 523	1,86
Within Groups	1080,467	7,062		

As a result of variance analysis, a difference of statistically insignificant level was found.

Table 3: Comparison of narcissism levels with respect to Departments (Tukey Test)

(I) department		Mean Difference (1-J)	Std. Error	P.
Coach Training	Exercise an d Sport Sciences	-5,27	7,96	5,09
	Recreation	4,24	8,89	6,34
Exercise and Sport Sciences	Coach Training	5,27	7,96	5,09
	Recreation	9,51	6,96	1,74
Recreation	Coach Training	4,24	8,89	6,34
	Exercise an d Sport Sciences	9,51	6,96	1,74

When narcissism scores were compared with respect to departments, a statistically insignificant difference was found among all departments.

DISCUSSION AND CONCLUSION

According to result of descriptive statistics, it was found that narcissism scores of students studying exercise and sport sciences were higher than scores of students studying coach training and recreation. Considering these results, it is possible to assert that students studying exercise and sport admire their physical and intellectual abilities more. A statistically significant difference was not discovered as a result of comparison of narcissism scores of students within the scope of sample with respect to departments. In consequence of literature review studies which are parallel to data of the study were discovered. Tazegi finds in his study in 2017 that steroids increase narcissistic personality level of athletes. Klein (1987) states that nobody can be more narcissistic than body builders. Klein also indicates that they always tend to show-off with their proportionally esthetical bodies. Tazegi finds the narcissism score of the athletes as 8,6374 in his study (2017a). He finds in his study (2013a) narcissism level of athletes in weight lifting branch as (7,283 ± 2,786) and narcissism level of athletes in boxing branch as (7,216 ± 2,584). Tazegi indicates narcissism level of greco-roman wrestlers as (6,750 ± 2,777) in 2011. Tazegi and Ferah discover in their study in 2016 that there is a positive relationship between narcissism score and sports age of sportswomen. Carroll, in his/her study in 1989, finds that narcissism levels of athletes in body building branch are higher than those of non-athletic people and athletes in other branches. Davis et al. also find in 2001 that narcissists are extremely compulsive about their physical appearances. Tazegi and Guven find narcissism score of athletes in body building branch as (8,429 ± 4,09980) in their study of 2017. Carroll (1989) discovers in his/her study in 1989 that athletes practicing body building develop more narcissistic characteristics compared to athletes and students in different sport branches. Brown (1997) states that athletes practicing body building develop more narcissistic characteristics than non-athletes.

In conclusion, it was found that narcissism scores of students studying exercise and sports were higher than narcissism scores of students studying coach training and recreation.

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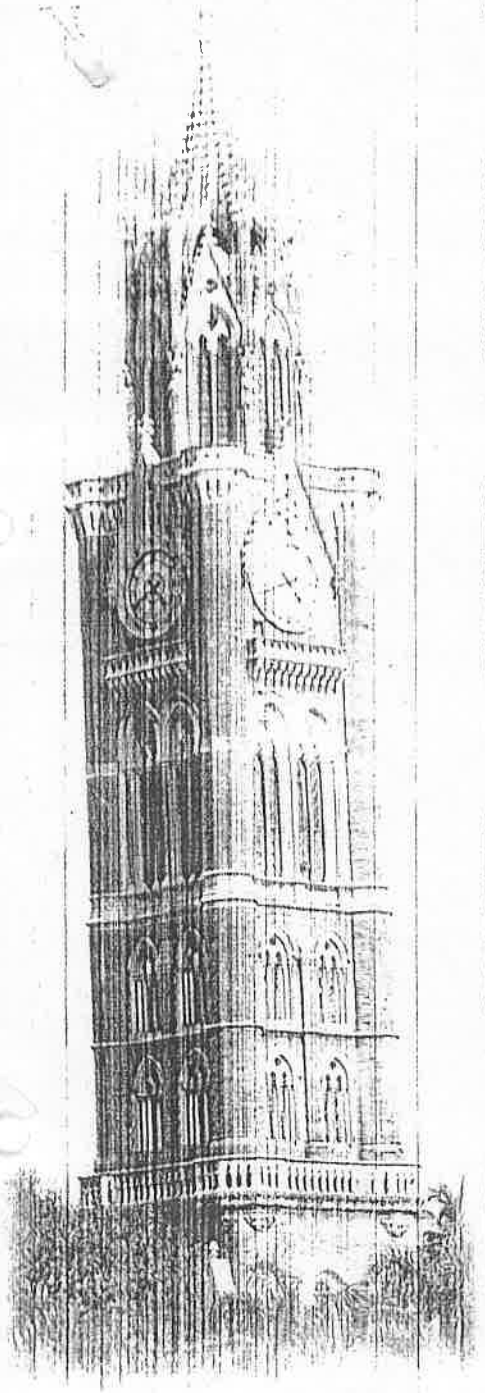
Published by : Dr. Arvind Mishra on Behalf of " Sharirik Shikshan Unnayan Sansthan (SSUS)" UG-1,
Printed at A to Z Digital Prints®, Mumbai - 400 069.



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Academic Year 2016-2017

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ISSN : 2278 – 5639

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{Bi-Monthly} Volume – V Special Issue – IV January 2017

HOW MINDFULNES TRAINING MAY MEDIATE STRESS, PERFORMANCE AND BURNOUT

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ABSTRACT

The present work was carried out in order to explore the influence of mindfulness training on stress, perceived performance in school and sports, and athlete burnout among junior elite athletes.One goal was to determine the usefulness of mindfulness training in performance enhancement and burnout prevention in junior elite sports. A mindfulness-training program (MTP) was conducted with 29 junior elite athletes over a period of 12weeks. Six of the athletes who were participating in the MTP were randomly chosen to voluntarily participate in a semi structural interview that explored possible effects from the MTP. Qualitative analyses showed that the mindfulness intervention had a positive impact on the athletes' awareness and recovery. The authors also discuss positive effects on the athletes' focus and performances. The findings are discussed against the Usefulness of mindfulness training in athlete burnout prevention.

Key words: Mindfulness, Stress, Athlete burnout, Sport

INTRODUCTION

Junior elite athletes often dream about a future in elite senior sports. The path towards elite sports consists of a wide range of challenges that can contribute to performance impairment, negative overload and eventually burnout (3). High degrees of stress have an impact on an athlete's ability for training adaption and performance (19). This in turn decreases their ability to reach elite levels in their sports.Possibly unfulfilled expectations within sports are also found to influence higher levels of stress (24, 20). Junior elite athletes are in a sensitive age for their athletic development (67). Athlete burnout is therefore especially problematic in junior sports and can be seen as a possible antecedent for early drop out from sports (47). Research to help prevent junior athletes from getting burned out is therefore of high importance. Due to the multidimensional nature of athlete burnouts and because of the contributing influence of stress on burnout syndromes (26,53), stress management and stress reducing training could be an interesting part of burnout prevention.

One widely used intervention method in stress reduction is mindfulness training (2). In addition to the stress reducing effect of mindfulness training (22), mindfulness is also found to be

negatively associated to burnout (44). Research on neural correlates of mindfulness and clinical sports psychology has further shown that mindfulness can be useful in a wide range of performance enhancement cases like performance development, performance dysfunction, performance impairment, and performance termination (42). This study seeks to explore if mindfulness training can be useful in stress reduction, performance enhancement and burnout prevention in junior elite athletes.

THEORETICAL FRAMEWORK

To reach an international level in elite sports requires training spans of 10 years or more with high quality training volumes (16, 62). The main purpose in all these years of elite training is to enhance performance level by adapting the physiology and mind to the specific requirements of the sport by using an optimal training load (49). Higher degree of adaptation to the training process increases the potential for performance enhancements (4). "Flow" is described as a state in which a personis completely absorbed in his or her actions and experiences a unity of body and mind that facilitates peak performance (14, 15, 27, 28, 59). Thus, the idea that mindfulness may improve athletic performance is supported by the theoretical overlap between mindfulness and "flow" (66,17, 35, 36).

Mindfulness

Marks (42) suggested mindfulness practice to be relevant for athletes in cases of performance development, performance dysfunction, performance impairment, and performance termination. Mindfulness is described as paying attention on purpose in the present moment without judgment (34). It is also described as a non-evaluative, receptive moment-to-moment attention or awareness with three principal components – non-evaluation (non-judgment), open receptivity and present-centeredness (5).According to Weinstein and Ryan (69) these three components together characterize the mindful-awareness state and are believed to work together in producing beneficial outcomes.A tendency towards open-mindedness and curious introspection has also been shown to be integral in this beneficial process (43, 64).

Several mindfulness programs as for example Kabat-Zinn's (31, 32) Mindfulness-based StressReduction (*MBSR*) or Segal, Williams, and Teasdale's (59) Mindfulness-Based CognitiveTherapy (*MBCT*) have been developed. The first one (MBSR by 43, 70) is probably the most well- known of numerous mindfulness based interventions (66). This program is a group-based mindfulness intervention originally designed as an adjunct treatment for patients with chronic pain (37). The program consists of an eight-to-ten week course, in which groups of up to thirty participants meet twice a week for two and a half hours for mindfulness meditation training and

instruction (32).In addition to mindfulness exercises in class, participants are asked to engage in home mindfulness practices and attend an all-day intensive mindfulness meditation retreat. The assumption of MBSR is that individuals learn to be less reactive and judgmental toward their experiences, and more able to recognize and break free from habitual and maladaptive patterns of thinking and behavior (37).

Stress

Importantly, an optimal adaptation to training and competitions depends on the relationship between stress (physiological, psychological and social stress) and adequate regeneration (45,46). Chronic stress and maladaptation to stress over time can lead towards the impairment of training adaptation, the risk of underperformance, the development of overtraining syndrome, and ultimately athlete burnout (12, 23, 57). Therefore, it is of high importance that athletes and coaches consider these non-training stressors in combination with the training load (24).

Interestingly, mindfulness-based interventions are found to reduce stresssymptoms (2, 21) and it is found that mindfulness is negatively associated with burnout (44). It has also been found that the practice of mindfulness can help improve wellbeing (5, 6), physical health (21), as well as to reduce pain, anxiety, and depression (33, 65).

Performance

An explanation of all the presented positive effects from the mindfulness programs could be that mindfulness practice provides an opportunity to enhance concentration and non-reactivity. The emotional experience of stressful events is not denied during the practice, but acknowledged and Accepted, while maintaining task-focus. Enhancement of continues attention reduces rumination and facilitates shift of attention focus to desired targets and impede thereby elaboration of unpleasant thoughts and feelings (42). This explanation fits well with the suggestions of Weinstein, Brown & Ryan (68) about two primary ways through which mindfulness training may produce beneficial effects.Firstly, mindfulness practice may promote a less defensive, more willing exposure to challenging and threatening events and experiences. This may reduce negative cognitive appraisals of those situations, thus leading to lower levels of perceived stress. Secondly, mindfulness training may foster an enhanced capacity to cope adaptively with situations, which are perceived as challenging, threatening, or harmful (68). They hypothesized that higher levels of mindfulness would be related to both, a lower tendency to appraise or interpret events as stressful and a more adaptive coping in stressful situations (68).

Athlete Burnout

Athlete burnout is a difficult and chronic state and it is demanding to recover from it (61). However, chronic stress from various sources seems to be the most important antecedent for athlete burnout (53, 58).Psychosocial factors (13), excessive training stress and lack of recovery (20, 22, 40), sport hassles (12), or perceived performance pressure from coaches (51) are only some of a wide range of stressors, which can contribute to the development of athlete burnout.

Athlete burnout is considered to be a multidimensional syndrome or construct (55, 8), which consists of three central dimensions: (1) *Emotional and physical exhaustion*, (2) *Reduced sense of accomplishment*, and (3) *Sport devaluation* (52).Emotional and physical exhaustion seem to be the most obvious manifestation of burnout and are characterized by feelings of emotional and physical fatigue associated with training and competing (55). Reduced sense of accomplishment is explained by perceived inefficacy and a tendency to negative evaluations of oneself, in terms of sports performance and own accomplishments. Athletes, who experience this phenomenon, perform below expectations and are unable to achieve personal goals (55). Sport devaluation is defined as a detached attitude towards the sport, reflected by negativity and a lack of concern regarding the sport itself and the performance quality (55). The most common consequence ofhigh levels of burnout is lack of motivation (18), which may lead to the unwanted outcome of dropout from sports (47). Although the occurrence of athlete burnout still is not fully understood (29), it is suggested that the number of athletes, who are suffering from burnout, seems to be rising (19).

Because of the strong research support on the influence of from meditation on stress, performance and burnout syndromes (3, 25, 53, 54), mindfulness training should be seen as an interesting toolin stress management, performance enhancement and recovery (48).

Based on the presented theoretical background this study aims to investigate the influence of a12-weeks mindfulness intervention on perceived stress, perceived performance in school and sports, and especially athlete burnout among junior elite athletes.

METHOD

In order to reach a deeper understanding of the influence and the mechanisms of mindfulness training in performance enhancement and burnout prevention in junior elite sports, a mindfulness training program was developed and offered to junior athletes in Bokaro (Jharkhand). Twenty-nine junior athletes from biathlon, cross-country skiing and shooting were asked to voluntarily take part in a 12-weeks mindfulness training intervention. Their average age were 18 ½ years and they all studied in high school specialized for elite sport. These athletes were all in an elite training group in their different sports and were considered to be the best athletes in their sports. The athletes' experiences from the mindfulness program were investigated qualitatively by semi- structured

interviews.

Mindfulness program

The mindfulness intervention lasted 12 weeks in total, divided into 4 continuous periods of three weeks.After each of these periods athletes, who agreed to take part in this intervention, were invited to a 2-hour mindfulness-class conducted by an experienced mindfulness coach. There, the training was discussed, the planning for the next period was made and mindfulness was trained. The mindfulness-intervention program consisted mainly of 2 different types of mindfulness training: a) sitting meditation with focus on breathing and b) body scanning (laying and standing position) with help of sound files in different length varying from 10-30 minutes. All participants received the audio files used in this intervention before the start of the first period. The mindfulness training-periods differed in content, volume and intensity. The details are depicted at Table - 1.

Table - 1

Overview of the 12-week mindfulness-intervention divided into 4 periods of 3 weeks.

Period	Training Plan	Goal
1	**Minimum 5 times weekly:** **Mornings:** Body-scanning (13 minute audio-file). **Evenings:**Meditation in sitting Position with focus on breathing (10 minute sound file).	To train on keeping concentration and focus over longer periods of time in a relaxed way.
2	**Minimum 3 times weekly; Mornings:** 3-5 minute mix of meditation – body - scanning – with focus on whole body in sitting or lying position (without use of audio files).	To get used to meditate individually without use of guiding of audio files. To train
	Evenings: Body-scanning (30 min audio-file).	The change of direction and intensity of focus.
3	**Monday:** Body-scanning in laying position (30 min audio-file) **Tuesday:** meditation in sitting position with focus on breathing (6 min). **Wednesday**: body scanning, (13 min audio-file). **Thursday:** meditation in sitting position with focus on breathing (6 min). **Friday:** Body-scanning in laying position (30 min audio-file) **Saturday:** no mindfulness training **Sunday:** no mindfulness Training	To train the different mindfulness skills.
4	Athletes were guided to make individual mindfulness training plans. The minimum weekly training volume was 90 minutes of self-chosen meditations.In combination with this period's training plan on formal meditation, the athletes were asked to train non-formal meditation.	To maintain reached level of mindfulness and to teach participants to plan and train mindfulness individually.

Throughout the intervention, participants were asked to write a personal mindfulness training - diary, including type of training, training-volume, and personal thoughts and findings linked to the program to assure the program followed up as good as possible. These diaries were used to improve the follow-up of the athletes during the program. Additionally, the mindfulness classes every 3th week was observed by the author to secure the program-content and to gain deeper understanding of the influence of the intervention throughout the program. These observations also helped to gain wider understanding of athletes' thoughts about the program and their follow Up during the periods.

Qualitatively Interviews

After finishing the Mindfulness program, 6 athletes were selected semi-randomly to take part in qualitative semi-structured interviews. This ensured that all the important topics were explored, while flexibility in individual responses was still allowed. The sample consisted of 3 female and 3 male athletes, who ranged in age from 18 to 20 years (2 bi-athletes, 2 cross-country skiers, 2 shooters).In-depth interviews were chosen because they can provide greater breadth and allowed the athletes to articulate their own thoughts and feelings about the mindfulness training intervention (17).

Further, a production of storied communication, meaning extensive elaborations of a topic and how these topics influenced their lives as athletes were intended to be explored. All stories were spontaneous and the episodes spread throughout the interview were considered narratives and later given aMeaning analysis (39).The interview guide consisted of five main sections. The interviews started with: (a) demographic background; (b); an open question about how they experienced the intervention; (c) the athletes experience with the present during the period (mindfulness); (d) their perceived stress and amount of exhaustion; and (e) their performances in sport and in school. The participants were encouraged to express their views as fully and freely as they possibly could, both prior to and during the interview.

Data analysis procedures

The interview transcripts were analysed through Interpretive Phenomenological Analyses (IPA), a process conducted through six steps (62). First, the transcripts were read to ensure the focus of the participant involved. Second, initial coding, attaching one or more code words to the text paragraphs of relevance, was conducted to identify what mattered most to the participant (e.g. how the mindfulness training had enhanced the athletes' ability to recover). In this stage we stayed close to the participants' meaning in a descriptive way. Third, to develop emergent themes, we reduced the volume of transcripts and initial codes. Fourth, using a table with relevant utterancesin one column and code words in another, we developed clusters of meaning bringing significant

statements into themes (e.g. how different utterances considering "sleep" and "calmer" were developed into the theme "recovery as it was experienced during the mindfulness training). In the fifth step, the four first steps were repeated for all informants. Through the sixth step, bringing different tables with relevant utterances and code words together, we developed common patterns across the different interviews, a process of gathering information about the same theme within its respective category (e.g. how the athletes' awareness had been developed through the mindfulness training).In the instant case, four categories were developed.

Trustworthiness

In accordance with Lincoln and Guba's (41) criteria for trustworthiness, we spent prolonged time in the field to build trust with the participants. Furthermore, we used analysis triangulation to help establish accuracy in the interpretations (50).All participants were sent copies of their individual interview transcripts, and were asked to comment on the accuracy of the preliminary analyses. Second, following data analysis, they were sent a summary of the study findings and asked to comment on the degree to which the analyses were concordant with their own interpretations. Some of the athletes clarified some details during this process. Finally, a thick description of the context and other aspects of the research setting were made to provide evidence for transferability.

RESULTS

In examining how the junior athletes experienced the attention training we developed the categories *raised awareness, improved recovery, improved focus* and *improved performances*, as outlined below.

Raised awareness

Investigating the effects of the mindfulness training intervention qualitatively, the influence on awareness is prominent. All six athletes described their experience of raised awareness.

(a) *I feel I have an improved awareness now... I discover more... I discover easier when my focus drifts away and then I'm able to refocus on what matters in the present moment (Athlete 3).*

(b) *I feel I have an improved awareness for inner experiences now, such as nervousness. I don't feel that it creates any stress; on the contrary, I feel I am calmer because of that (Athlete 4).*

(c) *I am more aware of things than before... and my evaluations have improved because of that(Athlete 1).*

(d) *I am more aware of my technique in skiing and how different solutions feel when I try these different technical solutions (Athlete 5).*

The first quotation illustrates how the programme has helped the athlete to become more aware of his attention.As a result from raised awareness this athlete is able to reallocates his attention when it "…drifts away". In the second utterance we see how the athlete has increased his "…awareness for inner experiences now, such as nervousness", which makes him calmer. In the third utterance raised awareness has resulted in improved evaluations. The fourth utterance illustrates how raised awareness makes the athlete become more aware of how she performs different techniques when skiing.

Although improvements in awareness generally were mentioned as something positive, it also seems to have the potential of causing higher rumination.

(e) *I somehow feel like being more aware of my inner experiences... In the mornings I can for example make a body scanning and feel immediately what state the body is in... if I feel my body is very tired, that can stress me a little bit... It somehow lies there all the time and I ruminate about it (Athlete 3).*

This utterance illustrates that being aware of unwanted feelings "…if my body is very tired…" can stimulate the athlete to start ruminating about it.

Improved focus

All six athletes also mentioned changes in their focus abilities as a result from the mindfulness intervention.

(a) *I'm able to keep concentration on more shots for example (Athlete 1).*

(b) *Earlier my focus easily drifted away, now it´s much easier to just keep the focus on the things that matters, as e.g. in shooting... If I`ve e.g. plan to focus on the way I pull the trigger, the focus on this task is much clearer and stronger (Athlete 2).*

(c) *I am just much more focused... for example if I am reading school things I am much more focused on what I am actually reading... it´s easier to remember things I read and I get things done in shorter time... It´s easier to pay attention to- and listen to the teacher. When I am working in the class I don´t get distracted by others (Athlete 4).*

(d) *I now had some races where my shooting was crazy ... I was 100% focused on myself andEvery single shot...I was only present in this one moment without thinking on possible outcomes...Iwas extremely determined and had a big self-confidence... I have never been like this before(Athlete 6).*

The first quotation illustrates how the programme has helped the athlete to stay focused "...keep concentration on more shots for example..." In the second utterance also illustrates improved focus "...the focus on this task is much clearer and stronger. In the third utterance we see how improved focus at school "... I am much more focused on what I am actually reading...", and as a result "... it's easier to remember things I read ..." The fourth utterance illustrates how the athlete has improvedhis ability to just focus on his shooting "... I was 100% focused on myself and every single shot..." without any rumination about possible outcomes "...without thinking on possible outcomes..." Interestingly, this experience is his first "...I have never been like this before..."

One athlete expressed that higher awareness in combination with a too poorly defined focus task in a performance situation could cause insecurity, stress and rumination.

(e) *I got more aware of things now, but in shooting it feels like I haven´t found the key yet... and when I shoot badly I suddenly can lose my self-confidence in shooting... So in shooting I still struggle to accept and refocus (Athlete 3).*

This utterance illustrates how a poorly defined focus task could be a potential stressor in competition situations.This athlete struggled with insecurity about what to focus on to perform well, while he was aware about doing this. Such cases seem to have the potential to cause more rumination.

Improved recovery

Besides the positive influence of mindfulness training on changes in awareness, change in recovery (as mentioned by all athletes) seems to be another positive outcome of this training intervention.

(a) I feel a big difference in sleep. I fall asleep much easier. Earlier I struggled with falling asleep and I lay awake for a long time, ruminating about a lot of things... Now I don`t ruminate that much anymore, so it takes like 5 minutes and then I fall asleep... that`s strange... but feels very good (Athlete 1).

(b) I felt the improved sleeping quality had an effect on how recovered I felt in the mornings... Icould get up earlier and I was less tired... That´s really good (Athlete 2).

c) I slept better...and feel I wake up more recovered... maybe that´s because I don't think so much anymore when I go to bed (Athlete 3).

(d) *I feel that I relate a little different to my expectations now than I did before... I don't put that much pressure on myself as before... I focus more on myself than on my opponents and therefore I feel less stressed...somehow I have become calmer and less anxious in according to my sports performance (Athlete 5).*

The first quotation illustrates how the programme has helped the athlete to sleep better, possibly because "...I don't think so much anymore when I go to bed..." In the second utterance we see how the athlete has increased his "... awareness for inner experiences now, such as nervousness", which makes him calmer. In the third utterance raised awareness has resulted in improved evaluations.The fourth utterance illustrates how raised awareness makes the athlete becomemore aware of how she performs different techniques when skiing. Interestingly, all four utterances indicate that the main effect on recovery seems to be rooted in less rumination, which then leads to improved sleep and relaxation.

Although all athletes expressed improved recovery, some of the athletes still experienced stress due to the combination of school, sports and eventually also the mindfulness-training program.

(e) *I felt I was very low in energy levels true big parts of the season... Because I succeeded well in sports, I had very high expectations to myself in both sports and school, and I also felt high expectations from other people... During this period I also felt that the mindfulness program was intensive.However, I felt I had more energy thanks to the mindfulness training (Athlete 5).*

This quotation illustrates that the athlete experienced a high amount of exhaustion during the season.Still, the athlete believed that the mindfulness training had helped her to prevent even higher degrees of exhaustion, even though the mindfulness training was demanding itself.

Improved performances

The last category represents the athletes' experiences of better performances in both school and sports.Influences on performance have already been touched in the previous categories, but are presented more specific in this category.

(a) *I feel that the program has helped me to perform better in shooting, my results are better now. I think that`s because of the improved quality of the training sessions, in combination with my improved skills of being focused on just the one thing that matters at a particular moment (Athlete1).*

(b) *The improved ability of focusing has generally had a very positive effect on my school performance…Since my awareness in school is higher and since it's easier to focus and work well, my grades have improved…It's also easier to get interested and stay interested on what's going on at school (Athlete 2).*

(c) *I feel being part of this program also paid off in school performance… If you work more focused, off course, it helps… I think I am better at school now than I was before… We didn't so many exams in this period, but I feel that all exams that we did have went pretty well (Athlete 4).*

The first quotation illustrates a positive effect on shooting performance "… I feel the results are better now…"The second and third utterances illustrates that the athletes believe that their school performances are improved "… positive effect on my school performance…" and "… I think I'm better in school now than I was before…"The perceived positive changes in both, school and sports performances seem to be mostly because of the improved attention awareness "… If you workmore focused, off course it helps…"

DISCUSSION

This study explored the influence of mindfulness training on stress, performance in school and sports, and athlete burnout. The existing literature has a lack of clarity concerning the link between mindfulness training and stress, performance and athlete burnout, and therefore we chose to explore the link between mindfulness training and burnout prevention and performance enhancement among junior elite athletes. Some of the major findings that emerged are enumerated below.

"Raised awareness" includes how the athletes have become more aware of the situation, andhave been more able to relocate their attention. "Improved" focus is captured by athletes having a clearer and stronger focus, being able to focus on what they are doing without thinking of possible consequences."Improved recovery" encompasses how the athletes have reported lessRumination and increased sleep and relaxation. Finally, "improved performance" is reported through improved results in sport, in shooting, and in school, on exams.

Researchers seem to reach different conclusions as to the efficacy of mindfulness training, depending on the theoretical framework and the methods used for investigation. Our study takes a step forward to explore the experience resulting from mindfulness training. In the following, the opportunities and constraints regarding mindfulness training will be discussed.

Mindfulness training: Adding weight or improving recovery?

Our findings indicate that mindfulness training leads to lower perceived mind stress, lower rumination, improved sleeping quality and better recovery. However, several of these athletes

experienced high total loads due to the combination of school and sports. Several of the athletes also reported they had a period where they struggled with the motivation to train mindfulness. From here, the experience was twofold.

First, the athletes who mentioned these kinds of struggles with motivation during the program reported they restarted with mindfulness training after a short break. This was because they felt things had worked better in periods where they trained mindfulness. This may indicate that mental training methods, such as mindfulness training, have to be maintained. Otherwise the positive effects could decrease.

Second, the mentioned periods with a lack of motivation could also be viewed in the light of junior elite athletes' schedules, already having fully programmed days with academic and sport-related activities.If a mental training intervention takes too much space, it could cause more stress and thereby the beneficial effects could be weakened or entirely lost. It seems important that a mindfulness-training program is not too extensive, and is properly adjusted into the athletes' existing training programs. Thus, finding a balance between the mindfulness training itself and the athletes' total load seems to be important in making mindfulness training improve recovery rather than adding extra weight an already heavy load. A possible difficulty regarding this balance, However, is illustrated by the words of St Francis de Seles: "A half-hour daily meditation is a must –except when you are very busy. Then you need an hour" (32).

Mindfulness training: improved awareness or more rumination?

Another highly important and often perceived outcome of the conducted mindfulness intervention seems to be the effect of athletes' improved awareness. This corresponds very well with the findings of De Petrillo et al. (15), who showed significant increases in the awareness in runners taking part in a Mindful Sports Performance Enhancement intervention (MSPE).

Although it seems that improved awareness offers several beneficial outcomes, it may also lead to more rumination, insecurity and mind stress. This is especially the case if athletes become aware of no beneficial feelings, which they do not know how to handle or if work- or focus-tasks are notDefined clearly enough. Improved acceptance of stressful experiences was also reported by Kabat- Zinn et al., (33).

Mindfulness training: increased internal focus or lack of external focus?

Our findings also indicate that during mindfulness training the athletes had improved their focus abilities and all explained that they had increased the duration of time in which they could keep a strong focus.Therefore, it seems that the meditation training improves athletes' endurance in keeping a high level of attention and focus on specific tasks. Although athletes mentioned they are

better at focusing, there seem to be differences in how clearly they could e.g. explain what their focus was like when performing at their best. Therefore it is hypothesized that it is rather the change in awareness of their own experiences rather than the focus abilities, which has changed.It has to be considered that barely defined focus tasks in combination with higher awareness of one's own internal experiences, could lead to higher insecurity; creating more stress and rumination.Also, if the internal focus abilities are trained extensively through mindfulness meditation, there could be a lack of external focusing skills resulting in little clarity of one's own focus tasks. To improve both, internal and external focus, it could be useful to combine mental training methods such as mindfulness training (internal focus), with training methods focusing on improvement of external focus, such as attention training techniques (71).

Mindfulness training: happening or integrated trough follow up processes?

Against our findings related to the mindfulness-training program, it is important to keep in mind that the athletes have been followed up over a 12-week period. Thus, the findings have to be judged in two directions. First, this follow-up process itself could have caused feelings of positive changes. Second, the close follow-up of mental training interventions by a coach seems to be important.This is due to positive influences on motivation and a more beneficial adaption of experiences. In addition, the analysis of this 12-week intervention shows that it is highly important that a possible mental training intervention, like this mindfulness program, in junior elite athletes should not be too extensive because of their already busy days. Too extensive programs could become a possible antecedent of even higher perceived stress levels, which in turn could affect athletes negatively.

CONCLUSION

Based on this study it can be concluded that mindfulness training is an interesting mental training method, which can possibly be used in both performance enhancement and especially burnout prevention in junior elite athletes; the latter is due to increased stress reduction and recovery. Mindfulness training seems to have a positive, but mostly indirect influence on levels of athlete burnout in junior elite athletes through the link of impaired perceived stress. Reductions in athletes´ perceived mind stress seem to lead to lower perceived stress levels, less rumination, better sleep and improved recovery.

Positive effects of mindfulness training were found in athletes' awareness abilities (e.g. attention awareness, focus awareness, awareness on what is beneficial and no beneficial, present-oriented awareness).It seems that improved awareness is beneficial for enhanced recovery, school and Sports performance.Higher perceived performance led to higher satisfaction and improved

motivation, which also had a positive influence on burnout prevention. It seems as the possible positive effects of mindfulness training on school and sports performance also seems to be indirect as for e.g. true improved recovery or improved task awareness.

Higher awareness in combination with an insufficiently defined focus task can cause insecurity, higher mind stress and rumination in performance situations/tasks. For future use of mindfulness training in performance enhancement, it is, therefore, important that focus tasks are defined as clearly as possible.A close cooperation with the sports specific coach could therefore be highly interesting in future mindfulness training interventions in sports. For clarifying focus tasks and thereby minimizing the risk that improved awareness can lead to insecurity in performance situations, it could further be interesting to combine mindfulness training with other mental training programs, which focus more on external focus abilities.

APPLICATIONS IN SPORT

Mindfulness training has the potential to prevent athlete burnout because of stress reduction and increased recovery.It also has the potential to enhance performances. Mindfulness exercises could be beneficial for athletes who struggle with demands from several sources.

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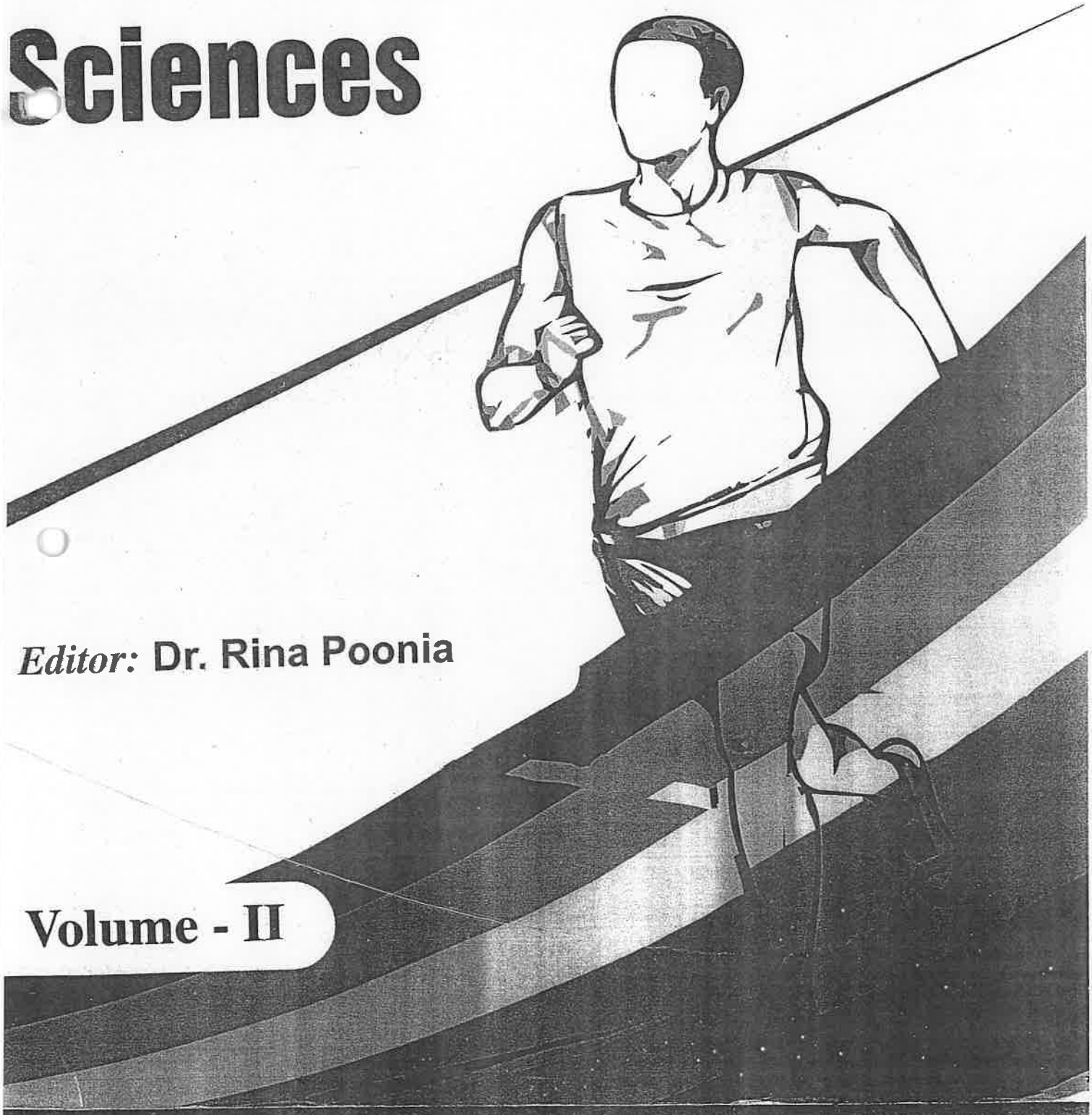

Editor: Dr. Rina Poonia

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Positive Self Evaluation of Students Studding in Training College and Non Training College of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad

Dr. Santosh Wangujre, Dr. Pravin Digraskar**, Dr. Prakarsh Kakade*** & Dr. Mukesh Pawar******

The purpose of the present study was to compare the positive self evaluation between training and non training college students affiliated to Dr. Babasaheb AmbedkarmarathwadaUniversity, Aurangabad..The total 500 students (250 from training college and 250 from no training out 500 students) 100 female students were selected for this study. The age of the subject were ranged between 18 to 25 years.The data on Positive self Evaluation were obtained by using a questionnaire developed by Jagdish& Srivastava 2005.The "t" test was used to determine the difference between the mean score of training and non training college students affiliated to Dr.BabasahebAmbedkarmarathwada University,Aurangabad. Result reveled that there was significant difference between training college students and non training college students on the basis of observation of five domains of Positive Self Evaluation. Study showed that training college students have higher level of Positive self evaluation than non training college students.

Keywords: *Positimve self Evaluation, self-confidence, self-acceptance, self identity, feeling of worth-whileness, realization of one's potentialities*

Introduction

Positive self Evaluation is one of the main component of Mental Health .It includes self-confidence, self-acceptance, self identity, feeling of worth-whileness, realization of one's potentialities; etc. Self-evaluation is defined as the way a person views him/herself. It is the continuous process of determining personal growth and progress, which can be raised or lowered by the behavior of a close other (a person that is psychologically close).

People are more threatened by friends than strangers.students of training and non training college are constantly under stress and anxiety while competing in tournament ;they struggle for each point and often put their efforts to get success . Mental health is a serious issue for children and adolescents, because there are disturbing high rates of depression and suicide in young people.

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Children and adolescents suffer from a wide range of diagnosable mental and emotional disorders, including anxiety, depression and substance abuse, and it is possible that physical activity could contribute to the prevention of treatment of these disorders. It is also possible that physical activity can improve psychological health in the general population of young people by affecting variables such as mood, perceived stress, self –esteem, self –concept, hostility, and intellectual functioning.

Trials of physical activity as a treatment for anxiety and depression have found physical activity to be as effective as antidepressant medication or psychotherapy for mild to moderate anxiety and depression. For instance, a Cochrane review found a moderate to large clinical effect of physical activity for the treatment of depression (Mead *et al.*, 2009)1 and a randomized controlled trial found that the benefits of physical activity were comparable to those of antidepressant medication (Blumenthal *et al.*, 2007)2.

Material & Methods

Subjects

For this study 500 students from training and non training colleges from Dr. B.A.M.University Aurangabad were randomly selected.

Tools

The Mental health questionnaire of Jagdish and Shrivastava was used to measure the Positive Self-Evaluation (PSE), of the selected students.

In this scale 4 alternative responses have been given to each statement i.e. Always, often 4 scores to 'Always', 3, scores to 'Often', 2 scores to 'Rarely', and 1 score to 'Never' marked responses as to be assigned for true keyed (positive) statements where as 1, 2, 3 and 4 scores for 'Always', 'Often', 'Rarely', and 'Never respectively in case of false keyed (negative) statements.

Procedure

The questionnaire developed by (Jagdish& Srivastava 2005) was distributed to the subjects and method was explained for responding each item carefully.

Statistical Analysis

Scheffe's Post Hoc Test was used to Difference between Pairs of Ordered Means of training college students and non training college students of Dr.B.A.M.University. The level of significance was set at 0.05 level.

Results:

The result on survey of the status of **"Positive self evaluation"(Dimension of Mental Health)** has been presented in **Table -1.** The data presented in **Table -1** indicates that the **Positive self evaluation (Pts.)** for **male** students of **training college and non-training college** were **32.44 (2.15) and 29.84 (2.0)** respectively. This appears that **Positive self evaluation (Dimension of mental health)** for male students of training college was **higher** than the male students of non-training colleges.

Table -1

Mental health status (Mean and SD) of the students of physical education training colleges and non-training colleges

Variable	Mental health (M±SD)			
	Training College		Non-training College	
	Male	Female	Male	Female
Positive Self Evaluation (Pts)	32.44 (±2.15)	33.0 (±2.10)	29.84 (±2.0)	30.85 (±1.84)

Results of post hoc test on Positive Self Evaluation (mental health)

In *Positive Self Evaluation* **test** (pts.), for Male students **the Ordered Means of "Training** llege" and **"Non-training college" as presented in** Table -2 **were 32.82 and 29.20 respectively (Where, 1 = Score for Males of training college, 2 = Score for Males of non-training college), whereas** for Female students **the means of "Training college"** and **"Non-training college" were33.43 and 30.75respectively** (3 = Score for Females of training college, and 4 = Score for Females of non-training college).

The statistical significance of Scheffe's Post Hoc test presented in Table -3 revealed that-

- **Male students** of the training college had significantly higher level of ***Positive Self Evaluation***than the non-training college (CD=0.25, p<0.05).
- **Female students** of the training college had significantly higher level of ***Positive Self Evaluation***than the non-training college (CD=0.31, p<0.05).
- **Female students** of training colleges had significantly higher level of ***Positive Self Evaluation***than **male students** of training colleges (CD=0.27, p<0.05).
- **Male students** of training colleges had similar level of ***Positive Self Evaluation***than **Female students** of non-training colleges (CD=0.10, p>0.05).
- **Male students** of non-training colleges had significantly lower level of *Positive Self Evaluation than***Female students** of non-training colleges (CD=0.24, p<0.05).
- **Male students** of non-training colleges had significantly **lower** level of ***Positive Self Evaluation***than **Female students** of training colleges (CD=0.33, p<0.05).

This result helps to interpret that the ***Positive Self Evaluation*** of the training college students was higher than the students of non-training colleges. The female students are having better ***Positive Self Evaluation*** than the male students. Amazingly, the Female students of training colleges had higher level of ***Positive Self Evaluation*** than the Male students of non-training colleges (Fig. 1).

Table -2

Ordered Treatment Means of *Positive Self Evaluation* Test

	ORDER			
	1	2	3	4
Means (pts.)	32.82	29.20	33.43	30.75

Where, 1 = *Score for Males of training college*
2 = *Score for Males of non-training college*
3 = *Score for Females of training college*
4 = *Score for Females of non-training college*

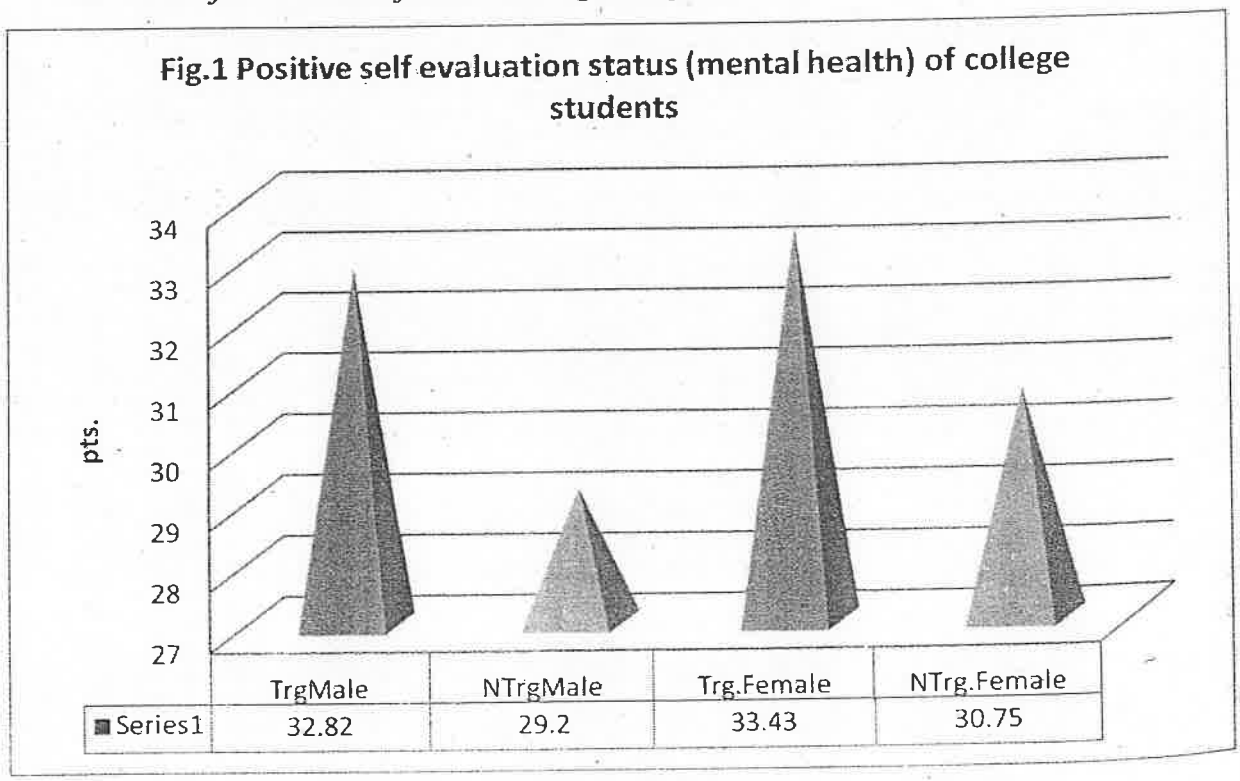
Table -3

Scheffe's Post Hoc Test for Difference Between Pairs of Ordered Means in Positive Self Evaluation (Training College Vs Non-training College)

(STEPS)	3	2	1
4	0.31*	0.24*	0.10
3		0.33*	0.27*
2		--	0.25*
1			--

*p<0.05, **p<0.01

Where, 1 = *Score for Males of training college*
2 = *Score for Males of non-training college*
3 = *Score for Females of training college*
4 = *Score for Females of non-training college*



Major Findings

Results on Positive Self Evaluation of the students of Physical Education Training Colleges and Non-training Colleges

- **Positive Self Evaluation** level of the Males of physical education training colleges was significantly superior to the non-training colleges (CD=0.37, $p<0.05$).
- **Positive Self Evaluation** of**Females** of Physical Education training college Vs Non-training College
- **Positive Self Evaluation** level of the Females of physical education training colleges was significantly superior to the non-training colleges (CD=0.33, $p<0.05$).
- **Positive Self Evaluation**of **Males** and **Females** of Physical Education training college
- **Positive Self Evaluation** level of females was superior to males of physical education training colleges (CD=0.30, $p<0.05$).
- **Positive Self Evaluation** of**Males** and **Females** of Non- training college
- **Male students** of non-training colleges had significantly lower level of **Positive Self Evaluation** than**Female students** of non-training colleges (CD=0.29, $p<0.05$).
- Low relationship was found between Physical fitness and Mental Health among the Males of non-training colleges ($r=0.32$, $p<0.05$). Similar result was also evident in case of Females of non- training colleges ($r=39$, $p<0.05$).
- Overall result revealed a significant relation between physical fitness and mental health among the students ($r=0.56$, $p<0.01$).

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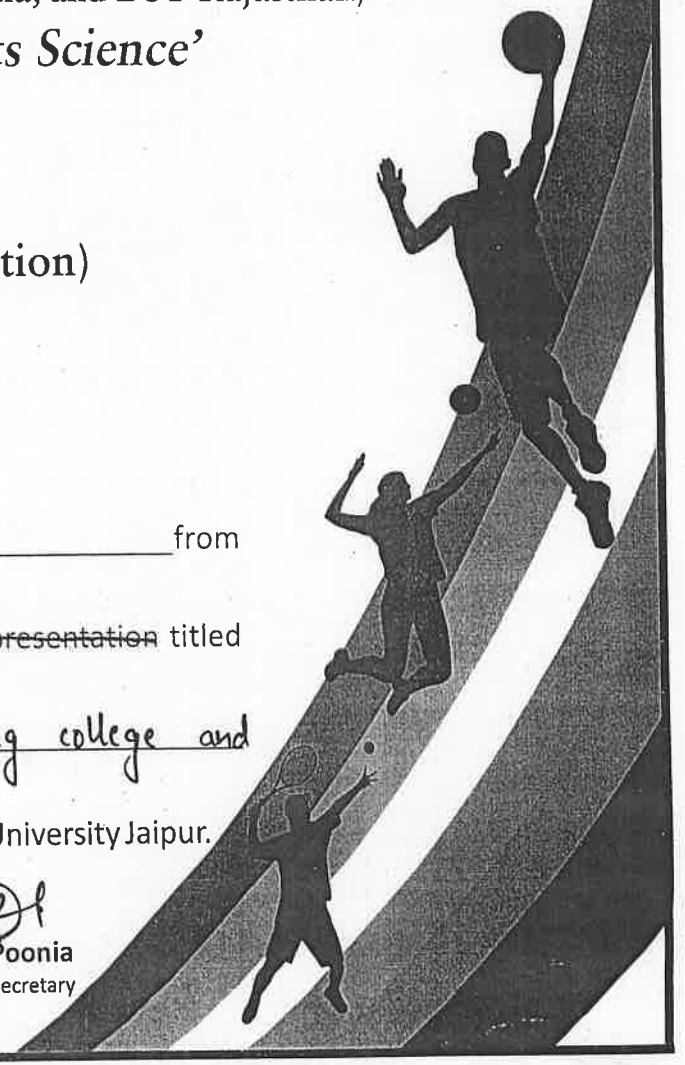

Certificate

This is to certify that Ms./Mr./ Dr. Santosh Wangujare from Dr. BAMU, Aurangabad presented a paper / ~~made a poster presentation~~ titled Positive self evaluation of students studing in training college and non training college of Dr. BAMU Aurangabad in the ICPESS, held at Manipal University Jaipur.

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ISBN 978-81-927211-7-4

CONTENTS

ISBN 978-81-927211-7-4
Recent Advances in Physical Education and Sports Sciences

A COMPARATIVE STUDY OF ANXIETY AMONG SPRINTERS & WRESTLERS

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Introduction

Sport Psychology is the scientific study of people and their behaviours in sport. The role of a sport psychologist is to recognise how participation in sport exercise and physical activity enhances a person's development. Anxiety or feeling physically and mentally anxious can present in different ways, such as fear and nervousness, which creates hindrances to achieve high performance in sports.

Track and Field dominated the ancient Greek athletic festivals, and was also popular in Rome, but declined in the Middle Ages. In England, track was revived sporadically between the 12th and 19th century. The first college meet occurred in 1864 between Oxford and Cambridge universities.

Sprint involves the athlete to attempt to run at peak speed for the complete duration of the race. The period of the race is essentially short lasting fraction of seconds and even before this period of time is reached, the killing effect of lack of oxygen the vital fuel for moment is starting to paralyze the muscle involves it.

Wrestling is a combat sport involving grappling type techniques such as clinch fighting, throws and takedowns, joint locks, pins and other grappling holds. A wrestling bout is a physical competition, between two (occasionally more) competitors or sparring partners, who attempt to gain and maintain a superior position. There are a wide range of styles with varying rules with both traditional historic and modern styles. Wrestling techniques have been incorporated into other martial arts as well as military hand-to-hand combat systems.

Purpose of the study:

The purpose of the study was to find out the level of Anxiety among Sprinters and Wrestlers

Methodology:

The sample for the study consists of 50 Male Sprinters and 50 Male Wrestlers of Aurangabad those who have participated in various Tournaments of the state between the age group of 19 - 22 Years.

SINHA'S COMPREHENSIVE ANXIETY TEST (SCAT) developed and standardized by A.K.P. Sinha and L.N.K. Sinha has been used during the study. The test consisted of 90 Items. The subjects were required to respond to each item in terms of 'YES' or 'NO'. The Questionnaire were administered in small groups of both Sprinters and Wrestlers during their practice sessions.

Table No. 1

Sprinters and Wrestlers Shows the Mean, S.D, S. E. and t value of Anxiety

Group	MEAN	S.D	SE	N	df	t
Sprinter	22.58	2.28	0.19	50	98	37.21
Wrestlers	32.86	2.50	0.20	50		

Mean of anxiety score of the sprinters were found to be 22.58 and that of the Wrestlers Mean isit was 32.86. The difference between the two mean is highly significant ('t'= 37.21, df =98, P < 0.01).

Results:

It was found the Wrestlers have significantly high anxiety than the sprinters. Wrestlers fight Indoor and Sprinters mostly perform in open stadium events. There will be differs in the anxiety level of both the sports persons.

Discussion:

Feeling of anxiety can also be confused with fear but there is a significant difference between two emotions. Elite sports persons tend to have lower scores on anxiety scales than average performers making them more resilient, emotionally stable, highly motivated and remain calm in the stressful situations.

Conclusion:

It is concluded that Wrestlers have significantly high anxiety than the sprinters. Because they concentrate more tactics to give level best performance to win the Competition, whereas the Sprinters concentrate on technique at the start & finish and muscle power to give the high level of performance. It is recommended that special coaching may be given to overcome Anxiety to achieve high excellence in sports. The Coaches must prepare all the sports persons with high level psychological preparation to excel in sports and games.

Recommendations:

In view of the study, following recommendations are being made:

1. While selecting the runners for specific event it is recommended that on the findings of the research regarding the specific anxiety should be considered.
2. This type of Study is useful to the Coaches and Physical Education Teachers to train the Students as per the requirements of the Psychological variables for the performance in sports.
3. Conducting a similar study, by adding other psychological factors such as goal setting, Achievement motivation, concentration and imagery.
4. Doing a similar study on Individual and Team Games.
5. Comparing anxiety and self - confidence between elite and non elite athletes in different regions.
6. Conducting a similar study among female sprinters and long distance runners.

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