Muzafar Ahmad Lone
Research Scholar Lovely
Professional University, Punjab,
India

Relationship between selected psychological variable anxiety and motor abilities among inter college football players

Muzafar Ahmad Lone

Abstract
The present study was conducted by the researcher to investigate the "Relationship between psychological variable anxiety and motor abilities among inter college football players". As per the requirement of the study all the students are considered as one single group, these subjects are the players of football. The group is comprised of 20 subjects. The average age of the students ranged from 18 to 25 years. For the purpose of the study the selection of subjects was made among the students studying in Government Degree College for Boys Baramulla J & K. The selection of the subjects was made on the basis of Purposive probability sampling Technique. Based on literary evidence, discussion with the experts, considering very purpose of the study and the researcher's own understanding the following variables and their test were selected for this study.

Table 1

Variable	Test
A) Motor Abilities:	
i) Strength	Hand Strength
ii) Speed	50 m dash.
iii) Endurance	Harvard Step Test
B) Psychological Parameters:	
i) Anxiety	Sanjay Vohra

The data was analyzed by the simple linear co-relation. The level of significance was fixed at 0.05 level. The results of the study clearly indicated that there is positive relationship of anxiety with speed and negative relationship of anxiety with endurance and strength.

Keywords: Psychological variable anxiety, motor abilities, football players

Introduction
The pressure experienced by players especially at an elite level is recognized as influencing playing performance. Heavy playing schedules, competition for team places, the media and fans as well as the pressure to win trophies all play a part in players developing high anxiety levels. Even experienced players can suffer from pre-match anxiety. Developing ways to control this is important in order to prevent players from falling apart, and anxiety level will be decided by individual life style and social environment. Anxiety (also called angst or worry) is a psychological and physiological state characterized by somatic, emotional, cognitive, and behavioral components. The root meaning of the word anxiety is 'to vex or trouble'; in either presence or absence of psychological stress, anxiety can create feelings of fear, worry, uneasiness, and dread.

Anxiety is a physiological response to a real or emarginated threat. It is a complex emotional state characterized by a general fear or foreboding usually accompanied by tension. It is related to apprehension and fear and is frequently associated with failure, either real or anticipated. It often has to do with inter- personal relations and social situations. Feeling of rejection and insecurity are usually a part of anxiety. The influence of psychological variables on motor abilities has been demonstrated in numerous empirical studies. It has been recognized for many years that psychological factors, in particular anxiety,

Correspondence
Muzafar Ahmad Lone
Research Scholar Lovely
Professional University, Punjab,
India

play an important role in competition. Singh Amritpreet et al., (2011) [3] conducted a study to compare pre-competitive and post-competitive anxiety in inter- university basketball players. A group of 30 players (15 of each sex with age group of 18-25) were selected from Amritsar, Punjab, India through purposive sampling technique. Data were collected from athletes using a Sports Competitive Anxiety Test. The result of the study reveals that there was significant difference in 0.01 levels of pre-competitive anxiety and post competitive anxiety among the male and female inter-university basketball players.

Koche Ujwala1, Dachen Jigmat, (2011) [5]. Conducted a study to compare sports competitive anxiety among male and female state level baseball players, who participated in 3rd senior state level Maharashtra baseball champion. In this study Sports Competitive Anxiety Test was used to measure sports competitive anxiety. Questionnaire was distributed among 40 (20 each) male and female players 30 minutes before the warm-up session. Descriptive statistics (mean and standard deviation) and t- test were used to analysis the data. The results showed significant difference in sports competitive anxiety between male and female state level baseball players.

Wang G. Marchant, D. Morris, T. Gibbs, (2005) [4], the present study was designed to examine dispositional self-consciousness and trait anxiety as predictors of choking in sport. Sixty-six basketball players completed the Self-Consciousness Scale and the Sport Anxiety Scale prior to completing 20 free throws in low-pressure and high-pressure conditions. A manipulation check showed that participants experienced significantly higher levels of state anxiety in the high-pressure condition. A series of hierarchical multiple regression analyses supported the hypothesis that self-conscious athletes were more susceptible to choking under pressure. The best predictors of choking were private self-consciousness and somatic trait anxiety that together accounted for 35% of the explained variance. We discuss a number of possible explanations regarding the discrepancy between the present results and previous studies mainly relating to task characteristics, skill level of participants and manipulations of pressure.

Patrice Lemieux, Stuart J. McKelvie and Dale Stout, (2002) [2], to investigate the relationship between athletic participation and off-field hostile aggression, Aggression Questionnaire (AQ) was completed by two groups of 86 university athletes in either contact or no contact sports and two control groups of 86 non-athletes who were matched to the athletes in physical size. In general, bigger participants scored higher on hostile aggression and reported more fighting than smaller participants, but athletes and non-athletes did not differ. These results contradict the learning and catharsis theories of aggression in sport, and undermine the media image of the belligerent off-field athlete.

Balasubramanium, Smt. S. Savitri Patil, Dr. P. Rajkumar Malipatil, (2001) [1] the study was carried out to appraise the significant difference of Anxiety behaviour among the sportswomen non sportswomen. The Ex-post-fact research method was adopted. To achieve the purpose 200 sportswomen and non sportswomen were selected randomly as subject, the age ranging from 20 to 25 year. The questionnaire anxiety test was administered. The data pertaining to variable in this study has been examined by using "t" test. The "t" value is 0.12 is lesser than table value. The conclusion is drawn that there is no significant difference in anxiety behaviour of among the sportswomen and non sportswomen as it is not conformed. It might be due to their living condition and poverty made them to manage their emotion.

The precise impact of anxiety on sporting performance depends on how you interpret your world. Unfortunately, far too many athletes accept high levels of anxiety as an inevitable part of the total sporting experience and fail to reach their potential.

Statement of the problem
The statement of problem is "Relationship between selected psychological variable anxiety and motor abilities among inter college football players".

Significance of the problem
The significance of study relates to the importance of psychological component anxiety and motor abilities as the primary factors for better performance in sports. This study will be significant for the coaches to enhance the performance of their players at inter-university level of competition.

Objectives of the study
1. To determine the relationship between motor abilities and psychological variables among male inter- college football players.
2. To examine the relationship between anxiety and motor abilities among male inter- college football players.

Delimitations
1. The study was delimited only to the college level players from Government Degree College for Boys Baramulla J & K.
2. The study was delimited only to the age group 18 to 25 years.
3. The study was delimited only to the male players.

Hypothesis
1. There will be a positive relationship between selected psychological variable anxiety and motor abilities among male inter- college football players.

Methodology
After the selection of problem and formulation of hypothesis, there is need to give a practical shape to the research.
As per the requirement of the study all the students are considered as one single group, these subjects are the players of basketball. The group is comprised of 20 subjects. The average age of the students ranged from 18 to 25 years. For the purpose of the study the selection of subjects was made among the students studying in Government Degree College for Boys Baramulla J & K. The selection of the subjects was made on the basis of Purposive probability sampling Technique.

Selection of variables
Based on rewiew of related literature, discussion with the experts, considering very purpose of the study and the scholar's own understanding the following variables and their test were selected for this study.

Table 2

Variable	Test	Criterion Measures
A) Motor Abilities:		
i) Strength	Hand Strength	Reading on Dynamometer
ii) Speed	50 m dash.	Second
iii) Endurance	Harvard Step Test	Minutes
B) Psychological Parameters:		
i) Anxiety	Sanjay Vohra	Scoring

Tools

All the instruments going to be used in this research will be quite precise and reliable. For speed test the researcher is going to use the 50m dash. For endurance test the researcher is going to use Harvard step test, for this the instruments to be used are metronome, stopwatch and 20 inches stool. For administering psychological Test the researcher has used the questionnaire developed by Sanjay Vohara for accessing Anxiety.

A) Motor Abilities
i) Endurance: Harvard Step Test for endurance by in the Harvard Fatigue Laboratories during WWII.

The Harvard Step test is a test of aerobic fitness, developed by of this test are that it is simple to conduct and requires minimal equipment.

Equipment required: Step or platform 20 inches/50.8 cm high, stopwatch, metronome or tape recorder.

Test Administration: The athlete steps up and down on the platform at a rate of 30 steps per minute (every two seconds) for 5 minutes or until exhaustion. Exhaustion is defined as when the athlete cannot maintain the stepping rate for 15 seconds. The athlete immediately sits down on completion of the test, after finishing the total number of heart beats are counted between 1 to 1.5 minutes, between 2 to 2.5 minutes, and between 3 to 3.5 minutes.

Scoring: The Fitness Index score is determined by the following equations. For example, if the total test time was 300 seconds (if completed the whole 5 minutes), and the number of heart beats between 1-1.5 minutes was 90, between 2-2.5 it was 80 and between 3-3.5 it was 70, then the long form Fitness Index score would be: $(100 \times 300) / (240 \times 2) = 62.5$. Note: you are using the total number of heart beats in the 30 second period, not the rate (beats per minute) during that time.
Fitness Index (long form) = $(100 \times$ test duration in seconds) divided by ($2 \times$ sum of heart beats in the recovery periods). Correlation to VO_{2max} has been reported as between 0.6 to 0.8 in numerous studies.
However, in case the subject is unable to do the step exercise for full five minutes, Brouha had recommended direct scoring schemes given below, which were irrespective of the after exercise pulse counts:

Table 3: Scoring of Harvard Step Test

Duration of Exercise (at correct pace)	Score
Less than 2 minutes	25
From 2.00 to 3.oo minutes	38
From 3.01 to 3.50 minutes	48
From 3.51 to 4.00 minutes	52
From 4.01 to 4.50 minutes	55
More than 4.50 minutes	59

After scoring, the subjects were evaluated with the help of the following standards:

Table 4: Evaluation of Harvard Step Test

Rating	Fitness Index (long form)
Excellent	> 90
Good	80 – 89
High average	65 – 79
Low average	55 – 64
Poor	< 55

ii) Speed
Speed Test (50 m dash): The purpose of the test is to measure speed.

Equipments: Area of desired length preferably on an athletic track, with a marked starting line and a finish lines, two stopwatch and clapper (optional).

Test Administration: The tester should give in advance, instructions to a group of 20 subjects as follows "you are required to take any position behind the starting line. Wait for the signal. On receiving the command Go! You have to start running as fast as possible till you reach the finish line. You have to gradually slow down only after crossing the finish line. Warm up just before the sprint test.

Scoring: The time elapsed from the start to the instant, subject crosses the finish line is the score expressed usually up to hundredth of a second.

iii) Hand Grip Dynamometer (kg)
Purpose: To measure the strength of hand grip.

Equipment: Hand Dynamometer

Recorded: The hand strength is measured in kilograms

Procedure: The measurement was performed twice from both hands and the mean value of highest values of the both hands is indicated by flashing results. First of all the power supply is turned on and measurement is started with right hand. The subjects were asked to sit on the chair with straight back and the arms slightly bend at elbow. Then subject was asked to grip the equipment and squeeze it with peak power but subject cannot press it twice. The digital meter describes the score which is recorded.

B) Psychological Parameters
Anxiety sanjay vohra test
Procedure for administering the Test/Questionnaire
The research scholar had made sincere attempt to collect data from the subjects authentically. Therefore, he had tried his best to motivate the subjects to get their sincere and all out response for the successful completion of the study. Also they were asked to put up their best performance as the findings will also help them to know about their performance.

All the subjects were assembled on their respective places i.e. in the psychological laboratory and in the Track and Field arena of Government Degree College for Boys Baramulla J & K. They were informed with the requirements of the study and the testing procedure. The researcher administered the motor ability test for foot ball player, which includes Harvard step test, hand grip test and 50 m dash and to administer psychological test the questionnaire of anxiety developed by Sanjay Vohara have been used.

Instructions and Administration of Test
1. It is a self administrating questionnaire. It is administrated to a group as well as to an individual. The instructions printed on the test form should be read by the administrator as well as the testee.
2. The examiner must ensure that the subjects has written his or her name, age, sex etc, in the space provided at the top of the front page.
3. No time limit is fixed for completing the test, however, usually an individual takes 25 to30 minutes in completing the test.
4. It should be noted that there is no right or wrong response to the statement, it is only to know the individual's reactions in different situations.
5. It is emphasized that each statement has to be responded in one of the alternatives given with the question.
6. No statement is to be left out.
7. They should be assured that their answers will be kept secret.

Scoring
Before starting the scoring procedure, examiner should ensure that the subjects has answered all the questions in the booklet.
1. If more than 5 questions are skipped, the test is invalid and should not scored.
2. Please ensure that each question has one and only one answer.
3. Please note that each answer scores either 2 or 1 as indicated by the numbers printed above the boxes.
4. Add these scores of page 1 for each dimensions and write it down at the bottom of the booklet in the space provided for that dimensions.
5. Repeat this procedure for page 2 also.
6. Add the scores of page 1 and 2, to obtain the total raw scores, for each dimensions as well as the total score, on this test.
7. Convert these scores to Sten scores by the procedure mentioned in the norms.
8. Plot these scores on the profile sheet printed at the back page of the booklet.
9. The higher score always means more anxiety. Please note that three kinds of scores for the test may be obtained.
10. A single total anxiety score based on all 40 items. This is all that is recommended foe needed in the majority of cases.
11. A breakdown into (a) an unrealized, intrinsic (trait) anxiety score (T), for the 20 items on the left hand test page; and (b) an extrinsic (state), symptomatic, conscious anxiety score (s), for the 20 right hand page items. Scores T and S sum to the total score.
12. A breakdown of total anxiety into five personality components in anxiety.
13. Of the various scores outlined here, we reemphasize that the total anxiety score is by far the most important one and will in almost all cases be the only one depended upon. This is the score for which norm tables have been provided and for which reliability and validity estimates are principals supplied. Other scores are to be regarded as experimental used with caution.

Statistical Technique
In order to find out the relationship between selected psychological variable anxiety and motor abilities of the foot ball players, simple linear correlation was used at 0.05 level of significance.

Analysis and interpretation of data and result of study
The data was analyzed by the simple linear co-relation. The level of significance was fixed at 0.05 level. The analysis of data for the relationship between psychological parameters (anxiety) and motor abilities(strength, endurance and speed) were taken from foot ball players from Government Degree College for Boys Baramulla J & K. Total 20 male players were taken for the study and then co-relation was find out.

Findings
The relationship between psychological parameter anxiety and motor abilities among football players is presented in table no.5.

Table 5: Relationship of Anxiety with Motor Abilities among Male football players

| Psychological Variables | Variables Co-related | |
	Motor Abilities	'r' value
Anxiety	Endurance	-0.06
	Strength	- 0.35
	Speed	0.12

N= 20
'r'0.05 (18) =.444

An examination of Table-5 clearly reveals that the value of 'r' in case of Anxiety- Endurance ('r'= -0.06), Anxiety-Strength ('r'= -0.35), showed negative relationship that means if a parameter increases other will decrease simultaneously, whereas in case of Anxiety-Speed ('r'= 0.12) showed insignificant but positive relationship and the value of 'r' is close to '0' that means there is a relationship, if a parameter increases other will increase simultaneously.
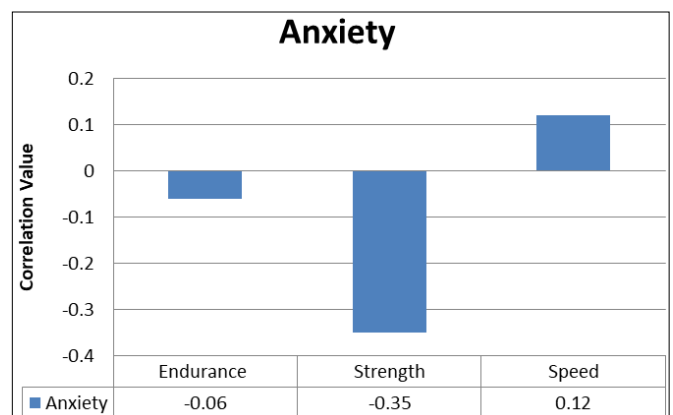

Fig 1: Illustrates the relationship of anxiety with endurance, strength and speed

The values shown in figure 1 above and below the 0.05 level which clearly indicates that there is positive relationship of anxiety with speed and negative relationship of anxiety with endurance and strength

Conclusions
On the basis of findings of the study in conjunctions with critical review of literature and scholar's own understanding following conclusions were drawn:
1. Anxiety was not founded to be significantly related with motor abilities in some cases (endurance and strength).
2. Anxiety was founded to be significantly related with speed.

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