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## COMPARATIVE STUDY OF BURNOUT AMONG THE PLAYERS OF SELECTED INDIVIDUAL AND TEAM GAMES

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### **ABSTRACT-**

The aim of the present study is to compare the burnout level among the players of selected individual and team games. For the Present study the data has collected from the players who were selected from the jammu university participated at inter collegiate level. The researcher has taken 200 subjects in between the age group of 18-28 years. The difference between groups is assessed by using 't' test.

### **Introduction**

Sport is generally considered a primarily physical endeavor, involving the marshaling of bodily resources to complete a variety of specialized, demanding physical tasks. Undeniably, physical attributes such as speed, strength, stamina, fitness, coordination, agility, flexibility, and resilience are richly rewarded in competitive sport.

Burnout is a psychological term for the experience of long-term exhaustion and lack in interest. Burnout occurs when an athlete has worsening performance despite intense training. It is believed to result from a multitude of factors, such as constant high levels of physiologic or emotional stress, fatigue, immune system failure, or insufficient recovery time.

### **Selection of Subjects:**

For the Present study the data has been collected from the players who were selected from the jammu university participated at inter collegiate level. The researcher has taken 200 subjects in between the age group of 18-28 years.

### **Main objectives**

To compare the burnout level among the players of selected individual and team games.

### **Hypothesis**

- It is hypothesized that there will be a significant difference in burnout level among the players of selected individual and team games.

## **Methodology**

### **Variables:**

Burnout

### **TOOLS**

Burnout inventory developed by KS Mishra.

### **Collection of data**

The data were collected by the researcher himself with the help of coaches related to the games and camps. The data were collected from the tournaments and camps of team and individual sports events representing inter-collegiate level. One hundred and twenty (120) subjects from team events and eighty (80) subjects from individual sports events were selected as subjects for the data. Questionnaires were distributed among them and they filled it. Data were collected carefully and honestly.

### **Level of Significance**

The level of significance in the present study was fixed at 0.05

### **Findings**

The findings of the selected variable that is Burnout of Athletic, Boxing and Judo from Individual game and Cricket, Football and handball from Team Game players have been presented in Table and stated as under.

**TABLE-1**

**Comparison of Burnout between the Individual and team players jammu university at Inter collegiate Level.**

<b>Groups</b>	<b>Mean</b>	<b>SD</b>	<b>MD</b>	<b>SE</b>	<b>T-ratio</b>
<b>Individual</b>	<b>141.77</b>	<b>12.63</b>			
<b>Group</b>	<b>150.09</b>	<b>14.70</b>	<b>8.32</b>	<b>1.94</b>	<b>4.28*</b>

\* Significant at 0.05 level

$$T_{0.05}(198) = 1.97$$

It is evident from Table-1 that there is significant difference in the Burnout between the Individual and team players of Jammu at Inter Collegiate Level as the calculated T-ratio of 4.28 is quite more than tabulated T-ratio of 1.97. Finding implies that in the Burnout between the Individual and team players of jammu university at Inter Collegiate Level. are significantly different.

### **Discussion on Findings**

The findings of statistical analysis revealed that there were

1. Significant difference in the Burnout between the Individual and team players and team players poses higher burnout.

It may be attributed to the fact that-

1. In team game instead of working hard and putting full efforts from an individual players they may not be able to celebrate success or stand at standard level due to negligence of team mates or one or team players from the team which make them frustrated.

2. The level of difficulty and available time to take a decision and perform a skill are equal for both individual and team players.

3. The situation and duration face by boxer, athletes and judokas are different and face by all selected team players are similar.

3. The experience experienced by the all individual and team players are similar respectively.

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## A COMPARATIVE STUDY OF COORDINATION AMONG DIFFERENT GAME PLAYERS

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**Miss Deny Borah\***

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### **Abstract:**

The main objective of the study was to compare the Psycho-Physiological (Eye hand coordination) variable among different Game Players. The sources for data collection were selected from the players of handball, Basketball, Cricket, Football and Volleyball, who participated inter-collegiate level under Dibrugarh University, Assam. All those subjects were sources of data. Analysis of the data was collected on two hundred and fifty (250) players. Modified bass test was used to collect the data. and the score was recorded in number of points. One Way Analysis of Variance (ANOVA) method was used for data analysis. The findings of the study revealed that there were no significant differences in the coordination among the players of Handball, Basketball, Cricket, Football and Volleyball.

Keywords: Psycho-Physiological (coordination)

### **Introduction:**

Movement is essential to perform any daily activity. Your ability to move efficiently requires control and coordination of the body's postural alignment. In other words, you need strong balance to move efficiently. Body coordination is a performance-related fitness component that describes the smooth, efficient movement patterns that are parts of sport skills and tasks. Your stage of learning influences how well you can perform these component movements of a skill.

Physical coordination is the smooth functioning of multiple body parts when executing a particular movement. For example, doing a jumping jack requires moving the arms and legs at the same time as one coordinated action. Physical coordination is a motor skill that requires the integration of spatial perception and physical movement to achieve a desired result.

### **Objective of the Study:**

The main objective of the study was to compare the Psycho-Physiological (Eye hand coordination) variable among different Game Players.

### Hypothesis of the Study:

It was hypothesized that there would be significant difference among the different Game Players.

### Methodology:

The sources for data collection were selected from the players of Handball, Basketball, Cricket, Football and Volleyball, who participated participated inter-collegiate level under Dibrugarh University, Assam . All those subjects were sources of data. Analysis of the data was collected on two hundred and fifty (250) players. . Modified bass test was used to collect the data. The data was collected on Eye hand coordination among the selected game players. One Way Analysis of Variance (ANOVA) method was used for data analysis.

### SUMMARY OF ANALYSIS OF VARIANCE FOR THE DATA ON EYE HAND COORDINATION OF SELECTED GROUPS

Sources of Variance	Degree of Freedom	Sum of the Squares	Variance	F-ratio
Between the Group	4	55.69	13.9225	0.51@
Within the Group	245	6683.66	27.280	

@Not significant at 0.05

Tabulated  $F_{(0.05)}(4, 245) = 2.37$

It is evident from the findings of the Table that there is no significant difference in the eye-hand coordination of selected games players as the calculated F-value of 0.51 is quite smaller than the tabulated F-value of 2.37 at .05 level.

### Discussion and Findings :

In the beginning of this study it was hypothesized that there would be significant difference among the players of handball, basketball, cricket, football and Volleyball in Eye hand coordination. The findings of this study revealed that there is no significant difference of Eye hand coordination among different game of the players. Hence the hypothesis stated earlier is rejected. It may be due to selected games involves similar kinds of movements for play and In all selected games we need to deal with the ball which may be facilitate coordination.

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## IMPORTANCE OF YOGA FOR SPORTS PERSONS

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**Dr. Dilip Singh\*\***

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### **Abstract:**

As we all know that Yoga is a good practice that helps in improving physical and mental levels of individuals through various postures. A sportsperson can reach a certain level through his/her skill, but if they want to improve further or take their game to another level, fitness is the key. And yoga is the perfect answer to improve the fitness in sportspersons. It strengthens various parts of the body as well as improves flexibility. Some legend of sports like Novak Djokovic of tennis and Virat Kohli of cricketa give all the credits to Yoga for their success.

### **Introduction:**

Yoga poses are great to strengthen and relax the body, however there's a lot more to Yoga than that. Derived from the Sankrit word 'yuj' which means 'to unite or integrate'; yoga is a 5,000-year-old Indian body of knowledge. Yoga is all about harmonizing the body with the mind and breath through the means of various [breathing exercises](#), [yoga poses \(asanas\)](#) and [meditation](#).

**Here, is how Yoga helps in improving the performance of sportspersons:-**

### **Flexibility:**

Yoga helps in increasing the flexibility of sportspersons. Yoga smoothens the spinal cord and strengthens the core. It results in fewer injuries.

### **Better mental Health:**

Yoga helps a sportsperson in getting better mental health as a person through a good practice of Yoga can handle all kind of situations be it easy situations as well as tough situations. Yoga also helps in combating with depression and achieving peace.

**Coordination:**

Yoga helps in getting better alignment of all body parts. This helps in improving coordination of all body parts. For instance, in table tennis the hand eye coordination plays a key role and a player who does yoga on a daily basis will have better coordination of hand and eye which can be quite useful in improving his performance.

**Improves Strength:**

Mostly all the games require strength. Gymming makes the players body stiff which affects their performance. To remove that stiffness and continue the gym work, sportspersons engage themselves in Yoga.

**Conclusion:**

All these points tell us what differs a player from a champion. And what a player needs to take his/her game to the next level. If there is the successful implementation of Yoga in the life of sportspersons, then they can reach greater heights in their respective career.

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## ANALYSIS ON PERSONALITY TRAITS OF SPORTS MEN AND NON-SPORTS MEN OF SCHOOL IN TINSUKIA DISTRICT, ASSAM.

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**Mr. Asitava Ghosh,**

MPEd, PGDSM, UGC-NET.

### **Abstract**

The purpose of this study was to compare the personality traits of sports and non-sports men of school level. The present study was conducted on the 50 sports and 50 non-sports men of school from Tinsukia district, Assam. On the basis of data available in the literature and with own experience and advice from researchers, academic experts the following hypothesis was formed that there would be significant difference in personality traits of sports and non-sports men at school level. The personality questionnaire developed by H. J Eysenck in national psychological corporation was selected for the collection of data. It was found to be reliable to employ physical education teacher for collecting data, the analysis of data, collected by administering the questionnaire to all the subject's t- test was employed at 0.05 level of significant. The findings of the study stated that there was statistically significant difference in personality traits of the sports and non-sports men. It is clear that the mean of personality traits of sports men are significantly higher than the mean of personality traits of the non-sports men.

**Keywords:** Personality trait, sports men, non sports men, statistical, hypothesis, analysis, significant etc

### **Introduction**

Personality defined as the set of habitual behaviors, cognitions and emotional patterns that evolve from biological and environmental factors. While there is no generally agreed upon definition of personality, most theories focus on motivation and psychological interactions with one's environment. Trait-based personality theories defined by Raymond Cattell personality as the traits that predict a person's behaviour. On the other hand, more behaviour based approaches define personality through learning and habits. Most theories view personality as relatively stagnant, not much progressive.

personality is the product of heredity and environment, the people from same environment will have some common characteristics which will reflect in their personality to a great extent.

From this point of view, it can be observed that regular participation in competitive sports will be associated with certain personal and behavioral characteristics which can be categorized as the personality traits of sports men. The question whether personality and competitive sports are related was a topic with heated discussion on many tables. The sports psychologists and counsellors of different teams participating in higher level tournaments play a very significant role by providing mental support to their athletes and players. Personality is a summation of many attributes combining of physical and psychological characteristics. Since personality is the product of heredity and environment, the people from same environment will have some common characteristics which will reflect in their personality to a great extent. From this point of view, it can be observed that regular

participation in competitive sports will be associated with certain personal and behavioral characteristics which can be categorized as the personality traits of sports men.

**Table 7.1 16PF Scale Names and Descriptors**

<i>Descriptors of Low Range</i>	<i>Primary Scales</i>	<i>Descriptors of High Range</i>
Reserved, Impersonal, Distant	Warmth (A)	Warm-hearted, Caring, Attentive To Others
Concrete, Lower Mental Capacity	Reasoning (B)	Abstract, Bright, Fast-Learner
Reactive, Affected By Feelings	Emotional Stability (C)	Emotionally Stable, Adaptive, Mature
Deferential, Cooperative, Avoids Conflict	Dominance (E)	Dominant, Forceful, Assertive
Serious, Restrained, Careful	Liveliness (F)	Enthusiastic, Animated, Spontaneous
Expedient, Nonconforming	Rule-Consciousness (G)	Rule-Conscious, Dutiful
Shy, Timid, Threat-Sensitive	Social Boldness (H)	Socially Bold, Venturesome, Thick-Skinned
Tough, Objective, Unsentimental	Sensitivity (I)	Sensitive, Aesthetic, Tender-Minded
Trusting, Unsuspecting, Accepting	Vigilance (L)	Vigilant, Suspicious, Skeptical, Wary
Practical, Grounded, Down-To-Earth	Abstractedness (M)	Abstracted, Imaginative, Idea-Oriented
Forthright, Genuine, Artless	Privateness (N)	Private, Discreet, Non-Disclosing
Self-Assured, Unworried, Complacent	Apprehension (O)	Apprehensive, Self-Doubting, Worried
Traditional, Attached To Familiar	Openness to Change (Q1)	Open To Change, Experimenting
Group-Orientated, Affiliative	Self-Reliance (Q2)	Self-Reliant, Solitary, Individualistic
Tolerates Disorder, Unexacting, Flexible	Perfectionism (Q3)	Perfectionistic, Organized, Self-Disciplined
Relaxed, Placid, Patient	Tension (Q4)	Tense, High Energy, Driven
<i>Global Scales</i>		
Introverted, Socially Inhibited	Extraversion	Extraverted, Socially Participating
Low Anxiety, Unperturbable	Anxiety Neuroticism	High Anxiety, Perturbable
Receptive, Open-Minded, Intuitive	Tough-Mindedness	Tough-Minded, Resolute, Unempathic
Accommodating, Agreeable, Selfless	Independence	Independent, Persuasive, Willful
Unrestrained, Follows Urges	Self-Control	Self-Controlled, Inhibits Urges

Adapted with permission from S.R. Conn and M.L. Rieke (1994). 16PF Fifth Edition Technical Manual. Champaign, IL: Institute for Personality and Ability Testing, Inc.

It is important to know about the role of emotional intelligence, mental toughness

and motivation of the players during the training as well as complete situation (Bull 1991)

### Procedure and Methodology

In the present study a sample of 50 sports and 50 non-sports men (Total=100 men) of Tinsukia, Assam . The collection of data personality Questionnaire prepared by H.J. Eysenck was administered. For the analysis of data, collected by administering the questionnaire to all the subject's t- test was employed at 0.05 level of significant.

Age	Sex
1. Does your mood often go up and down?	YES NO
2. Do you take much notice of what people think?	YES NO
3. Are you a talkative person?	YES NO
4. If you say you will do something, do you always keep your promise no matter how inconvenient it might be?	YES NO
5. Do you ever feel 'just miserable' for no reason?	YES NO
6. Would being in debt worry you?	YES NO
7. Are you rather lively?	YES NO
8. Were you ever greedy by helping yourself to more than your share of anything?	YES NO
9. Are you an irritable person?	YES NO
10. Would you take drugs which may have strange or dangerous effects?	YES NO
11. Do you enjoy meeting new people?	YES NO
12. Have you ever blamed someone for doing something you knew was really your fault?	YES NO
13. Are your feelings easily hurt?	YES NO
14. Do you prefer to go your own way rather than act by the rules?	YES NO
15. Can you usually let yourself go and enjoy yourself at a lively party?	YES NO
16. Are all your habits good and desirable ones?	YES NO
17. Do you often feel 'fed-up'?	YES NO
18. Do good manners and cleanliness matter much to you?	YES NO
19. Do you usually take the initiative in making new friends?	YES NO
20. Have you ever taken anything (even a pin or button) that belonged to someone else?	YES NO
21. Would you call yourself a nervous person?	YES NO
22. Do you think marriage is old-fashioned and should be done away with?	YES NO
23. Can you easily get some life into a rather dull party?	YES NO
24. Have you ever broken or lost something belonging to someone else?	YES NO
25. Are you a worrier?	YES NO
26. Do you enjoy co-operating with others?	YES NO
27. Do you tend to keep in the background on social occasions?	YES NO
28. Does it worry you if you know there are mistakes in your work?	YES NO
29. Have you ever said anything bad or nasty about anyone?	YES NO
30. Would you call yourself tense or 'highly-strung'?	YES NO
31. Do you think people spend too much time safeguarding their future with savings and insurances?	YES NO
32. Do you like mixing with people?	YES NO
33. As a child were you ever cheeky to your parents?	YES NO
34. Do you worry too long after an embarrassing experience?	YES NO
35. Do you try not to be rude to people?	YES NO
36. Do you like plenty of bustle and excitement around you?	YES NO
37. Have you ever cheated at a game?	YES NO
38. Do you suffer from 'nerves'?	YES NO
39. Would you like other people to be afraid of you?	YES NO
40. Have you ever taken advantage of someone?	YES NO
41. Are you mostly quiet when you are with other people?	YES NO
42. Do you often feel lonely?	YES NO
43. Is it better to follow society's rules than go your own way?	YES NO
44. Do other people think of you as being very lively?	YES NO
45. Do you always practice what you preach?	YES NO
46. Are you often troubled about feelings of guilt?	YES NO
47. Do you sometimes put off until tomorrow what you ought to do today?	YES NO
48. Can you get a party going?	YES NO

Personality  
Questionnaire  
prepared by H.J.  
Eysenck -

**Findings of the study -**

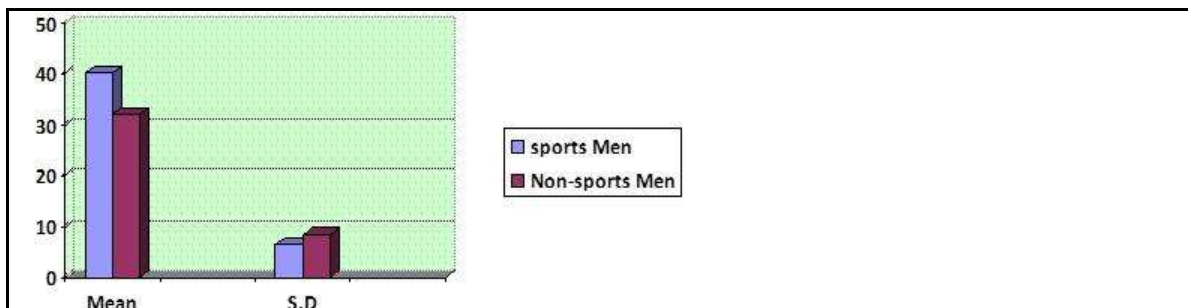
To find out the significant of difference between personality traits sports and non-sports men. The analysis of data, collected by administering the questionnaire to the entire subject's t-test was employed at 0.05 level of

significant. The statistical analysis of data pertaining to personality traits is given below. Finding of the study show that all there was significant the sports and non- sport men of Tinsukia, Assam . It is clearly indicates that mean of personality trait of sports men is significantly higher than the mean of personality traits of the non-sports men of Tinsukia, Assam. This may be attributed due to the reality that the players prepare mentally for various competition and develop team spirit in them and help them to distribute the pressure of the completion. It is necessary to train players of team sports to enhance mental toughness. These outcomes may realize to develop the various training plans.

**Table:** Significant Difference between the sports And Non- Sports men.



Groups	Mean	S.D	Difference between Mean (DM)	“t” ratio
Sports men	42.6	6.7	11.4	8.09*
Non-Sports men	31.2	8.2		



‘t) 0.05 (98)=1.98

Table present there was significant difference in sports men between non-sports of Punjab. The SD values of these two groups were 6.7 and 8.2 respectively. These values demonstrated the intra-groups variability among the subjects.

Since calculated’ value 8.09 was found to be more than tabulated value 1.98 at 0.05 level. Thus data provides sufficient confirmation to ensure that the mean sports men of the non-sports men of Tinsukia, Assam.

### Discussion and Conclusions

The results of the study are concluded as follows:

This study was an effort in similar way to find out and compare the variety among the two different types of personality trait. In this study researcher had selected 50 sports men and 50 non-sports men. From the analysis of data researcher found that there were significant difference in participants among sports men and non-sports men, in terms of surrounding especially where anybody work having more influence. This may be attributed due to the reality that the players of prepare mentally for various competition and develop team composition in them and it also help them to distribute the pressure of the completion.

Researcher feel this above factor might be reason to bring the significant difference between the two groups, the sports men for sports participation and non-sports men for non involvement in any sports activities.

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**HOW TO INCREASE SPORTS PERFORMANCE THROUGH YOGIC ACTIVITIES****\*Satyendra Kumar Singh****\*Sudheer Kumar Yadav**

\*Assistant Professor, Department of Physical Education, N.N.P.G.College, Nawabganj Gonda (U.P)-INDIA.

**Abstract:**

In a glance, yoga may seem like just a light muscle stretching activity with all those delicate moves. But in fact yoga is really not that simple to perform. Those slow moving stretches could give a huge impact on a person's body in a good way. Not only for average people, but for professional athletes like Serena Williams, Pete Sampras and even NFL team members from Miami Dolphins and New York Giants are practicing yoga to improve their performance on the field. Yoga is believed to be able to help these athletes increase their strength, stamina, focus, flexibility and balance out their bodies after a long hard physical training that sometimes causes imbalance as a result of over stretching and over strengthening.

**Improve Sport Performance with Yoga:****Improving Focus:**

When playing a competitive sport you have to be active outside but need to be calm and stay focused on the inside. This is easier said than done. Try doing that in a football field when running towards the end of the line waiting for a pass, while a bunch of mean big guys running after you trying to crush your bones, now that's what I call a difficult situation to stay in focus.

However yoga can make it possible for you to stay focused even in the most difficult situation through its breathing technique. With yoga it is possible for you to feel relaxed under all kinds of situations thus will make your mind become more still and centered. Increasing your focus means better concentration, which leads to overall stability of mental states, and that's exactly what is needed by an athlete to win a game.

**Increasing Balance and Core Strength:**

In order to preserve the balance in your body, you must strengthen the core, which is the center of your body. The human body is divided into two major muscles groups, the upper body muscles and lower body muscles. The core is the one that has the duty to

balance these so they can work synergistically; therefore, it has to be strengthened. Perhaps there is no better way of understanding and achieving this other than practicing yoga.

### **Increasing Flexibility:**

No doubt that yoga is the best way to increase flexibility. Flexibility is very much needed for an athlete to be able to jump higher, hit harder, reach further or run faster. Sometimes in order to achieve the desired results an athlete would force their bodies to an extreme training which can cause the muscles to become too tight. Yoga can help to loosen these muscles and make them flexible again.

### **Help Connecting the Mind and Body:**

Perhaps a better way to describe this is you have to be able to communicate better with your body in order to bring out its best potentials. As your self awareness grows, your body will be stronger. An athlete should also be able to listen to their body by paying attention to the signals given by it and respond to it properly, and yoga is the best way to help you doing this.

### **Decrease the Risk of Injury:**

Injury is the worst enemy for an athlete. It could make an athlete miss an important match or competition, or even worse it could end a great career. By practicing yoga, the increased flexibility can help to decrease muscle strains, which can reduce the risk of an injury, therefore athletes can play more safely in whatever sports they are participating.

### **Conclusion:**

Research studies show that yoga is a great complement to any sport. It enables you to approach your physical peak and utilize the power of fine-tuned concentration to improve overall performance. Along with increasing strength, coordination, flexibility, and focus, statistics show that yoga expedites muscle recovery, allowing practitioners to rapidly advance their training regimen and stay ahead of the competition. If your progression has plateau or if you want to see improved results, yoga may very well be your solution.

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**"योग और शारीरिक शिक्षा : एक अंतर्संबंधात्मक अध्ययन"****डॉ. सरोजिनी**

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**सार-संक्षेप**

योग और शारीरिक शिक्षा एक दूसरे से पूरी तरह संबंधित है। शारीरिक क्रियाओं में पूर्णता मन को एकाग्र किए बिना नहीं आ सकती तथा योगासन संबंधी अभ्यास क्रियाओं की जटिलता शारीरिक शिक्षा के माध्यम से प्राप्त दक्षता के कारण ही संभव है। योग व शारीरिक शिक्षा दोनों का ही आधार वैज्ञानिक है। योग का अंतिम लक्ष्य समाधि या मोक्ष प्राप्ति है। जिसके लिए किया जाने वाला अभ्यास शरीर के तथा शारीरिक क्रियाओं के माध्यम से ही संभव है। अतः योग एवं शारीरिक शिक्षा को एक दूसरे से अलग करके नहीं देखा या जाना जा सकता। आज के भौतिकवादी युग में सुख संसाधनों की उपलब्धि के बाद भी आंतरिक सुख और प्रसन्नता से वंचित रहने वाले मनुष्य के लिए योग और शारीरिक शिक्षा जीवन की वह पद्धति है जो उसे जीवन के हर उद्देश्य की प्राप्ति कराती है, अतः हर मनुष्य के द्वारा इसे अपनाया जाना चाहिए।

*कुंजी शब्द* : योग, शारीरिक शिक्षा, अष्टांग योग, पतंजलि, गीता

**भूमिका**

योग और शारीरिक शिक्षा एक दूसरे से संबंधित हैं यह यूनानी दार्शनिक अरस्तू के इस कथन से पूरी तरह स्थापित है कि "स्वस्थ शरीर में ही स्वस्थ मस्तिष्क रहता है" प्राचीन भारतीय दार्शनिक परंपरा भी यही बात स्थापित करती है कि बिना स्वस्थ शरीर के मस्तिष्क में उच्च विचारों का निर्माण नहीं हो सकता। हमारा भौतिक शरीर ही आध्यात्मिक उपलब्धि के सर्वोत्तम शिखर को प्राप्त करने का साधन है। मनुष्य की शरीरस्थ ऊर्जा का ऊर्ध्वगामी प्रवाह स्वस्थ व अनुशासित शरीर में ही हो सकता है। एक ओर यहां योग मनुष्य के अंतःकरण का वैज्ञानिक विश्लेषण करता है तो वहीं दूसरी ओर शारीरिक शिक्षा का लक्ष्य मनुष्य के शरीर मन आत्मा की एकता के साथ व्यक्तित्व का सर्वांगीण विकास करना है। योग का अंतिम लक्ष्य समाधि या मोक्ष प्राप्ति है जिसके लिए किया जाने वाला अभ्यास पूर्णतः वैज्ञानिक पद्धति पर आधारित है। शारीरिक शिक्षा व्यक्ति के अंतःकरण और बाह्य शरीर को स्वस्थ व समृद्ध करने वाली एक

सतत साधना है। शिक्षा का अर्थ है व्यवहार में परिवर्तन और शारीरिक शिक्षा के अंतर्गत यही परिवर्तन शरीर और शारीरिक क्रियाओं के माध्यम से मनुष्य में किया जाता है।

## योग

योग शब्द की उत्पत्ति संस्कृत के "युजिर्" धातु से निष्पन्न है। जिसका अर्थ है मिलना या जुड़ना। इसे तीन संदर्भों में लिया जा सकता है-

- 1- मनुष्य का अपनी शारीरिक, ऐन्द्रिक, मानसिक, बौद्धिक, तथा आध्यात्मिक पक्षों के साथ समन्वय एवं एकाकार।
- 2- मानव व्यक्तित्व का पर्यावरण के साथ समन्वय एवं एकाकार।
- 3- मनुष्य की चेतना का सार्वभौमिक सत्य दिव्य चेतना से एकाकार।

इन तीनों ही अर्थों में जुड़ने की प्रक्रिया व उससे उत्पन्न विशेष परिस्थिति का नाम योग है। योग का प्रकारात्मक विश्लेषण गीता में कई प्रकार से किया गया है किंतु सभी योग गीता की ज्ञान, कर्म और भक्ति की त्रिवेणी में समाहित हैं। शरीर कर्मयोग है, आत्मा ज्ञान योग है तथा शरीर और आत्मा का परमात्मा में समर्पण भक्ति योग है।

वैसे देखा जाए तो योग की आवश्यकता केवल कर्म में ही है। ज्ञान और भक्ति तो स्वयं ही योग है। कर्म जड़ है, बंधन का विषय है, फलासक्ति का विषय है इसीलिए कर्म में योग की आवश्यकता है। इसी ज्ञान कर्म और भक्ति की त्रिवेणी श्रीमद्भगवद्गीता में योग को 3 तरह से परिभाषित किया गया है-

- 1- "समत्वं योग उच्यते" - श्रीमद्भगवद्गीता 2/48 सुख और दुःख में समान स्थिति योग है।
- 2- "योगः कर्मसु कौशलम्" - श्रीमद्भगवद्गीता 2/50 कर्म में कुशलता ही योग है।
- 3- "योगक्षेमं वहाम्यहम्" - श्रीमद्भगवद्गीता 9/22 अप्राप्य की प्राप्ति तथा प्राप्त की रक्षा मैं ही वहन करता हूँ।

महर्षि पतंजलि की व्याख्या के अनुसार चित्त की वृत्तियों का निरोध ही योग है।

"योगश्चित्तवृत्तिनिरोधः" - पातंजलयोगदर्शन, समाधिपाद (2)

चित्त की ये वृत्तियाँ पाँच प्रकार की बताई गयी हैं- प्रमाण, विपर्यय, विकल्प, निद्रा स्मृति। - योग दर्शन, समाधिपाद (5) (6)

यह वृत्ति निरोध अभ्यास और वैराग्य द्वारा होता है। इस अभ्यास और वैराग्य के लिए पतंजलि ने 8 चरणों का प्रावधान दिया जिसे हम पतंजलि का अष्टांग योग कहते हैं।

"यमनियमासनप्राणायामप्रत्याहारधारणाध्यानसमाधयोष्टावंगानि" - पातंजलयोगदर्शन, साधनपाद (29)

इन आठ अंगों का यथा संभव अभ्यास और उस अभ्यास के माध्यम से परम तत्व की प्राप्ति ही योग है।

## शारीरिक शिक्षा

शारीरिक शिक्षा केवल शारीरिक क्रियाओं तक सीमित नहीं है बल्कि शारीरिक क्रियाओं के उपयोग के द्वारा शारीरिक शिक्षा शरीर, मन और आत्मा की अटूट इकाई के रूप में बालक की संपूर्ण सहभागिता का लक्ष्य सुनिश्चित करती है जिससे कि शारीरिक क्रियाएं बालक के लिए वास्तविक जीवन के अनुभवों के रूप में हों जो बालक को शारीरिक, मानसिक, व चारित्रिक रूप से शिक्षित करने में समर्थ हो। शारीरिक शिक्षा एक बहुआयामी विषय है। इसके अंतर्गत स्वास्थ्य शिक्षा, खेलकूद, ताल संबंधी व्यायाम, आत्म रक्षक क्रियाएं, मनोरंजक क्रियाएं, योग क्रियाएं, छोटे खेल, सुधारात्मक क्रियाएं, रोमांचक खेल, साहसिक क्रियाएं इत्यादि के माध्यम से शिक्षित किया जाता है। प्राचीन समय में शारीरिक शिक्षा का उद्देश्य मांसपेशियों के विकास तथा शारीरिक शक्ति बढ़ाने तक सीमित था किंतु आज थी शारीरिक शिक्षा पूर्णतः वैज्ञानिक आधारों को लिए हुए दैनिक जीवन में मनुष्य के अंदर सकारात्मक सोच विकसित करके जीवन के हर संबंधित क्षेत्र को बेहतर बनाने में अपना योगदान दे रही है।

## योग और शारीरिक शिक्षा का संबंध

अन्तर्संबंधात्मक परिप्रेक्ष्य में पतंजलि के अष्टांग योग और शारीरिक शिक्षा में सघन संबंध है। जिन्हें निम्न बिंदुओं के माध्यम से समझा जा सकता है।

1- "अहिंसासत्यास्तेयब्रह्मचर्यापरिग्रहा यमाः"

पातंजलयोगदर्शन, साधनपाद (30)पतंजलि के पांच यम क्रमशः अहिंसा सत्य अस्तेय ब्रह्मचर्य और अपरिग्रह हैं। यह पांचो यम शारीरिक शिक्षा के नैतिक क्षेत्र में आते हैं। नैतिक या चारित्रिक सुदृढ़ता न



केवल संकल्पवान बनाकर कर्म के लिए प्रेरित करती है बल्कि व्यक्ति को समाज का एक अनुकरणीय व्यक्तित्व भी बनाती है।

2- पतंजलि ने नियम भी पांच ही बताए हैं। शौच, सन्तोष तप, स्वाध्याय और ईश्वर प्रणिधान ये पाँचों नियम शारीरिक शिक्षा के अंतर्गत बाहरी स्वच्छता तथा आंतरिक स्वच्छता से संबंधित हैं। खेल को हार जीत से परे केवल खेल की भावना से खेलना, संकल्प शक्ति की पुष्टि, अपने विषय से संबंधित सभी बारीकियों का स्वयं अध्ययन एवं मनन और अंत में समस्त परिणाम ईश्वर के ऊपर छोड़ देना गतिविधि की सफलता की कुंजी है।

3- "स्थिरसुखमासनम्" - पातंजलयोगदर्शन, साधनपाद (46)

पतंजलि के अनुसार सुख पूर्वक किसी भी स्थिति में फिर रहना आसन कहलाता है। आसन शारीरिक अभ्यास क्रियाएं हैं। शारीरिक शिक्षा के सबसे निकट यही अंग है जो पूर्णतः शरीर के माध्यम से शिक्षित करता है। आसनों का उपयोग स्वस्थ रहने व बीमारी के उपचार दोनों में उपयोगी है।

4- "तस्मिन् सति श्वासप्रश्वासयोर्गतिविच्छेदः प्राणायामः" - पातंजलयोगदर्शन, साधनपाद (49)

श्वास और प्रश्वास की गति को रोकना प्राणायाम कहलाता है। प्राणायाम श्वसन अंगों की क्रिया है जो शरीर के माध्यम से ही संपन्न होती है। कबड्डी खेल में तो श्वास की गति का प्रशिक्षण अलग से दिया जाता है।

5- "स्वविषयासम्प्रयोगे चित्तस्वरूपानुकार इवेन्द्रियाणां प्रत्याहारः"

पातंजलयोगदर्शन, साधनपाद (54)

इन्द्रियों का विषयों से विमुख होकर अन्तर्मुखी होना प्रत्याहार कहलाता है। शारीरिक शिक्षा में यह प्रशिक्षण का भाग है। बौद्धिक खेलों तथा साहसिक खेलों में एकाग्रता की अत्यधिक आवश्यकता होती है। अतः एक खिलाड़ी का प्रत्याहार के प्रत्यय को समझना और उसे व्यवहार में लाना अत्यंत आवश्यक है।

6- "देशबन्धश्चित्तस्य धारणा" पातंजलयोगदर्शन, विभूतिपाद (1)

मन को एक जगह स्थिर करना धारणा है।

7- "तत्रप्रत्यैकतानताध्यानम्" पातंजलयोगदर्शन, विभूतिपाद (2)

जिस स्थिति में मन स्थिर है उसी स्थिति में लगातार बने रहना ध्यान कहलाता है।

8- "तदेवर्थमात्रनिर्भासं स्वरूपशून्यमिव समाधिः" पातंजलयोगदर्शन, विभूतिपाद (3)

ज्ञान की चरम अवस्था जहां साधक इतना लीन हो जाए कि उसे स्वयं का भी ध्यान रहे वह समाधि की अवस्था कहलाती है। धारणा ध्यान और समाधि ध्यानात्मक अभ्यास के विषय हैं।

शारीरिक शिक्षा में व्यक्ति का मानसिक विकास इसी माध्यम से किया जा सकता है। कुछ खेलों विशेषकर शतरंज निशानेबाजी तीरंदाजी तथा साहसिक खेलों में सफलता पूरी तरह से धारणा ध्यान और समाधि के अभ्यास पर आधारित है।

### उपसंहार

उपरोक्त तथ्यों के आधार पर हम यह कह सकते हैं कि योग एवं शारीरिक शिक्षा को एक दूसरे से अलग करके नहीं देखा या जाना जा सकता। इसी तथ्य को ध्यान में रखते हुए प्रारंभ से ही योग शारीरिक शिक्षा के पाठ्यक्रम का एक हिस्सा रहा है। समस्त सुख संसाधनों की उपलब्धि के बाद भी आंतरिक सुख शांति और प्रसन्नता से वंचित रहने वाले मनुष्य के लिए योग और शारीरिक शिक्षा एक विषय नहीं अपितु एक जीवन पद्धति हैं। व्यक्ति को जीवन का हर उद्देश्य प्राप्त कराने में समर्थ हैं अतः हर मनुष्य के द्वारा इसे अवश्य अपनाया जाना चाहिए।

### संदर्भ सूची

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## Sport Imagery: Athletes' Most Powerful Mental Tool

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### **Are you using mental imagery to maximize your sports performances?**

If you do anything to work on the mental side of your sport, it better be mental imagery. Why, you ask. Because there is no more powerful mental tool than mental imagery and it can have a huge impact on your sports performance. There are **four factors that impact the quality of mental imagery: perspective, control, multiple sense, and speed.** You can develop each of these areas so you can get the most out of your imagery.

**Imagery perspective.** Imagery perspective refers to where the “imagery camera” is when you do imagery. The internal perspective involves seeing yourself from inside your body looking out, as if you were actually performing your sport. The external perspective involves seeing yourself from outside your body like on video. Research indicates that one perspective is not better than the other. Most people have a dominant perspective with which they’re most comfortable. Use the perspective that’s most natural for you and then experiment with the other perspective to see if it helps you in a different way.

**Control.** Have you ever been doing imagery and you keep making mistakes, for example, a basketball point guard sees the ball stick to the court while dribbling or a golfer sees her ball pop out of the cup? This problem relates to imagery control, which is how well you’re able to imagine what you want to imagine. It’s not uncommon for athletes to perform poorly in their imagery and it often reflects a fundamental lack of confidence in their ability to perform successfully (when I started using imagery as a youth, I couldn't go three gates in a ski race course in my head without falling!). If mistakes occur in your imagery, you shouldn’t just let them go by. If you do, you’ll further ingrain the negative image and feeling which will hurt your performances. Instead, when you perform poorly in your imagery, immediately rewind the “imagery video” and edit the imagery video until you do it correctly.

**Multiple senses.** Good imagery is more than just visual, that's why I don't like to call it visualization. The best imagery involves the multi-sensory reproduction of the actual sport experience. You should duplicate the sights, sounds, physical sensations, thoughts, and

emotions that you would experience in an actual competition. Visual imagery involves how clearly you see yourself performing. If sounds, such as the quarterback calling the play at the line of scrimmage, are important, you would want to generate them in your imagery. If you get nervous before an actual competition, you should get nervous in your imagery (and then take steps to relax).

The most powerful part of mental imagery is feeling it in your body. That's how you really ingrain new technical and mental skills and habits. A useful way to increase the feeling in your mental imagery is to combine imagined and real sensations. Imagine yourself performing and move your body along with the imagery. You see world-class athletes doing this before competitions.

**Speed.** The ability to adjust the speed of your imagery will enable you to use imagery to improve different aspects of your sports performance. Slow motion is effective for focusing on technique. When you first start to work on technique in your imagery, slow the imagery video down, frame by frame if necessary, to see yourself executing the skill correctly. Then, as you see and feel yourself performing well in slow motion, increase the speed of your imagery until you can perform well at “real-time” speed.

### **What is imagery?**

- Imagery is also called visualization or mental rehearsal
- Imagery means using all of your senses (e.g., see, feel, hear, taste, smell) to rehearse your sport in your mind.

### **Why should you use imagery?**

1. **To help you get the most out of training.** Top athletes use imagery extensively to build on their strengths and help eliminate their weaknesses.
2. **To compete more effectively.** Imagery not only helps athletes to regulate the anxiety they experience during competitions, but also helps athletes to stay confident, focused and mentally tough.

3. **To speed up your progress on the road to top.** Athletes who have reached the highest levels in their sport have used imagery throughout their career as a tool for developing their sport skills.
4. **To help stay motivated along the way.** Imagery is also a tool that can help athletes to maintain a vision of what they would like to achieve in their sport. Athletes can also use imagery to assist them in setting their daily goals, as well as to stay motivated during tough training sessions.
5. **To keep in top form when training is not possible.** Injuries will inevitably occur during athletes' careers, which will cause them to miss training sessions. In these situations, athletes can use imagery to help them to maintain their abilities during the rehabilitation process and to help them cope with their injuries. Imagery can even help the healing process to move along more quickly.

### **How do the best athletes use imagery?**

From studying how the best athletes use imagery, we know that imagery is most beneficial when it is:

- Vivid and detailed
- Incorporates all senses (see, feel, hear, smell, and taste)
- Occurs in "real-time"
- Has positive focus

### **Tips for getting started**

1. **Practice makes perfect.** Imagery is a skill, and, just like any skill that you perform in your sport, you will need to practice in order to be perfected.
2. **Quality... not quantity.** Because imagery is a mental skill, you will need to concentrate on creating and controlling your images, which can be tiring when you first get started. For this reason, it is best to begin your imagery training by imaging high quality images for short periods of time, and then gradually increasing the time you spend imaging.
3. **Set the scene.** Try to make your imagery as realistic as possible by re-creating important details of your sport setting (e.g., practice and competition venues) in your mind's eye. By including details like the color of your opponent's uniform or the sound of the

spectators\` cheering, you will feel like you are really experiencing the performance that you are imaging.

4. **Plan your imagery.** Images of your sport can frequently pop into your head, but to really benefit from imagery, you should plan the content of your imagery to meet your current needs. Here are just some examples:
  1. If you are struggling to perform a certain skill or strategy in game situations, you should try imaging yourself performing that skill or strategy perfectly and confidently in an upcoming game.
  2. If you often let distractions get in the way, try imaging yourself staying relaxed and focused in the presence of those distractions.
  3. If you have problems handling your nerves in competition, try to imagine yourself performing exactly the way you want to under those conditions that normally would make you nervous.

### **Be Realistic in Your Imagery**

**Imagine realistic conditions.** Imagine yourself performing under realistic conditions, in other words, always do imagery under those conditions in which you normally compete. That is, if you're usually competing in difficult conditions (e.g., cold or hot weather, snow or rain), imagine yourself performing under those conditions. Only imagine yourself performing under ideal conditions if you typically compete in ideal conditions.

**Imagine realistic performance.** If you're a young athlete, don't imagine yourself performing like a pro or Olympian. Instead, imagine yourself performing the way you normally do, but incorporate positive changes that you are working on.

### **Developing an Off-sport Imagery Program**

The key to getting the most out of mental imagery is consistency. You wouldn't expect to get stronger by lifting weights once every few weeks. You wouldn't expect to get better technically by practicing your sport once in a while. The same holds true for mental imagery. The only way to gain the benefits of mental imagery is to use it consistently in a structured way.

**Set imagery goals.** Set specific goals for what areas you want to work on in your imagery. Goals can be technical, tactical, mental, or over-all performance. For example, you might focus on some technical change, being more relaxed and focused, or just going for it in your sport.

**Climb imagery ladder.** Create a ladder of practice and competitive scenarios in which you will be performing. The ladder should start with practice in a simple setting and progress to more demanding practice situations, less important competitions, and increase through more important events up to the most important competition you'll be in this year.

Begin your imagery on the lowest level of the imagery ladder. Stay at that rung until you reach your imagery goal. When that is achieved, stay at that step for several imagery sessions to really reinforce and ingrain the positive images, thoughts, and feelings. Then work your way up the ladder until you're performing the way you want in your imagery at the very top of the imagery ladder.

**Training- and competition-specific imagery.** Select practice and competitive situations that are appropriate for your level of athletic development. In other words, if you're a high school soccer player, don't imagine yourself playing in a World Cup game against the world's best soccer players. Also, choose a specific competition in a precise location under particular conditions for each imagery session, thus reaching their imagery goals in a variety of competitions, settings, and conditions.

**Imagery Content.** Each imagery session should be comprised of your pre-performance routine and your performance in practice or competitions. If you compete in a sport that is short in duration, such as sprinting or wrestling, you can imagine an entire performance. If you compete in a sport that is lengthy, for example, golf, tennis, or soccer, you can imagine yourself performing in four or five key parts of the competition.

**Imagery sessions.** Imagery sessions should be done 3-4 times per week (imagery shouldn't be done too often because, as with any type of training, you can get out on it). Set aside a specific time of the day when you'll do your imagery (just like you do for your physical training). I recommend that you set your Smartphone calendar to send you a reminder. Find a

quiet, comfortable place where they won't be disturbed. Each session should last about 10 minutes.

**Imagery journal.** One difficulty with imagery is that, unlike physical training, the results aren't tangible. An effective way to deal with this problem is to keep an imagery journal. These logs should record key aspects of every imagery session including the quality of the imagined performance, any thoughts and feelings that occur (positive or negative), problems that emerged, and what you need to work on for the next session. An imagery journal enables you to see progress in your imagery, thereby making it more rewarding.

### **USE OF IMAGERY IN CONJUNCTION WITH PHYSICAL PRACTICE**

It is important to note that imagery does not take the place of physical practice. Nor is a combination of physical practice and imagery more effective than total physical practice within the same time frame, Hale (2001). However, mental practice improves performance significantly more than no practice at all. Thus, we can think of imagery as a vitamin supplement that in addition to physical practice may give athletes an edge in competition. Imagery is valuable not as a replacement for physical practice but a way to train the mind in conjunction with the physical training of the body. Imagery might be a useful substitute for physical practice when athletes are fatigued, over trained, or injured. By combining imagery with real movement, you can speed up and enhance the learning process. As you learn to use imagery to perfect old skills or acquire new ones, something else that you may find helpful is to carefully observe others who do those skills well. Watch an accomplished athlete perform a skill and as she is doing it, try to feel you doing it with him. Do this several times in a row, and then try to replay the skill in your own mind, feeling yourself do it. You can use this technique during practice or competition or while viewing videos. You can also use mental imagery to learn new routines, plays, or patterns, and to familiarize yourself with a particular competition site, course or track. This helps them plan strategies and anticipate what they will do at various points in the race (for example, for climbing hills, negotiating sharp downhill turns, pushing limits). Sometimes athletes use imagery to thoroughly evaluate performances and pin point important areas for improvement. This process can help you become more aware of how your thinking and focus affect you at different points in the competition. Think about what you can do, or say to yourself in order to feel better, focus more fully, and



perform more closely to your capacity. Then begin to practice focusing this way in training simulations and in your mental imagery for upcoming competition.

## CONCLUSION

Imagery rehearsal has become one of the vital tools that can make the difference on the cutting edge to enhancing sports excellence if properly utilized. No matter how good or how limited your mental imagery skills are now, you can improve them through daily practice both at home and in your training setting. The truth is that if you can practice mental imagery rehearsal in your work outs, it will

- Force you to focus on what you are about to do
- Remind you of what you need to focus on to do it well, improve your imagery skill, and
- Set the stage for an enhanced performance. Mental imagery rehearsal is indeed a truly psychological skill that if properly utilized could work to enhance athletic performance.

**Comparative study of burnout among the players of selected individual and team games**

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**ABSTRACT-**

The aim of the present study is to compare the burnout level among the players of selected individual and team games. For the Present study the data has collected from the players who were selected from the jammu university participated at inter collegiate level. The researcher has taken 200 subjects in between the age group of 18-28 years. The difference between groups is assessed by using 't' test.

**Introduction**

Sport is generally considered a primarily physical endeavor, involving the marshaling of bodily resources to complete a variety of specialized, demanding physical tasks. Undeniably, physical attributes such as speed, strength, stamina, fitness, coordination, agility, flexibility, and resilience are richly rewarded in competitive sport.

Burnout is a psychological term for the experience of long-term exhaustion and lack in interest. Burnout occurs when an athlete has worsening performance despite intense training. It is believed to result from a multitude of factors, such as constant high levels of physiologic or emotional stress, fatigue, immune system failure, or insufficient recovery time.

**Selection of Subjects:**

For the Present study the data has been collected from the players who were selected from the jammu university participated at inter collegiate level. The researcher has taken 200 subjects in between the age group of 18-28 years.

**Main objectives**

To compare the burnout level among the players of selected individual and team games.

## Hypothesis

- It is hypothesized that there will be a significant difference in burnout level among the players of selected individual and team games.

## Methodology

### Variables:

Burnout

## TOOLS

Burnout inventory developed by KS Mishra.

### Collection of data

The data were collected by the researcher himself with the help of coaches related to the games and camps. The data were collected from the tournaments and camps of team and individual sports events representing inter-collegiate level. One hundred and twenty (120) subjects from team events and eighty (80) subjects from individual sports events were selected as subjects for the data. Questionnaires were distributed among them and they filled it. Data were collected carefully and honestly.

### Level of Significance

The level of significance in the present study was fixed at 0.05

## Findings

The findings of the selected variable that is Burnout of Athletic, Boxing and Judo from Individual game and Cricket, Football and handball from Team Game players have been presented in Table and stated as under.

**TABLE-1**

**Comparison of Burnout between the Individual and team players jammu university at Inter collegiate Level.**

Groups	Mean	SD	MD	SE	T-ratio
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<b>Individual</b>	<b>141.77</b>	<b>12.63</b>	<b>8.32</b>	<b>1.94</b>	<b>4.28*</b>
<b>Group</b>	<b>150.09</b>	<b>14.70</b>			

\* Significant at 0.05 level

$T_{0.05}(198) = 1.97$

It is evident from Table-1 that there is significant difference in the Burnout between the Individual and team players of Jammu at Inter Collegiate Level as the calculated T-ratio of 4.28 is quite more than tabulated T-ratio of 1.97. Finding implies that in the Burnout between the Individual and team players of jammu university at Inter Collegiate Level. are significantly different.

### Discussion on Findings

The findings of statistical analysis revealed that there were

1. Significant difference in the Burnout between the Individual and team players and team players poses higher burnout.

It may be attributed to the fact that-

1. In team game instead of working hard and putting full efforts from an individual players they may not be able to celebrate success or stand at standard level due to negligence of team mates or one or team players from the team which make them frustrated.

2. The level of difficulty and available time to take a decision and perform a skill are equal for both individual and team players.

3. The situation and duration face by boxer, athletes and judokas are different and face by all selected team players are similar.

3. The experience experienced by the all individual and team players are similar respectively.

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## A COMPARATIVE STUDY OF STRESS BETWEEN MALE PH.D SCHOLAR OF ARTS AND SCIENCE GROUPS

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### ABSTRACT

Today's competitive environment, students faces more stress and depression; it is related to studies, examination and research work etc. The term originated in health science i.e. it is a pressure exerted upon a person who resists the force or pressure in his efforts to maintain his original state and in the process in suffers some degree of comfort. **Objective:** The present study was conducted to compare the stress between male Ph. D scholars of arts and science groups. **Design & Method:** To achieve the purpose of study eighty male scholars (N=80; 40 from arts subjects and 40 from science groups) were selected randomly from Pondicherry university, Puducherry. The subject's age ranged between 23 to 40 years. The purpose and importance of the study was explained to the subjects before the administration of test. Perceived Stress scale by Sheldon Cohen was administered between the subjects. Data were collected from the subjects, and obtained scores statistically analyzed by used t-test. **Results & Conclusion:** The results of the study showed that the stress mean value of the arts subjects was better than science groups. This may be due to involvement of games and sports or less pressure of work.

*Key words: Stress, Ph. D Scholars, Arts and Science.*

### INTRODUCTION

Now a day's increasing pressure and stress in the research scholars. This could be related research work, teachers, competitive exam, etc. Stress is often termed as a 20<sup>th</sup> century syndrome, born out of men race towards modern age. Stresses are a wear and tear our bodily character. However, it may be showed in the behavior or feeling of anger, anxiety, depression and making health problems.

Stress is a person's response to a stressor such as an environmental condition or a stimulus. Stress is a body's method of reacting to a challenge. According to the stressful

event, the body's way to respond to stress is by sympathetic nervous system activation which results in the fight-or-flight response. Stress typically describes a negative condition or a positive condition that can have an impact on a person's mental and physical well-being.

Regular exercise may help you mentally by making it easier to manage stress, leaving you more energetic, making daily chores easier to accomplish, helping you sleep better and improving your self-image. The best part about these benefits is that they are accessible, to some degree, to almost any individual who builds exercise into his or her daily routine.

## **STRESS**

The term “stress”, as it is currently used was coined by Hans Selye in 1936, who defined it as “the non-specific response of the body to any demand for change”.

In psychology, stress is a feeling of strain and pressure. Small amounts of stress may be desired, beneficial, and even healthy. Positive stress helps improve athletic performance. It also plays a factor in motivation, adaptation, and reaction to the environment. Excessive amounts of stress however, may lead to many problems in the body that could be harmful. Three diseases that are influenced by stress are clinical depression, cardiovascular disease, and human immunodeficiency virus.

Stress is a word commonly used, but vaguely applied in the community. Stress occurs for a range of endogenous and extrinsic reasons, often unique to the individual, though there are some common elements and Stress or cognitive arousal can have positive effects on the individual, but excessive or chronic stresses can negatively impact health. Stress seems to rise from a clash between a person's perception of events and their expectations.

Stress has been on a rise in this era as science and technology have brought tremendous changes in the life style of people. Stressful situation at work place, disturbs the mental peace, weakens a person psychologically and creates complexities in social and familial relationship. A survey in 2007 by Associated Chamber of Commerce and Industry of India also reported that work related stress and mental fatigue is affecting the Indian employees ([www.assochem.org](http://www.assochem.org)).

## **HYPOTHESIS**

There would be significance difference between male Ph. D scholars of arts and science groups in terms of measuring stress.

## METHODOLOGY

### SELECTION OF SUBJECTS

To achieve the purpose of this study eighty male (N=80) Ph. D scholars were selected randomly from Pondicherry University. The selected subjects were male Ph. D scholars of arts and science groups. The subject's age ranged between 23 to 40 years.

The stress scale developed by Sheldon Cohen was selected to assess the subject's stress. The aim of the Questionnaire is to understand the feelings and situations in one's life are appraised as stressful. It have 10 items has five possible answer such as never, almost never, sometimes, fairly often, and very often select the most appropriate answer as for as you are concerned put a (√) mark against that answer. The Data collected from the subjects was statistically analyzed by 't' test at the level of significance 0.05. The purpose of study was explained to the subjects before the administration of questionnaire

**TABLE I**

**Mean, S.D and t-ratio showed level of Stress between Ph. D scholars of arts and science groups**

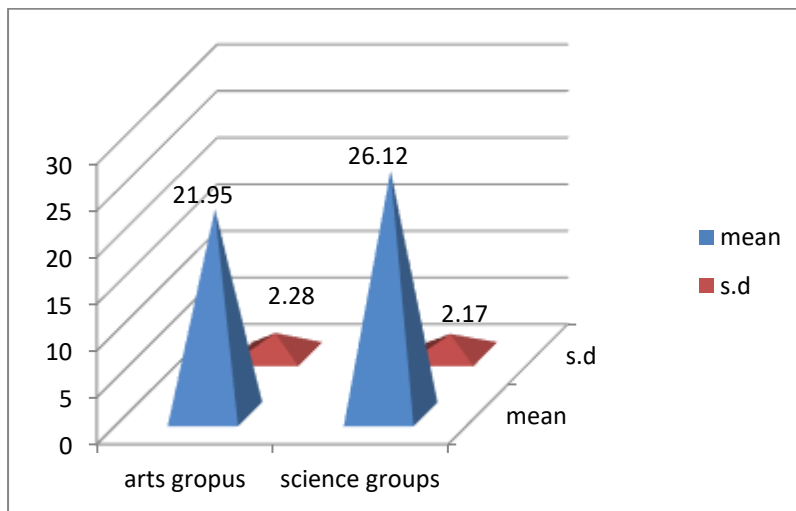
Group	N	Mean	Standard Deviation	Std. Err. Mean	d.f.	't'
Arts subjects	40	21.95	2.28	0.361	78	8.37*
Science subjects	40	26.12	2.17	0.343		

**\*\* Significant at 0.05 and 0.01 level = 1.99 & 2.64**

It is observed from the above table that the calculated means for male ph.d scholar of arts and science groups were 21.95 and 26.12 respectively, and the calculated 't' value 8.37 \* is higher than the table value 1.99 at 0.05 level of confidence. Findings showed significant difference in the mean values of stress between male ph. d scholar of arts and science groups. It is concluded that the level of stress of the male ph. d scholars of arts were found to be significant than the male ph. d scholars of science groups.



## DIAGRAM SHOWING THE MEAN DIFFERENCES OF STRESS BETWEEN MALE PH.D SCHOLARS OF ARTS AND SCIENCE GROUPS



## DISCUSSION

The present study was designed to analyze and compare the stress between the male ph. d scholars of arts and science groups in Pondicherry University. The results of the study reveal that the stress between the arts groups was less stress compared to the science groups. The present research study has been supported by the following authors, **Tyagi & Kaur (2013)**, Huddy et al. (2000), Kidison (2005).

## CONCLUSION

The Result of the study shows significance difference in mean value of stress between the male ph. d scholars of arts and science groups. On the basis of the finding of this study investigator have concluded that scholar of arts group have low level of stress when compared to science group.

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## **International Society of Sport Psychology (ISSP): An Overview**

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### **INTRODUCTION**

The International Society of Sport Psychology (ISSP) is an organization devoted to promoting research, practice, and development in the discipline of sport psychology throughout the world. The ISSP is a multidisciplinary association of scholars whose research interests focus on some aspects of sport psychology.

### *HISTORY*

In 1965, the farsighted Italian sport psychologist Ferruccio Antonelli mounted a conference in Rome. This event attracted an attendance of 450 people from all around the world, who were interested in the application of psychology to sport and physical activity. The conference was entitled the First World Congress of Sport Psychology. During the conference Antonelli and his close colleagues held a business meeting, proposed the creation of a global body in the field, and the International Society of Sport Psychology (ISSP) was born. In his Editorial for the inaugural issue of the International Journal of Sport Psychology, five years later, Antonelli (1970) stated: "I shall never forget that first meeting... The encouraging approval of the Pope who granted us an audience... the wealth of the contributions, ... the warm expression of friendship and esteem... regardless of all differences of politics, nation or race" (p. 3).

### *MISSION*

The International Society of Sport Psychology (ISSP) is an organization devoted to promoting research, practice, and development in the discipline of sport psychology throughout the world. The ISSP is a multidisciplinary association of scholars whose research interests focus on some aspects of sport psychology. The Society exists to (a) encourage and promote the study of human behaviour within sport, physical activity, and health settings; (b) facilitate the sharing of knowledge through a newsletter, meetings and a quadrennial congress, and (c) improve the quality of research and professional practice in sport psychology. The Society also endeavours to foster peace and understanding among people from all countries. Members of the Society include researchers, psychologists, educators, coaches, and administrators, as well as students and athletes interested in sport psychology. The ISSP is the only worldwide organisation of scholars explicitly concerned with sport psychology. It was formed in 1965 under the direction of Dr. Ferruccio Antonelli of Italy,

since has had General Assembly meetings every four years during the World Congress. The truly international flavour of the ISSP is illustrated by its numerous members from a variety of countries, and the diverse locations of past World Congresses, which include: Rome, Italy (1965), Washington, USA (1968), Madrid, Spain (1973), Prague, Czechoslovakia (1977), Ottawa, Canada (1981), Copenhagen, Denmark (1985), Singapore (1989), Lisbon, Portugal (1993), Telaviv, Israel (1997), Skiathos, Greece (2001), Sydney, Australia (2005), Marrakesh, Morocco (2009) and Beijing, China(2013).

### *STRATEGIC PLAN*

ISSP is an organization devoted to promoting research, practice, and development in the discipline of sport and exercise psychology throughout the world. The Managing Council of ISSP developed a Strategic Plan in Spring 2015 to fully achieve the objectives of ISSP current mission. A series of seven new initiatives follow, each explained in relation to the growth of ISSP during the time of the current strategic plan. These initiatives include:

- augmenting membership
- the development and launch of international certification
- Regional ISSP Conferences and continuing education
- the ISSP International Ambassadors Program
- expanding the International Journal of Sport and Exercise Psychology
- launching the ISSP Fellows Status and extending member awards
- modernization of the ISSP website

### *STATUTES*

*Preamble of The International Society of Sport Psychology:* “We, the members of the International Society of Sport Psychology (ISSP) realize that sport needs to be supported and yet protected; supported in terms of scientific, educational, and information that can promote the most ideal outcomes, but protected against any dangerous threats to morality in sport and the welfare of the competitor. Sport psychology's mission is such as to make unique contributions about these considerations. Sport psychology as a discipline, as well as a service, is flourishing in certain countries; initiating modest trusts in others. With the number of countries developing more international competitive athletic programs each year, the roles of the ISSP become more apparent and necessary. In many ways, sport is a common denominator among people with diverse political, economic, occupational, and educational backgrounds. Sport, in its many forms and structures, touches directly or indirectly upon the lives of countless people in the world. Sport psychology should help to educate these people about the potential psychological benefits of sport to athletes and observers, to communities, clubs, and countries.”

*The challenges for the ISSP, broadly speaking, are to:*

- Such functions are enhanced when efforts among people and countries are integrated and coordinated. Mutual collaborations and understandings depend upon a unifying body or organization. It was with this perception that ISSP was formed in 1965. ISSP encourages sport psychology scientists and field workers from all parts of the world to share ideas and to work together, to advance science as well as to promote excellence and decency in sport. The organization believes in promoting peace and understanding among people from all countries. It will not tolerate any form of discrimination. Through the ISSP such goals can be realized.
- The ISSP extends its hand to all those psychologists, scientists, educators, coaches, athletes, and anyone else concerned with the advancement of sport psychology in every region in the world.
- It also takes initiative in promoting programmatic and scientific activities that can be considered within a broad cultural, political, and geographical mosaic.
- The ISSP endorses scholarly activity of individuals as well and the formulation of national and regional organizations oriented to improving the science and services associated with sport psychology. It respects the sovereignty of its individual members and the membership countries represented in ISSP.
- Whether initiating or supporting scientific and professional thrusts, ISSP is committed to continually upgrading standards related to sport psychology research, information, services, programs, and guidelines, and ultimately to all kinds of sport and physical activity.

### *CODE OF ETHICS*

The International Society of Sport Psychology (ISSP) aims to be the leading international and inclusive organization focused on the development of sport psychology in all regions and cultural areas of the world, promoting professional impact in the global community through research and practice. As a global organization, ISSP encompasses professionals that render services to individuals, groups, and the society at large, who ought to have ethics to guide their engagement in rendering services. Such code of ethics will protect the members' interest to comply with their underlying practice as well as it will contribute to guarantee the protection of the clients. The ISSP members realize that the domain of sport needs to be supported and yet protected; supported in terms of scientific, educational, and philosophical information that can promote the most ideal outcomes, but protected against any dangerous threats to morality in clients. Sport, in its many forms and structures, touches directly or indirectly upon the lives of countless clients, and is a common denominator among people with diverse political, economic, occupational, and educational backgrounds. The ISSP is dedicated to the development and professionalization of the field of sport psychology from a global perspective. This Code is intended to provide the general principles and specific ethical standards for managing many situations that ISSP Registered (ISSP-R) practitioners may encounter. This Code of Ethics encompasses six principles and 16 standards. The six ethical principles are guidelines that are intended as a guide to help inspire and support practitioners in acting responsibly and ethically in the provision of services, to insure the dignity and welfare of individuals, athletes, professionals, volunteers, administrators, teams,

and the general public. These principles also apply to ‘ethical supervision’ and the services provided by supervisors to practitioners. The 16 ethical standards are expectations of conduct, practical recommendation, that can lead to professional and, depending on the country of practice, possibly legal ramifications when violated. These standards are expressed in general terms and their application may vary depending upon the context (i.e., country with its unique legal standards and cultural practices). The ethical standards outlined in this statement are not exhaustive, and the fact that a conduct is not addressed by these principles does not indicate that ISSP endorses it as either ethical or unethical. This is guidance set by ISSP to uphold high levels of professionalism, ethical attitudes, and behaviour, as an ISSP- R practitioner. In any circumstances, ISSP-R practitioners may need to make decisions in difficult, and/or unclear situations, the Principles and Guidelines in this Code should be referred as part of the decision-making process, according to the specific contexts. ISSP-R practitioners are encouraged to use their own professional and ethical judgement based on the ISSP’s Code of Ethics. This Code’s primary goal is the welfare and protection of the individuals and groups with whom ISSP-R practitioners may work. It is the ISSP-R practitioners’ responsibility to aspire to the highest possible standards of conduct. It is expected that each professional will act in accordance, and not violate, the values and rules described in the ethical principles, in addition to the values and norms of one’s culture. ISSP-R practitioners should maintain the highest level of ethical awareness of one’s role and responsibilities and must be aware of and accept appropriate responsibility for what is within their authority and power, control or decision making. Awareness of responsibility ensures that the trust of others is not abused, the power of influence is responsibly managed and that duty towards others is always prioritized. The development of a dynamic ethical code for an ISSP-R practitioners’ work-related conduct requires a personal commitment to a lifelong effort to act ethically; to encourage ethical behaviour by students, supervisees, employees, and colleagues, as appropriate; and to consult with others, as needed, concerning ethical problems. Each ISSP-R practitioner supplements, but does not violate, the Ethics Code’s values, based on the guidance drawn from personal values, culture, and experience.

### *Principles*

- Beneficence and Concern for Others’ Well-being
- Respect for Peoples’ Rights and Dignity
- Social Justice and Responsibility
- Competence, Expertise and Proficiency in Professional Work
- Professional and Scientific Responsibility
- Integrity and Propriety

### *Standards*

- Avoiding Harm in Professional Practice
- Multicultural and Diversity Awareness in professional practice
- Exploitation of clients
- Multiple Role Relationships
- Confidentiality in Professional Work
- Impaired Professionals

- Informed Consent in Professional Practice
- Documentation and Record Keeping of Professional Work
- Conflicting Demands/Conflicts of Interest in Service Provision
- The Use of Technology in Professional Practice/Service Provision
- Referrals in Professional Work
- Competence of Professional work
- Supervision in Professional Practice
- Bartering and Financial Arrangements in Service Provision
- Assessment in Professional Work
- Termination of Services

### *PUBLICATIONS*

ISSP develops several publications that are written for ISSP members, sport and exercise psychology researchers and practitioners, students of sport and exercise psychology, and the public. Publications included with ISSP membership include:

- International Journal of Sport & Exercise Psychology

Publications for members and non-members:

- Statutes
- Code of Ethics
- ISSP Position Stands<sup>i</sup>
  - Career development and transitions of athletes Revisited (2020)
  - Social Missions Through Sport and Exercise Psychology
  - Culturally Competent Research and Practice in Sport and Exercise Psychology
  - Career Development and Transitions of Athletes
  - To Sample or to Specialize? Seven Postulates About Youth Sport Activities that Lead to Continued Participation and Elite Performance
  - To Test or Not to Test? The Use of Physical Skill Tests in Talent Detection and in Early Phases of Sport Development
  - Ethical Principles of the International Society of Sport Psychology
  - Physical Activity and Psychological Benefits
  - Aggression and Violence in Sport
  - The Use of the Internet in Sport Psychology
  - The Use of Anabolic-Androgenic Steroids (AAS) in Sport
  - Competencies (Occupational Standards, Knowledge, and Practice), and Their Accomplishment (Learning Specification; Essential Knowledge and Skills) in Sport and Exercise Psychology
  - International Society of Sport Psychology Position Stand: Athletes' Mental Health, Performance, and Development
  - Training and Selection of Sport Psychologists: An International Review

*CURRENT ISSP CONSULTANT REGISTRY (ISSP-R)*

Applications are now open for established sport psychology practitioners. ISSP is pleased to announce that applications to the ISSP-Registry (ISSP-R) for established practitioners is now open. Please refer to the ISSP-R section of the website for full details; however below is some of the key information. There are two routes to being accepted onto the ISSP-Registry – the Established Practitioner route and the Emerging Practitioner route. Presently, we are only accepting applications for the Established Practitioner route in this round. The deadline for submission of applications will be Friday July 17th, 2020. We appreciate that many practitioners who also have academic roles will be entering into both a busy and unusual period with student education and assessments, and therefore we want to offer at least 2.5 months to allow sufficient time for an application. The Established Practitioner route to ISSP-R is for those well-established practitioners (i.e., greater than 8 years of consulting experience post-MSc degree qualification) to apply to the Registry in recognition of their longer standing work in the field. This route will be time-limited, but it is important to encourage our more senior colleagues to become part of the ISSP-Registry and continue to serve as role models for the profession. On the website, applicants will find several documents that will clarify the criteria and process, as well as two sets of example applications. Please read through the criteria to judge whether you feel an application as an Established Practitioner is the right route for you. Later in the year we will be launching the Emerging Practitioner route.

*TAIWANWORLD CONGRESS, SEPTEMBER 30- OCTOBER 4, 2021*<sup>ii</sup>

The International Society of Sport Psychology (ISSP), with more than fifty-five years of experience, organise a World Congress every 4 years in different countries, creating an unique opportunity where professionals and interested in the world of sport psychology share and exchange their knowledges with the rest of the world. Professional experts from every part of the world will meet to communicate and share knowledges, creating a forum where they can present and debate science news around sport psychology and its applications. The Congress Theme is: “The Next Decade of Sport and Exercise Psychology: Pursuing Innovation and Inclusiveness”

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<sup>i</sup><https://www.issponline.org/index.php>

<sup>ii</sup><https://issp2021.com/>