

# A Study of Sports Competitive Anxiety Among Athletes and Non-Athletes in Individual and Team Sport

Indra Narayan Kachhi<sup>1</sup>, Dr. Minakshi Pathak<sup>2</sup>

<sup>1</sup>Research Scholar of Sri Satya Sai University of Technology and Medical Science

<sup>2</sup>Research Supervisor of Sri Satya Sai University of Technology and Medical Science

## Abstract

A behavioral analysis of the psychology of sport is thus concerned, in general terms, with the broad psychological, social, and emotional aspects of the individual in a context of physical activity and athletics. This is an emphasis directed toward dealing with the needs, interest, attitudes, dispositions and motivations of the young participant rather than just focusing on an analysis is to understand why an individual behaves the way he does in sports situations. Motor and athletic performances are viewed only in terms of how they are influenced by the behavior of the individual. A recent trend in the motor performance area serves to delineate this difference, Human performance theory, as outlined by Fitts and Posner and sometimes known as "information theory", generally discusses the limits of man's ability to perform skilled tasks, though quite important for students and scholars of physical activity and sport, differs dramatically from the broader analysis of behavior. Psychological variables interact to produce a specific behaviour. Motivation, anxiety, aggression and cohesion are few important topics of study in the field of sports psychology. The study of psychological phenomenon is intricately complex since a number of factors within the individual and outside him influence his behaviour in a variety of situations. However, a systematic approach to study the factor which is antecedents of behaviour and consequently lead to achievement in a particular field certainly help us in determining and predicting our success in the chosen field. These circumstances are discussed in regard to research indicating higher levels of social anxiety and trait anxiety in individual athlete compared to team-sport athletes. Following this argumentation, while individual- and team-sport athletes both experience perfectionistic expectations these might be more intensified for individual sports. However, differences between perfectionism and sport disciplines have not been examined, neither its possible mediating role toward depressive symptoms in contrast between team and individual-sport athletes.

**Keywords:** *Sports Competitive Anxiety, Athletes and Non-Athletes, Team Sport, Human performance, psychological phenomenon.*

## 1. INTRODUCTION

In a French sample, found differences between sport disciplines indicating higher scores in esthetic sports (24%) and fine motor skill sports (18%) in comparison to team ball sports (8%). In North America, Wolanin found that athletes competing in track and field had the highest rate of depression scores, while lacrosse players had significantly lower levels of depression. Although these authors do not explicitly address a differentiation into individual sports and team sports, their results further support the assumption that higher depression scores are found in disciplines with competitions based mainly on an individual performance.

From a psychological perspective, there are some reasonable arguments for athletes in individual sports to be at a higher risk for depression. In this regard, attribution of failure and success might be one such psychological difference. Hanrahan and Cerin showed that athletes in individual and team sports differ in style of attribution. In detail, athletes competing in individual-sport disciplines showed attribution with higher levels in the dimension "internality".

For positive events, individual-sport athletes showed attributions to be more internal, stable, and global. As the authors point out, it seems logical for individual-sport athletes to make more internal attributions as they do not have

teammates which can be credited or blamed for results. For positive events, this style of attribution has potentially benefits in regard to performance or persistence. However, for negative events it can be a risk factor for depression and negative mood. Internal attribution after negative events (failure) is associated with negative effect, such as guilt and shame. Moreover, research on depression indicated that internal, stable, and global attribution after failure can lead to depression. It is thus plausible that internal attribution can explain why athletes in individual sports might be at greater risk for depressive symptoms after failure.

Regarding cognition and attitudes, perfectionism is another plausible underlying mechanism. Perfectionism can be defined as a personal disposition characterized by striving for flawlessness and setting exceedingly high standards. Furthermore, it is accompanied by tendencies for overly critical evaluations of one's behavior. The concept of a multidimensional personality disposition has different aspects, which can be regarded as maladaptive and adaptive.

Although depression among elite athletes seems to be a topic of interest, empirical data on prevalence rates and research on mechanisms in this regard are still rare. However, recent results on depression prevalence in elite athlete samples are noteworthy and range between 4% ,24% ,27%, and in some cases even up to 68% in the last 36 months. Obviously, there is variability in prevalence estimates, which might be due to different assessment methods (questionnaire vs. interview), different assessment times (period of heavy exercise, recovery, or championship), or samples (different sport disciplines, gender etc.). In fact, recent reviews on this matter suggest depression in elite athletes to be connected to sport-specific mechanisms and factors, such as injuries, overtraining, or exceeding stress. Consequently, such factors should be taken into consideration while assessing depression in athletes. However, few such sport-specific factors are known. For example, showed largely increased levels of depressive symptoms among swimmers during competition. Moreover, the study found performance failure to account for an increase in the levels of depressive symptoms. Besides the importance of failure, research showed injuries during the athletic career as predictors for depressive syndromes. Injured athletes to experience depression not only within 1 week after an athletic injury but also to have significantly higher depression scores even 2 months post-injury. Apparel found similar results with elevated depression scores from 1 week up to 1 month after injury when compared with healthy controls.

There has been a number of evidence suggesting that sport-related concussions can lead to changes in emotional state and might be connected to depression. But while there might be a significant connection between concussions and depression, there is evidence suggesting that other sport injuries may have comparable or greater effects on mental health. Besides the effect of acute injuries, the overtraining syndrome can also threaten the mental and physical health of an athlete and has been connected to depression in athletes. Recent findings also showed a sport-related effect, indicating that depressive symptoms vary by sport type. It has been repeatedly shown that athletes competing in individual sports were more prone to depressive symptoms than athletes competing in team sports. In a German sample, Nixdorf found higher scores in depressive symptoms for athletes competing in individual sports than those competing in team sports.

Maladaptive aspects have been demonstrated to be linked to depression in athletes; research also discusses maladaptive and adaptive aspects. On the maladaptive side, perfectionist concerns have been repeatedly linked to burnout in athletes. One aspect of perfectionist concerns is perfectionist expectations from others, e.g., coaches, teammates, and parents. Such perfectionist expectations appear as one possible aspect to showcase the difference between individual and team sports. Most athletes reaching for an elite level will probably perceive pressure to perform well and therefore experience perfectionist expectation from outside. But whereas in team sports, responsibilities can more likely be diffused, identifiability can be greater in individual sports. Data also show greater interest in athlete's performance in individual sports from a motivational perspective. These circumstances are discussed in regard to research indicating higher levels of social anxiety and trait anxiety in individual athlete compared to team-sport athletes. Following this argumentation, while individual- and team-sport athletes both experience perfectionistic expectations these might be more intensified for individual sports. However, differences between perfectionism and sport disciplines have not been examined, neither its possible mediating role toward depressive symptoms in contrast between team and individual-sport athletes.

## **2. NON-ATHLETES IN INDIVIDUAL AND TEAM SPORTS**

A number of psychological factors have been uncovered and their importance in sport has been highlighted due to the growth in the field of sport psychology. One significant factor which may affect an athlete's performance, and

even their psychological well-being, is whether the sport involves a solo individual performance or a team performance. There are a number of fundamental differences in team and individual sport athletes that are important to be uncovered so that the right support can be put in place for athletes where necessary. Due to the increasingly competitive nature of sport a number of characteristics such as motivation, self-confidence, coping strategies, self-esteem, and mental toughness, all play a vital role in the success of an athlete and the maintenance of their psychological well-being.

Also, due to the variation in modern day sport along with a number of differences in environmental stimuli and stressors found in each sport, it is important not to assume that athletes from all sports are the same a number of factors associated with positive performance have been revealed through extensive research in the field of performance psychology. Kajbafnezhad, carried out a study in which they tested the key mental skills required to achieve success and a high level of performance in sport. Their results indicated that there was an immense difference between individual and team athletes in terms of their mental skills, such as concentration, management of anxiety, and self-talk. Team sport athletes scored significantly higher on levels of mental skills. It is suggested that working in a team with other athletes may help individuals stay focused throughout competition and training.

Burnout and stress are also factors that can affect athletes' self-esteem and athletic identity. These factors can cause a major decline in athletic performance, and in some cases may drive an individual to give up competitive sport. Burnout and stress can be the result of overtraining, low self-esteem and a lack of mental toughness when dealing with an excess of stressors and the buildup of pressure in sport. Nafian found that individual and team athletes differed on levels of stress and burnout, with team athletes reporting significantly higher levels than individual athletes. This could be due to team pressure from a coach, manager, or teammates.

While there are benefits to both team and individual sport, they differ vastly. In team sports, success or failure in competition depends on many variables. With few exceptions, it doesn't matter which team has the best player, the final result hinges on the entire team. This principle is best exemplified by three-time FIFA player of the year, Lionel Messi, whose club results outperform his national team outcomes. The same player achieves more with a better supporting cast at Barcelona.

No matter your talent level in team sport, you must rely on your teammates.

Likewise, team sports promote the virtue of working together. Without a group of players performing simultaneously complex motions pointed toward the same goal, the team performance will falter.

Consider a perfectly executed fade route in football. The team must be on the same page regarding snap count or else the play will be blown dead as a penalty. Once the ball is snapped, the team relies on multiple variables for a successful play. First, the offensive line must protect the quarterback. Each lineman needs to communicate responsibilities and effectively neutralize the opponent's pass rush. Simultaneously, the quarterback must control the snap, read the defense, and deliver a pinpoint throw to the wide receiver. Lastly, it is necessary for the receiver to separate from his defender, run a precise route to position him perfectly for a throw, and catch the pass.

Only when these variables align does a successful play emerge. The teammates must work together to achieve this result. Everyone has an assignment and is expected to execute their task effectively.

### **Or the Lone Wolf**

On the other end of sport lies individual competition. Vastly different from team sport, individual sport requires a different set of dynamics that govern success. In an individual sport, you are your competition. Every competitive opportunity is a chance to beat your personal best. To achieve these results, you need a high amount of self-reliance, discipline, focus and passion.

Just as team sports diminish the impact of the best players; it also masks the influence of the worst players. Even though some might say you're only as good as your weakest link, this cliché is not necessarily true. Look at how Peyton Manning carried some mediocre Indianapolis Colts teams in the last decade. Not every player provides the same amount of influence on a competitive result.

These findings suggest that athletes in individual sports are more likely to struggle through low times in training. In these times, you don't feel like pushing yourself to achieve just a little more. Success in individual sports requires a high level of discipline to keep yourself accountable and to push through the less exciting times in your sport.

Interestingly, studies suggest that team competition increases performance level. Is it possible that athletes training for individual sport could improve performance by shifting into a team-oriented training? Nevertheless, self-reliance and discipline are virtues worth fostering in athletes of individual sport.



**Figure 1: Working Together**

### **Self-Esteem in Athletes**

Many athletes, at some point, will face times of having a lower sense of self-esteem and confidence. One big reason for this is that some competitors will equate their self-esteem with their performance as an athlete. It's tough to not do this at times. Imagine all the practice and time that can go into training and get ready to compete. If your performance doesn't match what you expected the outcome to be then you will often contend with thinking about what you, the person, could have done differently. Self-esteem is often tied up in this reflection. Self-esteem is a subjective emotional evaluation of oneself. It involves, and is affected by, how you think about yourself. Some researchers have studied athletics and self-esteem and have found in general that athletes have higher self-esteem when compared to non-athletes.

### **Take Care of Body, Mind, and Soul**

Sometimes, different aspects of ourselves get more attention and we neglect other aspects. Consider if there might be a need to balance taking care of your mind and spirit along with training your body. For instance, maybe you are craving some still time, or quiet time and you decide to make time for meditation. Or maybe you want to learn something new or to listen to a particular song that you used to love. Make sure to incorporate some of these desires into your life. Maybe you have been so focused on training that you have neglected some other aspects of yourself. Take some time and do a few of these things for a change. This change might help you perform better and enjoy the process of training more. Self-esteem activities meditation



**Figure 2: Self-esteem activities meditation**

### 3. IMPROVING SPORTS PERFORMANCE WITH PSYCHOLOGY

#### ❖ Self-esteem and improved involvement in physical activity

Martin Hagger studied how high self-esteem can improve health. He found that high self-esteem in young people lead to increased participation in sports activities. But low self-esteem is linked to greater participation in dieting behaviors. He studied nearly 3000 school pupils between 12 and 14 years old and found that their average levels of physical conditioning, sports ability and perceived body attractiveness decreased as their age increased. At this age, there may be decreases in activity, leading to increases in levels of obesity and fatness. Therefore, self-esteem may be important in avoiding activity in increasing age.

#### ❖ Self-esteem and self-perceptions in sport and exercise

Think of times when you were growing up or even more recently as an adult when you might have felt embarrassed, incompetent, unwanted, downhearted, or a hopeless failure. These experiences can seriously challenge your self-esteem. It may not have knocked all the stuffing out of you but it certainly made you feel low for a while. Several knocks like this in succession could have a more permanent effect on your feelings and subsequent decisions. The most common response, and the one that seems very sensible at the time, is to avoid from that point on the situation that caused the bad feeling.

### 4. MOTIVATION LEVEL AMONG HIGH PERFORMING AND LOW PERFORMING AMONG INDIVIDUAL AND TEAM SPORT

Motivation is an internal energy force that determines all aspects of our behavior; it also impacts on how we think, feel and interact with others. In sport, high motivation is widely accepted as an essential prerequisite in getting athletes to fulfill their potential. However, given its inherently abstract nature, it is a force that is often difficult to exploit fully. Some coaches, like Portugal manager Luiz Felipe 'Big Phil' Scolari, appear to have a 'magic touch', being able to get a great deal more out of a team than the sum of its individual parts; others find motivation to be an elusive concept they are forever struggling to master.

#### Motivational techniques for coaches and athletes

##### 1. Goal setting

Athletes should be encouraged to set a few ambitious but achievable long-term goals; perhaps to represent their country in a major championship in three or four years. Through empowering athletes to set their own goals, they are more likely to accept the challenges that lie ahead and pursue the goals with enthusiasm to keep athletes on track with their long-term goals; they should also set appropriate medium-term goals. For example, following a bronze medal-winning performance at the 2004 Athens Olympics, UK heptathlete Kelly Sotherton set herself the medium-term goal of winning the 2006 Commonwealth title in Melbourne (which she achieved) en route to pursuing her long-term goal to be crowned Olympic champion at the 2008 Beijing Games; By far the most important goals in practical terms are those for the short-term, as it is these that keep athletes focused on the checkmarks which are seminal to achieving superior performance.

##### 2. Using extrinsic rewards

According to SDT, the key aspect in using extrinsic rewards effectively is that they reinforce an athlete's sense of competence and self-worth. Thus, a reward should be informational in nature rather than controlling. If a reward comes to be controlling, it can significantly undermine intrinsic motivation. For a reward to be informational, it is advisable that it has relatively little monetary worth (ie it is a token reward), such as a 'woman of the match' or 'athlete of the tour' title. Also, the reward should be presented to an athlete in front of all potential recipients with some emphasis placed on the prestige associated with it. Other popular ways of using token rewards include etching athletes' names on annual honors boards for their contributions, or awarding a special item of clothing.

### 3. Motivational music

A particularly good way to motivate athletes in training and prior to competition is through the use of music they perceive to be inspirational. Sydney Olympics rowing gold medalist, Tim Foster, now a respected coach, uses music to punctuate all of the indoor training sessions that he leads. Specifically, during circuit training or rowing ergometer intervals, he puts on loud/fast music, while during recovery periods he plays soft/slow music. Therefore, work and recovery times are regulated by music. Research from Brunel University indicates that this approach increases work output, reduces perceived exertion and improves in-task affect – the pleasure experienced during the activity.

### 4. Positive self-talk

Positive self-talk is a technique that can be used to enhance motivation across a wide range of achievement domains. It makes use of an athlete's powerful inner voice to reinforce their self-esteem or important aspects of their performance. With appropriate repetition, self-talk can positively alter an athlete's belief system. I use three types of self-talk in my work with athletes and will illustrate each with an example to assist you in coming up with your own.

## 5. PERSONAL AND INTERPERSONAL CHARACTERISTICS IN A POPULATION OF COMPETITIVE ATHLETES

Coaches represent a powerful socializing agent in the context of sport. Anecdotal evidence supports the integral role played by coaches at a variety of levels ranging from youth sport to professional contexts. Empirical research has verified the impact that coaches can have on a range of factors linked with sport performance including motivation, training habits, and well-being (Horn, 2008). For example, research in the context of youth sport has revealed that coaches displaying an autocratic coaching style offering minimal feedback in a contingent fashion stifle athlete development, increase the propensity for burnout, and promote greater dropout across time.

Complimentary evidence in high performance sport contexts implicates coaching style as a critical variable that can facilitate performance in Olympic caliber athletes and yield benefits to the coach in the context of optimizing athlete development. One theory that illustrates the importance of interactional styles from social agents such as coaches in sport contexts is Self-Determination Theory (SDT). SDT's guiding principles are organized around an organismic-dialectical framework whereby human organisms are naturally endowed with the capacity for personal growth, assimilation with the social world, and internalization of ambient norms and values into a coherent sense of self. These innate capacities do not occur in a social vacuum and require appropriate „inputs“ (or supports) from the social context to nourish (or forestall) the development of human endeavors across contexts including sport.

### 1. Sports coaches' interpersonal motivating styles:

This thesis is focused on the leadership process in sports and how coaches' autonomy-supportive and controlling interpersonal styles longitudinally are related to young athletes' motivation and ill- and well-being. Leadership can, however, be conceptualized in many ways. My definition stems from Northouse: "Leadership is a process whereby an individual influences a group of individuals to achieve a common goal". Defining leadership as a process means that it is not a trait within the leader or a unidirectional influence from the leaders to the followers; a process implies a transactional event whereby the leader and followers are influencing each other. Many theories can be applied to understand the leadership process in sports, ranging from traditional leadership theories, such as the multidimensional model of leadership and transformational leadership theory to coach-athlete relationship theories to motivation-oriented theories, such as achievement goal theory and self-determination theory.

### 2. A Self-Determination Theory-Based Model of the Coach-Athlete Relationship

Guided by the assumption that ongoing support for need satisfaction is essential for optimal functioning, integration, and well-being, this thesis focuses on one central aspect shaping the sport environment and thus influencing athletes' need satisfaction, namely coaches' interpersonal styles (interpersonal styles and behaviors will be used interchangeably). Although many factors can influence young athletes' ongoing development, motivation, performance, and well-being, coaches are considered to be one of the most influential motivational factors in sports settings.

### 3. Effect of Coaching Behaviors on Athletes

Coaching behavior may influence athletes' motivation, emotions, and performance. Coaches have a large impact on the dynamic of a team and the players inevitably notice and react to coaches' beliefs and attitudes. Coaches can implement positive or negative practices in order to motivate their athletes these approaches have different methods and outcomes. Coaches can help athletes to become intrinsically motivated and set achievement goals rather than focusing on winning and losing

These factors can help provide the athlete with optimal arousal states during competition and may reduce anxiety that may lead to increased experiences of flow or peak performances conversely, coaches utilizing fear, threats, criticism and intimidation can hinder athletic and personal development while these behaviors may eliminate unwanted behavior, and they can also produce a fear of failure. Fear of failure can cause decreases in athletic performance as the athlete strives to avoid failing so strongly that, he/she cannot perform at his/her best. Using punishment to motivate athletes also reduces the internal or intrinsic motivation to work hard to succeed

### 4. Effect of Perceptions of Coaching Behaviors on Athletes

Research has also shown that individuals who perceive coaches to be blaming increase their own self-blame this same study found that those who perceived their coaches to be more affiliative in nature displayed more need satisfaction. Communication styles can affect the social environment and the coach-athlete relationship. The athletic environment may influence specifically autonomy, competence, and relatedness. Athletes who perceive their coaches to be emancipating or encouraging of autonomy, experience greater personal autonomy.

The mastery focus of the coach can predict athletes' perceptions of competence also found that perceived assistance and emotional support from the coach increases the athlete's sense of relatedness. Autonomy support in relation to sport involves the coach (person of authority) taking into account the athlete's perspective and providing appropriate and meaningful information, allowing the athlete to make choices and minimizing external pressures It is thought that if an athlete currently feels a great deal of autonomy support from their coach, witnessing a novel coach acting in a hostile-controlling manner may not cause as large of a reaction.

## 6. CHARACTERISTICS OF ATHLETES IN TEAM AND INDIVIDUAL SPORT

Examining the relationship between sport and personality traits is another field of research but few studies have been done on the psychological mechanisms of personality traits on health behaviors Although little evidence exists to support the existence of a specific sports personality, the personality characteristics of the elite athletes are different from those of nonathletes as well as those related to each discipline Cologne 2013 believes that sporting success in any race and discipline is not possible without proper mental state Galway 2012 stated that many factors, such as learning problems, educational levels, age, gender, and personality characteristics, are generally effective in determining the success of most exercises.

In addition, the study of Mary I of 1940 showed that motor ability is related to personality traits In the last two decades, the Five Factors (NEOFFM) have transformed character into a dominant psychology pattern The 5-factor model of personality includes aspects of neuroticism, extroversion, experience, consensus, and conscientiousness. Neuroticism, the sensitivity of the sensation lies in a wide range of emotions and negative feelings such as discomfort, irritability, tension, and so on. The openness of experiences is related to the depth and complexity of the thoughts and minds and experiences of that person Task or conscience consists mainly of targeted behavioral attributes and impact control in a way that is socially acceptable

Extraversion and an agreement that is related to personality behaviors is a person's identity Research studies have investigated the relationship between the 5-factor model of personality and athletic activities that sport activity with less neuroticism, extraversion and task. Several researches in the context of the 3D model of personality have shown that exercise activity with one or more personality dimensions is more correlated with neuroticism and lower psychosis and extraversion

Having different degrees of personality traits affects emotions, feedback, and behaviors, for example, those who score in the neuro-psychiatric dimension more than the softness, are more readily prepared to experience the thrill of fear, sadness, confusion, anger and guilt are There is a significant difference between psychological skills and the

motivation for sport success between two groups (individual and team), but there is no significant difference in emotional intelligence between two groups (individual and team)

Today, sports psychologists recognize the athlete's athletic success in relation to their personality, concluded that there was a positive relationship between the personality and the athlete's functional aspects. And even the instructors initially identified players based on The psychological list of their capabilities to predict success. Studying the recognition of personality characteristics of athletes, both individual and team, enables sports psychologists and trainers to provide the best advice in finding talent. Materials provided by the research need to be conducted. Accordingly, the main purpose of this study is to analyze and identify personality characteristics of athletes in team and individual sports.

### **Team Sport Athletes May Be Less Likely To Suffer Anxiety or Depression than Individual Sport Athletes**

As the prevalence of mental health issues continues to increase globally, more studies have focused on physical activity as a potential protective mediator for mental health disorders including anxiety and depression. Having extensively examined how exercise improves physical health, researchers are now focusing on the psychological impacts of physical activity. Between 2-9% of children are diagnosed with major depressive disorder, while 5-10% of children and up to 25% of teenagers suffer from anxiety. Presenting adolescents with an opportunity to socialize, relieve stress, and build confidence, physical activity has been associated with decreased risk of these illnesses.

Several studies suggest that physical activity is beneficial to the mental health of young people, 30-40% of whom will show moderate or severe depressive symptoms between ages 12 and 19 recommend school-age youth should engage in 60 minutes of exercise per day to increase muscle strength, reduce body fat, maintain healthy body weight, promote bone density, improve mood, and decrease symptoms of depression and anxiety. Therefore, individual and team sports seem to help mediate the presentation of psychological disorders and serve as effective treatment measures.

Furthermore, organized sports participation is associated with a decreased risk of anxiety, depression, feelings of hopelessness, suicidal ideation and suicide attempts, illicit drug use, and the smoking of tobacco products, above exercise alone. Organized sports correlate more positively with adolescent mental health than other forms of physical activity. Organized sports have been associated with decreased depressive symptoms, increased self-esteem, and improved social abilities.

The social benefits of participating in sports have been linked to reduced stress and better self-reported overall mental health in young adults. A study from 2015 revealed that those who do not participate in or drop out of organized sports have greater social and emotional difficulties than those who continue to play. Non-athletes are also 10-20% more likely to suffer from mental health issues. The benefits of sport and physical activity on metrics of mental health have been well-established.

## **7. CONCLUSION**

Sports have become a psycho-social activity. Physical strength and skill are not the only factors determining the outcome of competition. The socio-psychological variables play an important role in inducing sportsmen to exhibit best possible performance during competition, such as conducting research in sports and in predicting success in sports. To achieve the high performance in competitive sports it is not only the proficiency in the skill and acquisition of physical powers but also psychological attributes. The involvement of psychology in sports has largely arisen from a traditional in areas such as personality, emotion, motivation, aggression, anxiety etc. These are still numerous psychological dimension which directly or indirectly influence competitive sports are lying unexplored. In the present study, the researcher has made an attempt to explore non-conventional dimension of psychology which have direct bearing on the makeup of sportsman. These dimensions refer to the socio-psychological differentials of individual and team sports person. In the present study four dimensions are used. These are personality, aggression, intelligence and adjustment.

Personality usually refers to the distinctive patterns of behavior including thoughts and emotions that characterize each individual's adaptation to the situations of life. It is an individual's enduring persistent response patterns across a variety of situations which are comprised of relatively stable patterns of action often referred to as traits, dispositional tendencies, motivations, attitudes and beliefs which are combined into a more or less integrated self-



structure and that determine those commonalities and differences in the psychological behavior (thoughts, feelings and actions) of people that have continuity in time and that may or may not be easily understood in terms of the social and biological pressures of the immediate situation alone. The term aggression is used extensively in sports. If people in sports are surveyed and asked to identify the characteristics of successful athletes, aggression would be high on the list. Aggression has many meaning in sports. In sports it has positive meaning in popular culture. The desirable athlete is often decided as one who is hungry, aggressive and a competitor. Aggression carries numerous connotations in sports psychology. Many psychologists have explained aggression in terms of behavior. They describe aggression behavior intended to cause harm or pain. The key to this definition is the word “intend”. If an athlete fractured another athlete’s nose by accident, the fracture is not the result of aggression. But if the athlete intended to fracture the nose he or she was being aggressive in the negative sense of the word. Similarly aggression has been defined as an intention to inflict.

## 8. REFERENCES

1. Brock, Mary (2007). “The Correlation of Personality and Intelligence” WPI, IQP. Jan10,
2. Rice SM, Gwyther K, Santesteban-Echarri O, Baron D, Gorczynski P, Gouttebargé V, et al. Determinants of anxiety in elite athletes: a systematic review and meta-analysis. *British Journal of Sports Medicine*. 2019;53(11):722–30.
3. Rice SM, Parker AG, Rosenbaum S, Bailey A, Mawren D, Purcell R. Sport-related concussion and mental health outcomes in elite athletes: a systematic review. *Sports medicine*. 2018;48(2):447–65.
4. Hammond T, Gialloreti C, Kubas H, Davis HH IV. The prevalence of failure-based depression among elite athletes. *Clinical Journal of Sport Medicine*. 2013;23(4):273–7.
5. Kölling S, Steinacker JM, Endler S, Ferrauti A, Meyer T, Kellmann M. The longer the better: sleep–wake patterns during preparation of the world rowing junior championships. *Chronobiology international*. 2016;33(1):73–84.
6. Gupta L, Morgan K, Gilchrist S. Does elite sport degrade sleep quality? A systematic review. *Sports Medicine*. 2017;47(7):1317–33.
7. Gouttebargé V, Aoki H, Verhagen EA, Kerkhoffs GM. A 12-month prospective cohort study of symptoms of common mental disorders among European professional footballers. *Clinical Journal of Sport Medicine*. 2017;27(5):487–92.
8. Sabatò TM, Walch TJ, Caine DJ. The elite young athlete: strategies to ensure physical and emotional health. *Open access journal of sports medicine*. 2016;7:99.
9. Saw AE, Main LC, Gastin PB. Monitoring the athlete training response: subjective self-reported measures trump commonly used objective measures: a systematic review. *British Journal of Sports Medicine*. 2016;50(5):281–91. <https://doi.org/10.1136/bjsports-2015-094758>.
10. Pluhar, E., McCracken, C., Griffith, K. L., Christino, M. A., Sugimoto, D., & Meehan, W. P., 3rd (2019). Team Sport Athletes May Be Less Likely To Suffer Anxiety or Depression than Individual Sport Athletes. *Journal of sports science & medicine*, 18(3), 490–496.
11. Purcell, R., Gwyther, K. & Rice, S.M. Mental Health In Elite Athletes: Increased Awareness Requires An Early Intervention Framework to Respond to Athlete Needs. *Sports Med - Open* 5, 46 (2019). <https://doi.org/10.1186/s40798-019-0220-1>
12. Marco Correia, Anxiety in Athletes: Gender and Type of Sport Differences, *int.j.psychol.res.* vol.12 no.1 Medellín Jan./June 2019
13. Robert J. Schinke, International society of sport psychology position stand: Athletes’ mental health, performance, and development, *International Journal of Sport and Exercise Psychology*, 2017
14. Sucha Singh Dhesi, Analysis of the Personality Traits of Athletes in Individual and Team Sports, *IJEAR* Vol. 2, Issue 2, July - December 2012