



Psychological Problem of Comparative Study Between Low And High Achievement Female Athletes.

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Abstract

The primary study of the study is to determine the Psychological problem and mental health of low and high achievements female student athletes. 100 low achievements and 100 high achievements female athletes who are studying in graduate and post graduate level from Marathwada region of Maharashtra Mental health was measured by the using General Health Questionnaire (GHQ -12). The General Health Questionnaire (GHQ) is a measure of current mental health and since its development by Goldberg in the 1970s it has been extensively used in different settings and different cultures. The 12-item GHQ-12 comprises six positive ' and six 'negative' items. Positive items included Have you recently felt capable of making decisions about things? while negative items included 'Have you recently felt constantly under strain? Items were classified in this way according to wording, with positively worded items having responses Better than usual', 'Same as usual', 'Less than usual' and 'Much less than usual'. Responses to negatively worded items are Not at all', 'No more than usual', 'Rather more than usual' and 'Much more than usual'. Questions 1, 3, 4, 7, 8 and 12 as positively worded items. The remainder is negatively worded. Responses will be coded using an un weighted four-point Likert scale (0, 1, 2, 3). Positively worded items will later rescore so that a high score will indicative of endorsement of these items (e.g. 'better than usual'). Higher scores on negative items indicate greater distress and or difficulty. The data was collected during the KridaMahotsava 2015 which was held in swami Ramanand Teerth Marathwada University Nanded for high Achievements female athletes those who are participating KridaMahotsava 2015 and for low achievements female athletes' investigator personally contacted the players at the venue of inter collegiate tournaments. Mean, standard deviation, correlation, percentage and t-test. The level of significance was keep at 0.05 level of confidence to test the hypothesis. Mean Score (S.Ds.) age of low achievements female athletes was 21.29 (2.44) years, mean their training mean score (S.Ds.) was 3.02 (1.12) days, their training duration mean score (S.Ds.) was 2.08 (0.87) hours, and competition mean score (S.Ds.) was 06.54 (2.30) in one year. Whereas Mean Score (S.Ds.) age of high achievements female athletes was 22.70 (2.47) years, mean their training mean score (S.Ds.) was 3.54 (1.23) days, their training duration mean score (S.Ds.) was 2.10 (0.97) hours, and competition mean score (S.Ds.) was 14.33 (2.01) in one year. A correlation test was taken to find out the relationship between Academic stressors and of low achievement female Athletes, Academic stressors was correlated negatively with Health, as indicated by the negative Pearson correlation between Sum of stress (Academic Stressors) and Positive and negative mental health. Positive mental health was correlated negatively with sum of Academic



stressors, frustration, Changes and Self-imposed. However, the correlations were insignificant for Conflict and pressure. Alternatively, Negative Mental Health negatively correlates with all the Academic stressors, Frustration, Conflict, Changes and self-imposed

Introduction

Stress is one of the serious Psychological problems that negative impact of sports performance, its effects could be reflected in student social, academically, and mental health. Linn and Zeppa (1984) found that stress can lead to academic decline, poor relationships with peers and family members and overall dissatisfaction with life. Stress was found to be a part of students' life and could give impact on how students cope with the demands of academic life. Students reported experiencing academic stress at predictable times each semester with the greatest sources of academic stress resulting from taking and studying for exams, grade competition, and the large amount of content to master in a small amount of time (Rawson, Bloomer, & Kendall, 1999). Stress, is the psychological problems that are prevalent among students. According to Porter (1990), up to 60% of university students left university without finishing their degrees; the majority of these students leave within the first two years due to inability

Statement of the Problem

In the light of the above, the investigator becomes interested in determining the psychological problem of low and high achievement female athletes. The problem was stated

Objectives of the study

The primary study of the study is to determine the Psychological problem of low and high achievements female student athletes

Delimitations of the Study

- 1 Study was conducted on 100 low achievements and 100 high achievements female athletes who are studying in graduate and post graduate level from marathwada region
- 2 The aged ranged of female athletes were 19-30.

Limitation of the study



OUR HERITAGE (UGC Care Journal)

ISSN: 0474-9030 Vol-68, Special Issue-14

National Seminar on "The Importance of Sports, Physical Education and Psychology for Personality development At Present Scenario"

Sponsored by ICSSR

Held on (01 February 2020, Saturday)

Organized by: Department of Psychology, Sports and Physical Education
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- Since the both players belonged to different age level, hence the prior experience of the both players may be considered as a limitation to the study.
- Since the both game players belonged to different training background this may be also considered as the limitation of the study.
- **Academic stress**

The stress which is due to academic achievement or academic activities known as academic stress.

Mean Scores And Standard Deviation Of Selected Components Of Low And High Achievement Female Athletes.

| Components | Low Achievements | | high achievement | |
|---------------------------|------------------|--------------------|------------------|--------------------|
| | Mean | Standard Deviation | Mean | Standard Deviation |
| Age (Year) | 21.29 | 2.44 | 22.70 | 2.47 |
| Training days (Week) | 3.02 | 1.12 | 3.54 | 1.23 |
| Training duration (Hours) | 2.08 | .87 | 2.10 | .97 |
| Competition in one year | 6.54 | 2.30 | 14.33 | 2.01 |

Shows the Mean scores and Standard Deviations of the low and high achievement female athletes. Mean Score (S.Ds.) age of low achievements female athletes was 21.29 (2.44) years, mean their training mean score (S.Ds.) was 3.02 (1.12) days, their training duration mean score (S.Ds.) was 2.08 (0.87) hours, and competition mean score (S.Ds.) was 06.54 (2.30) in one year. Whereas Mean Score (S.Ds.) age of high achievements female athletes was 22.70 (2.47) years, mean their training mean score (S.Ds.) was 3.54 (1.23) days, their training duration mean score (S.Ds.) was 2.10 (0.97) hours, and competition mean score (S.Ds.) was 14.33 (2.01) in one year.

Rate of Overall Level of Low and high achievement Female Athletes

| Sr. No. | Overall level of stress | Female Athletes | |
|---------|-------------------------|------------------|------------------|
| | | Low Achievements | High Achievement |
| 1. | Mild | 52.00% | 54.00 % |
| 2. | Moderate | 32.00% | 28.00% |



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| Sr. No. | Overall level of stress | Female Athletes | |
|---------|-------------------------|------------------|------------------|
| | | Low Achievements | High Achievement |
| 3. | Severe | 16.00% | 18.00% |

Shows the rate of overall level of stress between Low and high achievement Female Athletes. The result reveals that 52.00% low achievement female athletes reported mild stress, 32.00% low achievement female athlete's moderate stress and 16.00 % low achievement female athletes reported severe level stress before health related physical fitness programme. Whereas 54.00% high achievement female athletes mild stress, 28.00% high achievement female athletes reported moderate stress and 14.33% high achievement female athletes reported severe level of stress.

Mean scores, standard deviations of Low and High Achievements female athletes along with t-ratio of academic stressors with respect to frustration

| Frustration | Female athletes | Numbers | Mean | SD | T-test |
|-------------|------------------|---------|-------|------|--------|
| | Low Achievement | 100 | 15.67 | 4.04 | .12 NS |
| | High Achievement | 100 | 15.60 | 4.05 | |

NS= Not significant

Shows that mean scores, standard deviations of Low and High Achievements female athletes along with t-ratio of academic stressors with respect to frustration

With regards to academic stressors of frustration between Low and High Achievements female athletes, they have obtained the mean values of 15.67 and 15.60 respectively and SD values of 5.04 and 5.04 respectively which are given in the Table -7 reveals that there was insignificant difference of academic stressors of frustration between Low and High Achievements female athletes was found.

Summary

In Indian society female faces several problems as compare than male. Depression, stress, and anxiety are psychological problems in Athletes. Participation in female athletics can be stressful. Athletic participation itself can become an additional



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stressor that traditional female players do not experience. Athletes experience unique stressors related to their athletic status such as extensive time demands; a loss of the 'star status' that many had experienced as high school athletes; injuries; the possibility of being benched/red-shirted their freshman year and conflicts with their coaches, among other factors. Athletes experience unique stressors related to their athletic status such as extensive time demands; a loss of the 'star status' that many had experienced as high school athletes; injuries; the possibility of being benched/red-shirted their freshman year and conflicts with their coaches, among other factors

Result

1. Positive mental health was correlated negatively with sum of Academic stressors frustration, Changes, and Self-imposed of low achievement female athletes.
2. Alternatively, Negative Mental Health negatively correlates with all the Academic stressors, Frustration Conflict, Changes and self-imposed low achievement female athletes.
3. Reaction to stressors was correlated negatively with Health, as indicated by the negative Pearson correlation between Sums of reaction to Stressors with Positive mental health low achievement female athletes.
- 4.

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