



RELATIONSHIP BETWEEN ANXIETY AND SHYNESS IN SPORTS PARTICIPATING HIGH SCHOOL GIRLS

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INTRODUCTION

Education is the lifelong process which cannot be confined only to four walls of the school or college. Experience is the key not note of education. In the light of this, the learner exerts mentally rather than physically, idealistically, education aims at the total wholesome or harmonious development of the personality of the child; it should afford opportunities to the individual to develop physically, mentally, intellectually, morally and socially. Education is more than learning or amassing knowledge. If it is taken for granted that education connotes modification of behaviour or drawing out the best in man, we must concede that behaviour is the best element in the process of entire educational endeavour.

Physical education rather uses physical activity as the medium of educating the child and its approach to the achievement of the aim of general education is more distinctive. Physical education though basically an integral part of general education has started claiming the status of separate discipline .similarly sports both recreation as well as competitive are forming a separate nucleus. The invisible lines, demarcating the boundaries has become clearer.

Sport is a lifelong process; it forms an important part of our life. It is a training activity. Everybody accepts the importance of sports as the base for the health of body, mind and to excellent for development of the society.

“Sport is an institutionalized competitive activity that involves origins, actions or the use of relatively complex physical skill by individual whose participation is motivated by a combination of the intrinsic and extrinsic factors”.Sport and games contests and tournaments have been a part of the human communities and societies throughout the world from the primitive times to the most modern times, various needs of different societies at different times. Now-a-days, sports and games in this highly developed form play a significant role in the life of the human beings as they provide for social interactions, national and international understanding and integration. More recently, sports and games are considered important for individual and social betterment, as they provide avenues for self-expression, self-development, adjustment and modification of various inherited potentialities and self-esteem of an individual. Sports and games are emphasized for their educational values as they are in fact, educative experiences and as such, serve educative functions. Over all education is concerned with the curricular experiences alone may not be enough to develop a balanced individual person providing of various co-curricular experiences especially in the form of sports and games may prove beneficial in filling such

a gap. Playing of sports is no more a luxury as it used to be for some people. It is a regular part of educational curriculum. In modern societies, it is a compulsory part of the curriculum as education and sport are absolutely necessary for the balanced growth of school and college boys and girls. [Cockly, 1997]

According to John Davis "sport has been an essential aspect of community throughout the human society. It is negative and positive influence his participation of sports". Movement plays a vital role in the life of human individual. Running, jumping, throwing, walking etcetera encompass varieties of basic movements play an important role in human life. Sport is a subject of discussion in the areas of philosophy, psychology, sociology and education to explore its meaning nature and role in society. [John devis, 1988]

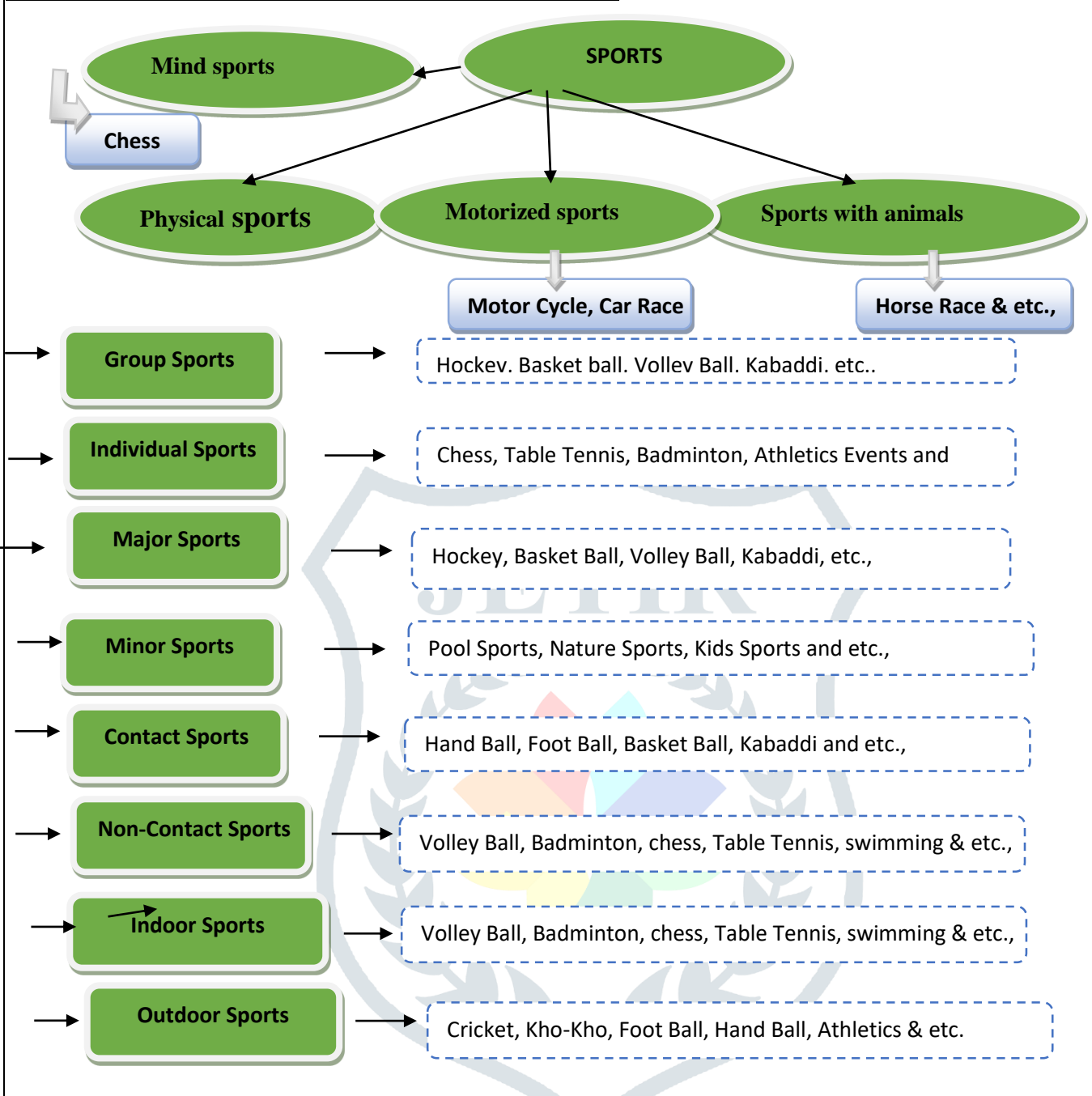
1.1.1Types of sports

There are several types of sports, usually divided by four (4) main categories according to the types of skills required: **physical sports** (swimming, gymnastics), **motorized sports** (these often involve vehicles like cars or motorbikes), **mind sports** (like chess, which needs a lot of attention and critical thinking skills), and **sports with animals** (horseback riding, for example).

Some of these activities can be individual, and others may be performed on couples or even teams. Now, let's take a look at the main sports there are and some vocabulary about sports in English Sport classification is a process which establishes the division an player should be placed in for a competition. All players must be classified in order to ensure equal and fair competition. A team of three highly trained and qualified people perform the classification process. This team often includes one medical doctor, one physiotherapist, and one sport technical person. There are different classification systems for each sport. Classification Made Easy explains the classes for players with neurological impairments.

Table no. 1.1 Shows that the list of classification of the sports and games.

CLASSIFICATIONS OF THE SPORTS AND GAMES



1.1.2 Development of Sports

The precise origins of many sports remain obscure, although all cultures have known physical contests. The ancient Egyptians swam, raced, wrestled, and played games with balls. The ancient Greeks held large athletic festivals, including the Olympic Games that drew athletes from all over the ancient world. The Greeks, and then the Romans, also competed in events (chariot races, throwing the javelin) that relied on the participation of animals or the use of mechanical contrivances, a tradition continued into modern times in sports such as dog racing, horse racing, and shooting.

During the middle ages, the cultural isolation imposed by the feudal system and religious doctrine that opposed the use of the body for play hampered the development of organized sport in the Western world. For many

centuries, contests between knights in tournaments that emphasized military skill were among the only forms of approved, public sports. In the Renaissance and Enlightenment periods games and exercise attained renewed popularity. As had been the case in ancient times, however, politics and social class circumscribed activity. Sports that required wealth or leger, such as polo or falconry, were the province of the upper classes, while inexpensive, massed sports, such as saucer, took root among commoner.

1.1.3 Modern Sports

The late 19th century, witnessed an expanding belief in sports as use full recreation, and in industrialized societies equipment was standardized, local and national organizations were set up to govern play, and a doctrine of character- building declared sports to be a necessary endeavour for men. The revival of the Olympics in 1896 and the blossoming U.S. inter colligate athletic system boosted many forms of amateur, or unpaid, sports at the same time that professional sports (such as baseball, boxing, and bicycle racing) drew large numbers of spectators. Sports that were traditionally played in various countries became, by legislative act or general acceptance, national sports-baseball in the United States, bullfighting in Spain and Mexico, cricket in England, and ice hockey in Canada.

During the Great Depression, Americans sought inexpensive outlets for their energies; mass participation in sports such as softball and bowling resulted. At the same time, spectator sports burgeoned, and the commercialism that accompanied them gradually engulfed both amateur and professional sports. By the late 20th cent., the televising of athletic events had made sports big business. On the other hand, expanding public concern with personal physical health led to mass participation, not necessarily competitive, in sports like running, hiking, cycling, martial arts, and gymnastics. Athletic activity by women expanded, especially after political action in the 1960s and 1970s opened doors to many forms of competition and an increased share of public funding for sports.

During the 20th century, sports took on an increasingly international flavour; aside from the world championships for individual sports, like soccer's World Cup, large-scale international meets, such as the Pan-American games and the Commonwealth games, were inaugurated. Sports have correspondingly become increasingly politicized, as shown in the boycott of the 1980 Moscow games by Western nations and the retaliatory boycott of the 1984 Los Angeles games by Soviet bloc nations, an exchange brought on by Soviet actions in Afghanistan. Sport is an indoor or outdoor activity involving physical and mental effort and skill, a game where people compete with each other according to fixed rules. It is an activity people take up during their free time, usually for fun, amusement, recreation or entertainment. It is used to be considered, a peripheral activity, a part time and an appendage to the core of life which life can do without a refuge for the escapist. But such a definition of sports has undergone a sea change in the modern days when ports have become indispensable for life to be meaningful and wholesome, both playing sports and watching sports [Bucher 1964].

People in the sociology of sports generally agree that in many cultures in history it makes sense to define sports in the following way: Sports are institutionised competitive activities that involve vigorous physical exertion or the

use of relatively complex physical skills by individual's whole participation is motivated by a combination of personal enjoyment and external rewards [Coakley 1997].

There is inter play of numerous factors in competitive sports. Physique and condition of health, psychic values, general physical fitness, technical efficiency, specific capacity of the organics tactical skills and competitive experience are some of the principle factors, which influence results attained by sports person. Each individual or team which participates in any sports events wants to win because society attached great significance to winning. The sports and games are popularized in this modern era. Among that the body contact games such as Kabaddi, Boxing and Wrestling have gained tremendous popularity in recent years. The game of Kabaddi is one of the spectacular game among these games.

Psychological fitness is better achieved through participation in sports activities. Participation in sports provides for plenty of movement experiences, which contribute to the development of physical, mental, emotional, social, moral and such other dimensions of psychology. Different people participate in different kinds of sports with different purposes or ends in view, but participation in competitive sports may bring changes in the outlook of participants and provide them plenty of opportunities and scope for varied expression of self and their reaction to various situations. It requires physical and mental qualities to be in top gear to tackle all eventualities in the match. The match is won by a perfect amalgam of physical condition, technique, tactics, and various psycho-social. [Goodwin C.J, 2009]

Modern psychology is very wide in its scope, and has developed a number of branches and methods to its credit. Psychology, now-a-days, has achieved the status of an independent scientific discipline, because of the increased use of objective and scientific methods of testing, measurement, experimentation and evaluation of behaviour in various forms. The branches of 'Differential psychology', 'Dynamic psychology' and 'Sports psychology' have received a lot of recognition and importance in the modern day, for various reasons. [Jarzombek M, 2000]

'Sports psychology' studies the behaviour of individuals in sports situations with major emphasis on, personality, behaviour, emotions, motivation, adjustment of sportsmen and soon. Considerable research has been done on various aspects of sports psychology of athletes and sportsmen by many investigators. Training for sports and sports competitions viewed from sports sciences is incomplete without reference to the psychological make-up of sportsmen. One of the main objectives of research works in the field of sports in psychological perspective, now a days is to study the influence of the self-esteem and shyness on sports performance. In coaching and training it is a vital concern for coaches and psychologists to increase one's belief in themselves, as it enhances performance. [Driska A, 2011]

1.1.4 Shyness

Psychologists define shyness as a temperament or personality trait that is characterized by wariness and anxiety in the face of social novelty and perceived social evaluation, reticence in social situations, and

embarrassment and self-consciousness in situations where shy individuals perceive themselves as being, or likely to be, socially evaluated.[Coplan RJ,2010]

Shyness has been defined as “a heightened state of individuation characterized by excessive egocentric preoccupation and over concern with social evaluation,... with the consequence that the shy person inhibits, withdraws, avoids, and escapes” social interactions. Shyness can be explained in two ways. One is the common sense description of the signs and symptoms that are present in the person. The other is to explanation of what is happening in the person who suffers shyness. Common sense indicates that shyness is a behaviour pattern characterized by inhibition in some situations. It is a behaviour pattern in which the person does not express (or expresses few) thoughts and feelings, does not interact actively, and can have physiological alteration like rapid breathing and heart beating. The other way to explain shyness is by describing what is happening in the person. Although this should be a complex area, as are all psychological processes a few topics are outstanding. [Zimbardo P.G, 1982]

According to Van Der Molin “Shyness is primarily a question of personal experience, the individual’s feelings and self-image, we believe that the individual is the more reliable expert on his or her own shyness what other have to say about it is based on enquiries or (fallible) observations of behaviour”. [Van der Molin,1992]

There are varieties and causes of shyness and withdrawal in the classroom. Among students who are (compared to their peers) in-active in the classroom, many are well adjusted academically and socially but relatively quiet and content to work independently. Some are problematically shy or withdrawn in varying degrees and a few may be headed towards schizophrenia. Some students are described as shy (inhibited, lacking in confidence, socially anxious) or withdrawn (unresponsive, uncommunicative or day dreaming). A degree of shyness is normal whenever social expectations are new or ambiguous. Shyness begins to emerge as a problem if it becomes not merely situational but dispositional, so that the child is labelled as shy. Especially if the child internalizes this label, a generalized pattern of shyness may become established and begin to include such additional symptoms as diffidence about entering social situation, discomfort and inhibition in the presence of others, exaggerated self-concern, and increasingly negative self-concepts In sports shyness influence on sports persons, several studies have been done in this area. Shyness involves the tendency to feel worried, awkward or tense when in the presence of other due to the prospect of interpersonal evaluation. Developmental psychologists have argued that behavioural manifestation of earlier childhood inhibition to novelty multidimensional, including behavioural, somatic and cognitive components. [Brophy J, 1996]

Within the athletic context, shyness has been cited as being a ‘deviant’ behaviour and therefore an undesirable quality (Ikhioya, 1996). This claim was made within the context of team sports. Ikhioy (1996) argued that athletes who are shy would not assertive enough within their team and thus would not make a sufficient contribution to the team. However, this claim has yet to be substantiated by empirical evidence. Additionally, this argument may not be valid within the context of a single sport where the success of an athlete is based primarily on individual athlete’s performance levels. This is not to say that shyness could create difficulties for

single sport athletes for different reasons than what Ikhioya (1996) offered for team sport participants. The behavioral component of shyness is explained as behavioral inhibition that it refers to a pattern of behavior including withdrawal, avoidance and fear of unfamiliar situations during social interactions. Hence, as compared to less shy individuals, shy people are generally identified as talking less, making less eye contact and sitting further away from other. [Cheek & Buss, 1981]

Shyness is a factor that at some time or another has had an influence on almost every person. Half of the world's population considers themselves as being shy and between seventy-five and ninety-five percent of people have been affected by shyness at some point in their lives. Shyness is the tendency to feel awkward, worried or tense during social encounters, especially with unfamiliar people. People who are severely shy may have symptoms like withdrawing from social interactions; feeling worried about how people think about them and show physical symptoms like blushing, sweating and a pounding heart or upset stomach. [Carducci, 1999]

1.1.5 COMPONENTS OF SHYNESS:

There are three important components of shyness According to

1. Fear (anxiety or arousal): People with shyness are strongly motivated to escape from social interactions because of the anxiety and negative arousal experiences in such situations. Cheek and Melchior (1990), identified that 40% to 60% of shy high school and college students have trouble with multiple symptoms of anxiety.
2. Social Skills deficit (Behavioral inhibition): a common symptom of shyness is associated behavioral inhibition. Pilkonis (1977), found that compared with non-shy participants, shy participants spoke less frequently and allowed more silences to occur in their conversation. And broke silence less often compared with non-shy participants. Awkward bodily movements, gaze aversion and general social unresponsiveness are typical Behavior patterns of shy individuals
3. Irrational thoughts (unrealistically maladaptive attributions of past interpersonal failures and negative anticipations of future interpersonal performance): Compared with shy individuals, non-shy individuals, display a self-defeating attributional style in which positive self-relevant events are considered due to luck and other unstable characteristics and negative self-relevant events are considered due to ability and other stable characteristics. [Anderson & Amoult, 1985]

1.1.6 SUB TYPES OF SHYNESS:

There are two categories of problematic shyness as suggested by Buss (1995), Fearful shyness and Self-conscious Shyness.

Anxious shyness, develops in the first year of life and may involve a genetic component in the form of emotional reactivity. Emotional reactivity may lead the shy children to be more susceptible to negative social conditioning and to display fear and inhibition around others.

Self-conscious shyness, on the other hand, is a later developing form of shyness, which emerges around five to six years of age and coincides with the child's development of self and the ability to take on the perspective of others. These shy people are primarily aware of themselves as social objects and are comfortable in interpersonal situations where public aspects of the self are evaluated. He further hypothesized that self-conscious shyness develops from an excess of parental evaluation and negative comments about publicly observable aspects of the child.

On the other hand, recommended that two types of shy people exist: public and private. Publicly shy people don't make eye contact or smile, they blush a lot, they stutter, their posture is poor. They fit the stereotype of shyness. The privately shy person hides it. They are typically bored or snobbish, poised or extroverted. These people cover up their internal anxieties very well. [zimbardo1977]

1.1.7 SHYNESS AMONG ADOLESCENTS:

Shyness is a dynamic and complex construct whose presentation is dependent on a range of factors. Research suggests that shyness has a biological basis but generally requires a contribution of environmental and cognitive factors for symptoms to present. A person with shyness experiences heightened self-consciousness in social situations or anticipation of such situations (Brunet & Schmidt, 2007). However, a person is subjected to feel shyness the symptoms can be dependent on the context. In other words the person level of shyness can change depending upon the situation that he confronts. Therefore the context plays an important role in determining how a person undergoes the feeling of shyness and how he copes with it.

Typical shyness eliciting situations the situations it appears that the nature of the communication can have an important impact on an individual's experience of shyness. Information communication technologies (ICT) have been found to play an important role for individuals who are shy.

Internet use has grown exponentially over the last decade (Milani et al. 2009). In 2000 there were about 360 million users of Internet world wide. In the year 2011 it increased to 2 billion people with growth rates at 480% from 2000-2011 (Internet World Statistics, 2011). Studies which investigate the relationship between shyness and internet have put forth two conflict views. Firstly, use of internet may decrease real life interaction for shy persons, consequently leading to internet addiction. The internet may help them as means of avoiding interactions with people. Secondly the use of internet may lead to decreased level of shyness. It may help them to overcome shyness and foster social relationships. [Saunders&chester, 2008]

1.1.8 Anxiety:

Anxiety is one of the negative psychological aspect to the any kind of sports performance Anxiety in sports is such a huge issue for many athletes. The logic is that, the better you become, the higher the level of competition, the more anxiety you experience. Anxiety can have a devastating effect on the performance of an athlete. No matter how much talent or skill one may have, he will never perform at his or her best if he or she lives in fear before every event. The precise impact of anxiety on sporting performance depends on how you interpret your world. In

the world today, nearly every concern of human endeavor is thought to be affected by anxiety. A number of theories exist concerning the effect of anxiety on performance, and while there seems to be an interaction effect between the amounts of anxiety necessary to maximally perform certain specific task, all theories seems to agree that maximum performance is reduced by too much anxiety. [Athans&Sampson, 2013]

The World Health Organization has reported that 264 million people around the world live with anxiety disorders (WHO, 2017), a statistic that reflects the prevalence of anxiety among individuals of all ages and from all walks of life. Anxiety is defined as an emotion consisting of unpleasant thoughts and feelings, possibly inducing physical changes, and may occur in response to a situation or stimulus perceived as threatening or dangerous (Raglin, 2004). Anxiety may also encompass feelings of boredom, a sense of insecurity, a state of excitement, or the possibility of danger emanating from the outside world, or indeed any situation deemed threatening (Hartocollis, 1972). In cases of anxiety, the individual is alert, and feels as if something bad is going to happen accordingly, the individual may experience chest pain, palpitations, and/or shortness of breath, and feels worried or unable to deal with the perceived threat (DiTomasso, Freeman, Carvajal& Zahn, 2009). Based on research findings, anxiety has been divided into two types: “state anxiety” and “trait anxiety”. “State anxiety” is characterized by a temporary emotional state, subjective tension, and feelings of fear, whereas “trait anxiety” exists in the individual, and is the intensification and continuity of “state anxiety”. [Spielberger et al., 1972]

Anxiety may adversely affect multiple aspects of an individual's life, including physical activity or sports. Although there are numerous psychological variables influencing athletic performance, anxiety is considered the one with the greatest impact (Ford, Ildefonso, Jones & Arvinen-Barrow, 2017). The negative effects of anxiety on sports performance present as reduced cognitive resources on the part of the athlete, narrowing of the visual field, decreased motivation, and/or contraction of opposing muscle groups, which may cause physical injury or impair coordination (Raglin, 2004). Although a certain level of anxiety is considered necessary for normal functioning, as anxiety levels increase beyond a certain point, athletic performance maybe negatively affected. [Jessica ford et al., 2017]

Anxiety is one of the most common modules inducing sports performance, with different intensity separate levels of experience. In general psychology it designates those anxious psychomotor (bodily) states in which an individual touches as if he/she is going to „explode“. Anxiety (fear, worry) is a hurting state of helplessness and insecurity. It is a state of tension, worry, expectance of some terrible event. An anxious person is not aware of the source of uncomfortable state and tension. An anxious reaction is an attempt of liberating anxiety and tension through body. This is the reason why anxiety is accompanied by symptoms of voluntary muscles overload, higher activity of the autonomic nervous system, intensified manifestation of certain organs or certain body systems. Common anxiety has a motivational and adaptive function, stimulates deliberation, planning, caution, and prevents repeated exposures to uncomfortable or painful situations. One can control this kind of anxiety [Erceg, M., et al, 2013]

Today, athletic performances are evaluated according to the criteria of excellence imposed not only by a sports' adjudicating body but also by society; thus, athletes are regularly exposed to a stressful environment and under external pressures inherent to the competitive nature of sports. While the expectations of coaches, teammates, families, and sponsors constitute an extra source of stress for athletes, such expectations also spur scientific research into improving performance by reducing anxiety level. [Mottaghi et al., 2013]

According to Robinson et al.: anxiety and sports are deeply related with each other. He further stated that anxiety is not always bad but it can help the players in focusing and alerting in performing their action. While participating in various sports activities, it is observed that the participants get anxious. In a research study. [Robinson E, 2015]

Anxiety is an integral part of the sports environment because a sport by its very nature is competitive, and the best performance wins. Although the competitive environment of sports may be anxiety-inducing for some athletes, it may be neutral for some, and even enjoyable for others (Raglin, 2004). Therefore, much research has been conducted on the subject of how anxiety affects performance in competitive sports environments (Ford et al., 2017). While high levels of anxiety in sports have been shown to negatively affect performance, and may even lead some athletes to abandon competitive sports altogether, other studies have indicated that in some cases anxiety may actually improve performance. Various self-reporting data collection tools have been developed to measure the anxiety levels of athletes in terms of negative reaction to competitive stress factors of sports, such as physical preparedness, level of the opposition, team camaraderie, the nature of the competition, and social assessment. One of these tools is the frequently-used State-Trait Anxiety Inventory (STAI), which was developed to determine an individual's state trait anxiety level outside of the sports environment. [Spielberger, et al, 1893]

Track and field, by its very nature, is a highly competitive sport. It has not been just thought of as recreational or carryover activity. Sprint is one of the oldest sporting competition events. In competitive sports, the sport level of a country's sprinter can event represents its development level in track and field sports. [Malliaropoulos et al., 2006]

Track and field competition has always been regarded as "mother of sports", for it is the foundation for the other sporting events. [Jon SR, et al., 1993]

Athletics is a term to devote a group of athletic sports, consisting mainly of various kinds of running, jumping and throwing, that take place on a track and the enclosed field. Sports of foot racing, jumping, vaulting, and throwing varied weights and objects. They are usually separated into two categories: track, the running and hurdling events; and field, the throwing, jumping, and vaulting events. "Meets" are traditionally conducted on an oval track that surrounds in field for the field events; indoor meets may comprise all but a few of the field events. "Person trained in exercises of physical strength speed and skill especially one who participates or competitor in games requiring agility and stamina ball players, runners, boxers, and swimmers are athletes". It is generally accepted notion that physical endowment is one of the important factors contributing to success in various forms of athletics. In the study of physique of athletes, we have perhaps some of the more clear-cut examples of how form and function

are interdependent. Certain bodily performance is limited by the form and the structure of the performer. [Tanner, 1978]

1.2 NEED OF THE STUDY

Basanti bamaia.2017 was conducted a study on psychological variables to analyses and comparing the selected psychological variables among kho-kho Kabaddi and hockey female players in the state of Madhya Pradesh he selected 25 samples and age range was 18-28 years. In his study, he conducted that the selected psychological variables were significantly differences among all game players even there is a significantly effect on game performance.

Leanne C.findlay,et al 2008 were conducted a study on shyness and psychological male adjustment in sports participating school going children and found some evidence that sports participation players a unique protective role for shy children and also shy children who participated in sports over time reported a significant decrease in anxiety.

According to related literature the anxiety, shyness, stress and etc. are psychiatric disorders. These are very harmful to the normal confidential mind and some students have found link between the stress and anxiety (Leanne C.findlay, et al2008) if untreated or neglected, it could be hazardous (Basanti bamaia.2017) till now. Very few studies has been done on these area in the jurisdiction. Hence the researcher was interested to know the studies of relationship of sports participation between shyness and anxiety among high school girls in K R Pete.

1.3 STATEMENT OF THE PROBLEM

The purpose of this study is to know the “Relationship between anxiety and shyness in sports participating high school girls K R Pete taluk”.

1.4 OBJECTIVES OF THE STUDY

- 1) To find out the level of anxiety in sports participation of high school girls.
- 2) To find out the level of shyness in sports participation of high school girls.
- 3) To know the relationship between anxiety and shyness in sports participating of high school girls.

1.5 DELIMITATION

- 1) This study was delimited to various High School of K R PET.
- 2) This study was delimited to high school girls only those who were students in 8th, 9th, 10th.
- 3) This study was delimited to those who are participated in taluk, district, and state and national level sports competition.

- 4) This study was delimited to age between 14 -16 years.
- 5) The study was delineated only to shyness assessment test (SAT) questionnaires, [lancy D Souza] for accessing the level of shyness.
- 6) The study was delimited only to SCAT questionnaires, [Martens] for accessing the level of anxiety.
- 7) The study was delimited to only fifty (N=50) samples for this study.

1.6 LIMITATION

This study was limited to following factors they are

- 1) This study was limited to level of achievement training age.
- 2) This study was limited to motivation, food, health, environment, socio-economic status, etc. of high school girls in K R Pete taluk.

1.7 HYPOTHESIS

H₁- it was a hypothesised that there is a significant difference of anxiety among sports participating high school girls K R Pete.

H₂- it was a hypothesised that there is a significant difference of shyness among sports participating high school girls K R Pete.

H₃- it was hypothesised that there is no significant relationship between anxiety and shyness.

1.8 DEFINITION OF THE TERMS:

SHYNESS:

Shyness is defined as the experience of anxiety in social situation coupled with the avoidance of interpersonal due to fear of social evaluation. (Leary, 1986)

ANXIETY:

Anxiety is an emotion characterized by an unpleasant state of inner turmoil, often accompanied by nervous behaviour such as pacing back and forth, somatic complaints, and rumination. [Seligman ME et al]

SPORTS PARTICIPATING:

Sports participation was defined as ‘purposeful active participation in sports related physical activities performed during leisure-time.’ [2018]

RELATIONSHIP:

"Denotes how people or things are related to one another". [A.J. Aguarde, 1991]

HIGH SCHOOL:

It is a stage in the educational hierarchy where instructions will be imparted from eight to tenth standard. [World dictionary1986]

1.9SIGNIFICANCE OF THE STUDY

The study may help the coach/physical education teacher to know which type of sports participating the shyness more essential.

1. The study may help the coach/ physical education teacher to know which type of sports participating the anxiety more essential.
2. The study may help to plan shyness and anxiety for sports participating.
3. This investigation may bring to light several other differences which may be studied by the future researcher.
4. The present study is meant to fill up the gap in the existing knowledge and future investigation in the field of physical education.

REVIEWS OF RELATED LITERATURE

The related literature help the investigator to justify the inclusion of specific technique in his study in these literature also proved explanation, theory, ideas of hypothesis valuable in understanding and formulating the problem and to identify research pressures and statistical techniques employed by others , so that is results are placed in proper connection with the published body of knowledge. There is plenty of results study done in west regarding this research topic. But in Indian setting, there have been very less study.

Răzvan Kalinin, et.al, [2019]¹ were conducted a study on relationships in sports psychology to know is the relationship between competitive anxiety and sport performance. Competitive anxiety was found to be influenced

by individual factors. An important psychological concept found to be related to competitive anxiety is mental toughness, which is defined as the superior mental qualities of an athlete that sustain success and excellence in sports. The aim of the present study was to investigate the relationship between mental toughness and competitive anxiety among athlete students. Participants were 140 athletes from secondary sport schools, handball players, aged between 13 to 19 years ($m = 15.97$, $SD = 1.622$). Self-reports were obtained from all athletes regarding their mental toughness (Sport Mental toughness Questionnaire) and their competitive anxiety (Sport Anxiety Scale-2). Data were analysed using Structural Equation Modelling framework. Correlation between Sport Mental Toughness scales ranged between $r=.289$ and $r=.489$. Correlation for Sport Anxiety Scale dimensions ranged between $r=.418$ and $r=.633$, all of them being positive. Standardized path indicator between Sport Mental Toughness and Sport Anxiety Scale was $\beta = -.843$, which explains almost 71% of the latent endogenous variance ($R^2 = .711$). The results of the current study highlighted the relationship between mental toughness and competitive anxiety.

Leanne C. Findlay, et.al, [2008]² were conducted a study to examine the role of organised sport participation as a moderator of the links between shyness and psychosocial mal adjustment in childhood. Participants at Time 1 were 355 elementary schoolchildren (Mage $_ 10.1$ years, $SD _ 0.6$); at Time 2, 1 year later, 201 children (56%) were retained. At both time points, children completed self-report assessments of their shyness and aggression, sport participation, and psychosocial adjustment. Parents also rated children's social skills. Overall, results indicated that sport participation was positively related to indices of positive adjustment (e.g., social skills, self-esteem). In contrast, shyness was associated with social skill deficiencies and internalizing problems. However, some evidence was also found to suggest that sport participation plays a unique protective role for shy children. Shy children who participated in sport over time reported a significant decrease in anxiety. Results are discussed in terms of the role of sport as a social context to enhance shy children's peer relations.

Annemarie Schumacher Dimech, et.al, [2010]³ were conducted a study on Social anxiety is a common psychological complaint that can have a significant and long-term negative impact on a child's social and cognitive development. In the current study, the relationship between sport participation and social anxiety symptoms was investigated. Swiss primary school children ($N = 201$), parents, and teachers provided information about the children's social anxiety symptoms, classroom behaviour, and sport involvement. Gender differences were observed on social anxiety scores, where girls tended to report higher social anxiety symptoms, as well as on sport activity, where boys engaged in more sport involvement. MANCOVAs with gender as covariant showed no differences in social anxiety symptoms between children involved in an extracurricular sport and those not engaged in sport participation. Nevertheless, children engaged in team sports displayed fewer physical social anxiety symptoms than children involved in individual sports.

Zamirullah Khan, et.al, [2011]⁴ were conducted a study on Anxiety and Motivation are important psychological variables in sports and its need to achieve high level of competition. Without knowledge of these two variables

athletes cannot give best in competition. The aim of study was to find out the relationship between Anxiety and Motivation of intervarsity Badminton players. The total sample consisted of twenty players age ranged from 17 to 25 years. Sport Competition Anxiety Test (SCAT) and Sports Achievement Motivation Test was administered to collect the data. Mean, standard deviation, and Pearson Product Moment Correlation were computed to analyze the data at .05 level of significant. It was found that significant negative relationship between Achievement Motivation and Anxiety.

Pritam Singh, et.al, [2014]⁵ was conducted the study to know about the role of passion and shyness in sports. For this purpose, the investigator had selected Forty (N=40) male inter-college level basketball and football players of 20 to 25 years of age to act as subjects. The purposive sampling technique was used to select the subjects. All the subjects, after having been informed about the objective and protocol of the study, gave their consent and volunteered to participate in this study. To measure the level of Passion was measured by applying Passion questionnaire developed by Vallerand et al., 2003 and Shyness was measured by applying Shyness questionnaire developed by Md. Rafi (2002). To determine the significant differences between basketball and football players, unpaired t-test was employed for data analyses. To test the hypothesis, the level of significance was set at 0.05. The results revealed insignificant difference with regard to variable passion and shyness between basketball and football players.

Prabhakar, ML et.al, [2015]⁶ were conducted the study of Shyness is a common but little-understood emotion. Shyness is not a mental disorder. Common sense indicates that Shyness is a behavior pattern characterized by inhibition in some situations. It is a behavior pattern in which the person does not express (or expresses few) thoughts and feelings do not interact actively, and can have physiological alterations like rapid breathing and heart beating. So shyness is the feeling of withdrawal and ineptness when facing situations a person is unfamiliar with. Shyness is a problem for untold numbers of people. The goal of the present study is to explore the shyness of children. To study the gender differences in shyness of children. To study the domicile differences in shyness of children. The sample consisted of 120 children; among 60 were male children and 60 were female children. Selected children were measured on Shyness Assessment Test developed by D'Souza (2006). Results indicated that male and female children did not differ in their shyness scores in all the domains-cognitive/affective, physiological, action oriented domains and total shyness scores. Children from rural area were shyer than children from urban areas in all the domains cognitive/affective, physiological, actionorientd domains and total shyness scores.

Dsouza, lancy, [2003]⁷ was conducted the study reports influence of shyness on anxiety and academic achievement among high school students. A total of 160 (82 boys and 78 girls) high school students were selected through stratified random sampling from VIII, IX, and X grades, from three high schools of Mysore City, India. The students were assessed using Crozier's (1995) Shyness Questionnaire and Taylor's Manifest Anxiety Scale (Nataraj& Nataraj, 1993). Results revealed that high levels of anxiety. And contradictorily shyness did not influence the academic achievement of the student Boys' and girls' were found to have equal level of shyness. Remedial measures for reducing shyness have been suggested.

Irving, LE, et.al, [2019]⁸ were conducted a study on 139 children (aged 6–12 yrs.) completed an anxiety scale and a personality scale measuring shyness. A significant correlation between shyness and anxiety was found, and this correlation was larger for the older children. It is important for teachers to identify shy children and help alleviate their fears in peer interactions. (PsycINFO Database Record (c) 2019 APA, all rights reserved).

Van ameringen, et.al, [1998]⁹ were conducted a study on Behavioral inhibition to the unfamiliar is a temperamental construct that refers to a characteristic propensity to react to both social and nonsocial novelty with inhibition. In contrast, shyness refers to feelings of discomfort in social situations but not nonsocial situations. Both shyness and behavioral inhibition are associated with anxiety disorders in children and adults. The current study compared the role of social and nonsocial inhibition in predicting anxiety disorder symptomatology. 225 patients at a university affiliated Anxiety Disorders Clinic completed several psychometric measures including the Retrospective Self-Report of Behavioral Inhibition (RSRI; J. S. Reznick et al, see record 1993-00098-001) and the Revised Shyness Scale (J. M. Cheek and L. A. Melchoir,1990). The RSRI has 2 replicable factors: social fears and general fearfulness. The social fears factor shows a stronger pattern of relationships to clinically relevant variables such as self-reports of symptomatology, social adjustment, and disability. Social rather than nonsocial, fearfulness may account for the relationship between behavioral inhibition and anxiety disorder symptomatology. A rotated factor matrix of principal-axis factor analysis is appended. (PsycINFO Database Record (c) 2016 APA, all rights reserved).

Asterios patsiaouras, at.al, [2017]¹⁰ were conducted a study to examine possible correlations and differences of personality and trait anxiety between male and female volleyball players. Methods. The sample consisted of 79 Division A & C volleyball athletes (35 men and 44 women). Personality factors were investigated with the use of IPIP (International Personality Item Pool), whereas for trait anxiety the STAI - X2 (State - Trait Anxiety Inventory) questionnaire was used. Results. Statistically important differences were noticed between male and female volleyball players regarding the factors of extraversion, agreeableness, and emotional stability. In the remainder examined factors, that is, trait anxiety, consciousness and intellectual ability-imagination, no statistically important differences were noticed. A differentiation was also noticed regarding the relationship of factors when gender was selected as a criterion. Conclusion. The results reveal that male athletes were influenced to a different degree on personality factors as compared to female athletes. Further research is needed to investigate differences between the two genders by using sample from other team and individual sports.

Kanzah chisht, et.al, [2018]¹¹ were conducted a study to examine the relationship between shyness and academic achievement among adolescents. It was assumed that there would be a significant relationship between shyness and academic achievement in adolescents. In order to empirically test the variables, the 13-Item revised version of Cheek and Buss Shyness Scale (RCBS; Cheek & Melchior, 1990) was employed for measuring shyness and for academic achievement of students, their percentage from the previous year was used. The sample of N = 200 (Male n = 100 & Female n = 100) was taken from Grade VI-X from private schools of Karachi, Pakistan. The participants belonged to 12 to 16 years old age group. The results indicated that there is a significant negative

relationship between shyness and academic achievement ($r=0.38$, $p=0.01$). The implication of the current study highlights the needs for nurturing shy students to increase academic achievement.

Marita scealy, et.al, [2002]¹² were conducted a study on Internet has the potential to empower or isolate. Shyness and anxiety may potentially in- fluency the extent to which people avail themselves of Internet services such as email, chat rooms, information searches, entertainment, and commerce. To understand how personality moderates Internet usage, 177 participants completed an Internet Use Survey, the Social Reti- cence Scale, and a Trait Anxiety Inventory. Shyness, anxiety, gender, and academic achieve- ment were employed within separate multiple regressions to predict forms of Internet usage. The use of email and chat-rooms was not related to shyness or anxiety, suggesting that shy- ness or anxiety does not pose an obstacle to these Internet applications. Males were more likely to use the Internet for downloading entertainment. Shy males were more likely to use the Internet for recreation/leisure searches. Highly educated males were more likely to use the Internet for banking and paying bills. Although shyness or anxiety does not seem to modify the communicative functions of the Internet, it may influence people's use of other recreational applications.

Rajinder Singh Koura, et.al, ¹³ were conducted a study on Anxiety is an unpleasant feeling of worry, nervousness, discomfort, and unease. Though it may be normal to experience anxietynce in a while, foo Minch of it can definitely affect one's behavior and productivity. Perplewiur are always having anxiety attacks worry too much that it affects the inactive of their whole day activity. ALLETE's are not spared of anxiety and just like unyansiety attack: it greatly effects physical and sports performance. Sports and anxiety is always related. The competition in sport giver an athlete to adrenalin to pesh himself to the win. However, it is also very likely that negative thoughts find its way to the brain which affects' the othlete'sactiviry and performance.

Satinder kumar, [2018]¹⁴ was conducted a study was to find out the difference between Basketball and Football players on the variable Shyness. A total of 40 male inter-college level subjects were selected from the various colleges of Guru Nanak Dev. University, Amritsar. Passion was assessed by using Passion questionnaire developed by Md. Rafi (2002). Data was analyzed by applying unpaired t-test. Significant differences were found between the two groups and it was found that Basketballs were shyer than Football players.

Jens b. asendorpf, et.al,[1989]¹⁵ were conducted a study suggests that the presence of mangers and the anticipation of social evaluation induce state shyness independently of each other and do not interact with trait shyness. This independence was found for 3 different methods of assessing state shyness in real dyadic interaction. Behaviorally, shyness toward strangers, but not evaluative shyness, was indicated by a closed body posture; evaluative shyness, but not shyness toward strangers, was indicated by blushing. Ss' free verbal descriptions of their emotions and cognitions obtained during the vide reconstruction of the shyness-inducing situations revealed that they were less aware of fear of strangers than of fear of social evaluation. These results and developmental considerations suggest that state shyness can be reconstructed as a final common pathway for at least 2 different kinds of inhibitory processes and that trait shyness among adults involves a particular susceptibility to both kinds

of inhibition. This view of shyness is related to Gray's (1982) concept of inhibition and to the self-presentational approach to social anxiety by Schlenker and Leafy (1982).

Chavira da, et.al,[2002]¹⁶ were conducted to know the relationship between shyness and social phobia can be clarified by assessing rates of social phobia in highly shy and normative samples. In the present study, 2202 participants were screened and categorized on a shyness scale as highly shy (90th percentile) or "normatively" shy (40-60th percentile). The Composite International Diagnostic Interview and the Structured Clinical Interview for DSM-IV Axis II Personality Disorders (SCID-II; Avoidant Personality Disorder module) were used to assign clinical diagnoses. Approximately 49% of individuals in the highly shy group had a social phobia diagnosis compared to 18% in the normatively shy group. Significantly more generalized social phobia (36% vs. 4%) and avoidant personality disorder (14% vs. 4%) diagnoses were present in the highly shy group compared to the normatively shy group. Equal rates of no generalized social phobia (i.e., 14% vs. 14%) were present in the highly shy and the normatively shy comparison group. Findings suggest that shyness and social phobia (especially the generalized type) are related constructs but not completely synonymous; an individual can be extremely shy yet not have a social phobia diagnosis.

Faiza Mohammed ateeq, et.al, [2016]¹⁷ were conducted a study was to study the relationship between psychological skills and sport anxiety among university student athletes in the Republic of Yemen. To achieve this, 397 male and female student athletes by the age between 18- > 27 have been selected. In this study, demographic information, based on 64-items test of performance strategies (TOPS) and 21-items sport anxiety scale (SAS) were adopted to test psychological skills and sport anxiety, respectively. The method of this study was descriptive-correlation, which was carried out by collecting data by TOPS and SAS questionnaires. The statistical analyses were conducted using descriptive statistics, Pearson's correlation coefficient. The level of significance was set at 0.05 in order to check the significance of the calculated correlation. The results showed that psychological skills were negatively correlated with sport anxiety ($r = -.444^{**}$, $p < 0.01$). Likewise, psychological skills were negatively correlated with worry ($r = -.344$, $p < 0.01$), concentration disruption ($r = -.371^{**}$, $p < 0.01$), and somatic anxiety ($r = 0.429^{**}$, $p = < 0.01$).significance at 0.05. The results revealed that anxiety level showed significant difference for the three ball games. The anxiety level for players of football was found to be highest among others ($F=31.97$, $p<0.05$). This implies that football game by its very nature is anxiety –inducing. This necessitates the need for anxiety alleviation intervention before the tournament for successful performance and achievement in the competition.

Basanti bamaniya, [2017]¹⁸ was conducted the purpose of the study was to analyze and compare the sports competition anxiety among players in the state of Madhya Pradesh (MP). The sample of this study for seventy-five ($N = 75$) was taken by Female players for various sports (Kho-Kho, Kabddi and Hockey). Twenty-Five (25) subjects in each game and age range of subjects aged 18 to 28 in Madhya Pradesh (MP) State players India as a subject with simple random sampling have been selected availability. Sports Competition Anxiety questionnaire (SCAT) was used for this study, Martens et al., 1990) to measure sports anxiety competition. Way ANOVA (variance analysis) was used to (LSD) POST HOC TEST to analyze and compare the level of anxiety sports

competition among players in the state of Madhya Pradesh (MP). The significant level was set at 0.05 the results indicated that there were significant differences found in Madhya Pradesh (MP) state female players of various sports (Kho-Kho, Kabddi and hockey).

Tangarani, [2016]¹⁹ was conducted a study to comparing the anxiety level among female intercollegiate Kho-Kho, Kabaddi and Softball players. Anxiety is one of the greatest problems of modern trends in scientific knowledge. Cultural conflicts, economic and industrialization add to the problem of woman, thus increasing the anxiety level. Anxiety is one of the most common deterrents to good performance. At worst, the effects of anxiety gets the individual so tied up in knots and at its best anxiety subtly improves performance by making the individual alert. The over anxious individual has a high level of cerebral and emotional activity with neuromuscular tension that many eventually lead the individual to the exhaustion stage and perhaps to psychosomatic disorders. The lowering of anxiety may be caused due to regular participation in games and sports, the success, the increase in physical fitness, motor fitness, skills and tactics. The analysis is made with the help of both primary sources through structured questionnaire and secondary sources through books, journals and internet and interpreting collected data through ANOVA technique. Further, this paper also covers types of anxiety, role of sports in maintaining mental health and techniques to reduce anxiety level among female players. Finally, it gives affordable solution and conclusion for maintaining physical fitness.

Ayesha Manzoor, Kiran, et.al, [2016]²⁰ were conducted a study to know the relationship between levels of shyness among the adolescents (13-18 years) of public and private schools were investigated in the present study. 120 students studying in different grades from public and private schools in Islamabad (Pakistan) were selected by Random sampling technique. It was hypothesized that levels of shyness among the adolescents of private and public school is different. To measure the levels of shyness, the McCroskey Shyness scale was administered on the sample. Data was analysed by applying t-test for independent samples and hypothesis was not supported because there is no significant difference found between levels of shyness among the public and private schools adolescents. The research presents evidence that there is no impact of schooling system on shyness levels of adolescents but shy adolescents are less likely to participate in communication and classroom activities or ask questions when they need help with schoolwork. They greatly suffer from social anxiety.

Yuya maruo et, et.al, [2018]²¹ were conducted a study to Previous findings have reported that track and field athletes may monitor and utilize internal information, including anxiety level, suggesting that the ability to inwardly monitor one's own functioning and utilize anxiety are required to achieve superior performance. Performance monitoring has been investigated using two event-related potential components; the error (-related) negativity (Ne/ERN) and error positivity (Pe). It is unknown whether performance monitoring differs among various types of athletes. It has also been reported that Ne/ERN amplitude is increased in individuals who are more anxious and the prevalence and effect of anxiety also differs among various types of athletes. In this study, we recorded both Ne/ERN and Pe from long-distance runners (n = 24) and sprinters (n = 24) while they were performing a spatial Stroop task under motivation and no motivation conditions. We also collected scores on the

Sport Competitive Anxiety Test (SCAT). Mean error rate on incongruent trials was lower in the motivation condition than in the no motivation condition. There was neither group effect, nor condition effect found in Ne/ERN amplitude. However, for the long-distance runners, Pe amplitude was larger in the motivation condition than in the no motivation condition. We also investigated the relationships between Ne/ERNs and individual differences in performance anxiety using the SCAT. A multiple linear regression analysis in the motivation condition revealed an interaction between type of runner and SCAT scores, indicating that long-distance runners with higher SCAT scores showed larger Ne/ERN amplitudes whereas the sprinters with high SCAT scores tended to exhibit smaller Ne/ERN amplitudes. Our findings provide further evidence that performance monitoring differs across various types of athletes.

Charity, M. Walker,²² was conducted a study to Previous findings have reported Shyness is associated with several emotional, social, and academic problems. While there are multiple difficulties that often accompany shyness, there appear to be some factors that can moderate negative effects of shyness. Research has demonstrated that certain parenting factors affect the adjustment of shy children in early childhood, but there is minimal research illuminating the effect of parenting factors in older age groups. The first purpose of this study was to examine relationships between shyness and loneliness, social anxiety, and school liking. The second purpose was to investigate whether the quality of the relationship between a parent and a 10- to 15-year-olds child influences the amount of loneliness or social anxiety a shy child experiences or how the child feels about school. Parent-child dyads served as participants and were recruited from public and private middle schools and church youth groups in Colorado and Indiana. Child participants completed several self-report surveys regarding their relationship with a parent, shyness, loneliness, social anxiety, and their attitude toward school. Parents completed a survey about their relationship with their child and responded to questions related to their perceptions of their child's shyness. Data was analyzed with a series of correlation and regression analyses. Greater degrees of self-reported shyness were found to be associated with higher levels of loneliness and social anxiety and less positive feelings about school. Due to a problem with multicollinearity during data analysis, this study was not able to explore the effect of the parent-child relationship quality on the associations between shyness and adjustment factors. Overall, these findings imply that shyness remains an important issue as children approach adolescence. Further research is needed to continue learning about the potential importance of parent-child interactions in reducing maladjustment for shy children during late childhood.

Urška dobersek,²³ was conducted a study to Previous findings have reported Participation in sport and exercise has positive impacts on quality of life. For example, collegiate sport participation provides opportunities for social interactions, which have potential to affect self-esteem and shyness. The purpose of the present study was to examine self-esteem and shyness in athletic and nonathletic student populations. One hundred ninety-six undergraduate participants (*athletes* = 128, *non-athletes* = 68) at a university in southeast U.S. completed a demographic questionnaire, the Rosenberg Self-Esteem scale, and the Shyness Scale. Our results aligned with the previous research demonstrating that athletes scored higher on self-esteem and lower on shyness compared to

non-athletes. A simple linear regression analysis revealed a significant negative relationship between shyness and self-esteem. Potential reasons for the findings and implications for research are discussed.

Lancy D'Souza, ²⁴ was conducted a study to know the relationship between shyness and various areas of adjustment of college students. A total of 160 subjects were selected through stratified random sampling from the various degree classes of different faculties of Maharaja's College of Mysore city. Out of 160 subjects 126 were men and 34 were women. They were assessed using Shyness Questionnaire (Crozier, 1995) and Adjustment Inventory for College Students (Sinha & Singh, 1995). One-way ANOVA was employed to find out the significance of difference between students belonging to low, medium and high levels of shyness in different areas of adjustment and total adjustment. Results revealed

That shyness has got no differential effect on educational adjustment of the students. There is a significant linear increase in the home, health, social, emotional and total maladjustment as the level of shyness increased. Higher the shyness more was the maladjustment in home, health, social and emotional adjustments in the college students. In addition, treatment aspects of shyness are discussed

Michael J. Panza, ²⁵ was conducted a study on Sport may protect against symptoms of mental disorders that are increasingly prevalent among adolescents. This systematic review explores the relationship between adolescent organized sport participation and self-reported symptoms of anxiety and depression. From 9,955 records screened, 29 unique articles were selected that included 61 effect sizes and 122,056 participants.

Effects were clustered into four categories based on the operationalization of sport involvement: absence or presence of involvement, frequency of involvement, volume of involvement, and duration of participation. Results from the random-effects

Meta-analyses indicated that symptoms of anxiety and depression were significantly lower among sport-involved adolescents than in those not involved in sport, although this effect size was small in magnitude. Meta-regression was used to identify how

Age and sex explained heterogeneity in effects. Although these results do not signify a causal effect, they do support theorizing that sport participation during adolescence may be a protective environment against anxiety and depressive symptoms

Aneesh rajappan, et.al, [2016]²⁶ were conducted a study to Long distance runner of Kerala state. To achieve this purpose, one hundred and twenty (N=120) male athletes who had participated in the Inter–University athletic meet during the year 2014–15 were selected randomly from each category of sprinters, jumpers, throwers and Long distance runner thus a total of 120 athletes from all the University in Kerala State. The athlete's age ranged between 18 and 24 years. The study was restricted to Psychological Variable such as Anxiety. Anxiety of the players was assessed by using the SCAT Questionnaire. The experimental design for the study was static group comparison design. One–way Analysis of variance (ANOVA) was used to find out the difference among the University sprinters, jumpers, throwers and long distance runners on the selected variables. As the obtained F–ratio was significant, the Schiff's test was used as a post–hoc test to find out the significant difference between

each cell. There was a significant difference among sprinters, jumpers, throwers and long distance runner on the selected psychological variable such as Anxiety. Further the results showed in anxiety sprinters have higher anxiety when compared to jumpers, throwers and long distance runners.

Humming zhang, et.al, [2012]²⁷ were conducted a study to know the relationship between anxiety and depression in pain patients has not been clarified comprehensively. Previous research has identified a common factor in anxiety and depression, which may explain why depression and anxiety are strongly correlated. However, the specific clinical features of anxiety and depression seem to pull in opposite directions. The purpose of this study is to develop a statistical model of depression and anxiety, based on data from pain patients using Hospital Anxiety and Depression Scale. This model should account for the positive correlation between depression and anxiety in terms of a general factor and also demonstrate a latent negative correlation between the specific factors underlying depression and anxiety. The anxiety and depression symptoms of pain patients were evaluated using the HADS and the severity of their sprain was assessed with the visual analogue scale. We developed a hierarchical model of the data using an IRT method called bifactor analysis. In addition, we tested this hierarchical model with model fit comparisons with one-dimensional, dimensional, and tridimensional models. The correlations among anxiety, depression, and pain severity were compared, based on both the dimensional model and our hierarchical model the dimensional model analysis found that there was a large positive correlation between anxiety and depression and both scores were significantly positively correlated with pain severity. After extracting general factor of distress using bifactor analysis, the specific factors underlying anxiety and depression were weakly but significantly negatively correlated and only the general factor was significantly correlated with pain severity. Compared with the three first-order models, the bi factor hierarchical model had the best model fit. Our results support the hypothesis that apart from distress, anxiety and depression are inversely correlated. This finding has not been convincingly demonstrated in previous research.

Devdeep chakravarthi, et.al, [2016]²⁸ were conducted a study to determine the relationship of emotional intelligence with social physique anxiety and performance of sprinters. It compared the emotional intelligence and social physique anxiety between high performance and low performance sprinters. The study was conducted with of 23 sprinters, including the high performers (N1=8) and low performers (N2=15) belonging to All India Interuniversity. To determine the relationship of emotional intelligence with social physique anxiety and performance, the product moment method of correlation was used, and to test the difference of significance between two groups independent 't' test was used. The results revealed that all the components of emotional intelligence have negative insignificant relationship with social physique anxiety and competition performance among sprinters. The findings further showed that high performance sprinters were more emotionally intelligent with less social physique anxiety than low performance sprinters.

Subhabrata kar, [2013]²⁹ was conducted a study on an all athletes experience the anxious thoughts that so frequently occur in response to stress. Throughout the course of one's career, however, the sources of stress and the kinds of anxious thoughts experienced change. The increased stress of competitions can cause athletes to react both physically and mentally in a manner which can negatively affect their performance abilities. Subjects: 55

male and female college going track and field athletes were selected from 120 population of Nadia & Murshidabad district of Bengal of age group 22-25. The athletes had an average of 3 years participation experience in district, state or university level track & field competitions. Among the 55 athletes 20 were sprinters and jumpers or both (SJG), which consisted with 12 male and 8 female athletes; 20 were long distance runners (LDG), which consisted with 12 male and 8 female athletes and 15 were middle distance runners (MDG), which consisted with 10 male and five female athletes Procedure: To measure competition related anxiety of the athletes Sport Competition Anxiety Test (SCAT, developed by Rainer Martens in 1977) was introduced. Then each athlete's composite score (CS) was found. Then that score was analyzed according to SCAT score analysis norms. The results were prepared mainly according to Mean Composite Score (MCS) of three groups and ANOVA. While considering MCS, SJG showed average level of competition anxiety (CA) with mean & SD as 21.748 ± 2.643 where female sprinters showed on average high CA in comparison to boys. In case of MDG, the overall mean CA level was found average (23 ± 2.221), but girls showed high level of CA (25 ± 0.632) in comparison to all groups. On other hand, LDG showed, on average, low level of CA, i.e. overall mean and SD as 16.95 ± 1.564 . One way ANOVA showed significant difference between three groups in respect of SCAT composite score of the subjects of three groups. Post hoc test showed no significant difference between SJG and MDG. It was also found that, the CA of athletes was influenced by the increase of number of participation years and the level of participation. in the present study SCAT was used to find out the anxiety level of college athletes in intercollegiate and university level track and field competitions. The long distance runners showed low level of CA in comparison to sprint-jumping and middle-distance athletes.. It may be concluded that the anxiety level of athletes was increased with level of participation as well as decreased with increment of participation year in sports.

Behroz khodayari, et.al, [2011]³⁰ was conducted a study of the aim of this study was Comparison relation between mental skills with sport anxiety in sprint and endurance runners. Research method is descriptive. Competition anxiety questionnaire (Martinez ad et all, 1990) and Mental skills criteria (Smith, 1995) was used as measurement Instruments. 72 endurance runners and 72 sprint runners selected as sample for take a part in this research. After data collection, quantitative data were analyzed by using descriptive statistics and correlation analysis on SPSS 16.0. Research findings showed that there are significant relationship between mental skills with Somatic state anxiety, cognitive state anxiety and sport self-confidence ($P < 0.05$). Also there are no significant differences between sprint and endurance runners in Somatic and cognitive state anxiety ($P > 0.05$).

Dheeraj sangwan, [2016]³¹ was conducted a study on Self-concept is a multidimensional construct that refers to an individual's perception of self in relation to any number of characteristics, such as academics, gender roles, racial identity etc. The self-concept is an internal model which comprises self-assessments. Anxiety is a psychological and physiological state characterized by somatic, emotional, cognitive and behavioral components. Anxiety invokes a feeling of fear or a perception of threat and which may be specific to and particular situation. The Purpose of the present study is to find out the Self-concept and anxiety among Sprinters and Jumpers of M.D. University, Rohtak. The sample for the present study is Thirty Male Sprinters and Thirty Male Jumpers those who have participated in the M.D. University Inter College Athletics Championships during the year 2015-16.

R.K. Sara swath Self Concept Questionnaire and Sinha's Comprehensive Anxiety Test are used in the study. Each of the two instruments was administered individuals as well as a small group. Prior to administration of test through informal talk was explained the subjects procedures of the tests. This study shows that Sprinters are having high self-concept and low anxiety compare to Jumpers. It is concluded that that Sprinters are having the good self-concept and less anxiety to achieve the high level of performance.

Marco rathschlag, et.al, [2015]³² were conducted a study to examine the effects of self-generated emotions on sprinting times within the frameworks of Lazarus's (1991b, 2000b) cognitive-motivational relational theory and Frederickson's (2001) broaden-and-build theory. Using self-generated emotions as an emotion induction method, 44 participants were asked to recall personal emotional episodes before sprinting and all participants took part in 3 emotion induction conditions: happiness, anxiety, and an emotion-neutral state. The results of 2 experiments indicated that the performance in the happiness condition was significantly greater compared to the anxiety condition and the emotion-neutral condition.

Jiwei Yao, et.al, [2013]³³ were conducted a study to study the correlation between sprinters' pre-competition anxiety and their competition performance is of great significance in predicting athletes' performance under difference anxiety state. Sprint is an important sporting event in track and field competition, in which, athletes' pre-competition anxiety will greatly affect them in bringing into play their competence, which will then influence their final performance in the competition. . After having analyzed domestic and foreign research achievements related with sport anxiety and sport performance, the study further applied CSAI-2 (1994) questionnaire to investigate athletes' anxiety in sprint competition of a university sports meeting in Changsha. Moreover, based on neural network model, the study also constructed related models concerning athletes' pre-competition anxiety and their competition performance. In addition, related curves concerning athletes' pre-competition anxiety and specific performance are also formulated.

Upma bhagat, et.al, [2016]³⁴ were conducted a study to Estimation of Competitive State Anxiety among Sprinters, Jumpers and Throwers inter- university female athletes. For achieving the purpose of the study, data was collected on total 60 female athletes Sprinters: 20, Jumpers: 20 and Throwers: 20 were recruited as subject. The age of all players range between 18 to 25 years. To check Pre-competitive anxiety of recruited subjects, The Competitive State Anxiety Inventory 2 (CSAI-2) Martens, Vealey, and Burton (1990) questionnaire was used. The questionnaire consisting of 3 dimensions: Cognitive Anxiety, Somatic Anxiety and Self-confidence. This study shows that Anxiety is required to measure the performance during competition. The Statistical Package for the Social Sciences (SPSS) version 16.0 was used for all analysis. The differences in the mean of each group for selected variable were tested for the significance of difference by One-way Analysis of Variance (ANOVA). For further analysis Post-Hoc Test (LSD Test) was applied. In all the analyses, the 5% critical level ($p < 0.05$) was considered to indicate statistical significance. The result shows that statistically significant differences were found with regard to Somatic state anxiety among Sprinters, Jumpers and Throwers inter- university female athletes.

Biswabandhu nayak, et.al, [2013]³⁵ were conducted a study to find out pre-competition anxiety between national and state level women athletes. Due to the fact that during competition athletes' mental state greatly affects their stamina explosion, which finally influence the result of final competition. Anxiety in sports is considered as an important issue for many athletes. It refers to a sort of nervous and fear emotion formed by frustration of self-esteem and self- confidence, or increasing of the sense of failure and guilty, which is resulted by the threat from being unable to achieve goals or to overcome obstacles at the right time. For the purpose of the study the subjects were selected randomly from 63rd State Athletic Championships of West Bengal to measure the pre-competition anxiety by a questionnaire Sport Competition Anxiety Test (SCAT) developed by Rainer Marten. 25 national level and 25 state level women athletes selected randomly from the said Athletic Championships. To find out pre-competition anxiety between national level and state level women athletes test was applied. The result showed that there was significant difference on pre-competition anxiety between national level and state level women athletes. The national level women athletes had less pre-competition anxiety than the state level women athletes.

Samuel M. turnerruth, [1990]³⁶ was conducted a study on characteristics of social phobia and shyness were compared on six dimensions: somatic features, cognitive characteristics, behavioral responses, daily functioning, clinical course, and onset characteristics. The results revealed that shyness and social phobia have a number of similar features. However, as currently conceptualized, the two syndromes differ in a number of important aspects as well. Definitive distinctions are hampered by the lack of empirical studies directing comparing the two conditions and by the heterogeneity of the shy population. Recommendations for clarifying some of the ambiguities are made.

Alyona I Grushko, et.al, [2016]³⁷ were conducted a study on psychology of football players to know the effect of motivation, imagery skills and trait and state anxiety contributes to sport experience of athletes. 162 male football (soccer) players, mean age=16, 93±3, 93 yrs. participated in the research. According to the results, professional athletes outperform other groups of footballers in frequency of imagery use in sport: mostly in cognitive-specific imagery and cognitive general imagery. The professional footballers in comparison with less experienced football players are more intrinsically motivated to experience emotional stimulation in sport and to know new methods and techniques to enhance sport performance.

Zafar Iqbal butt, et.al, [2015]³⁸ were conducted a study to find out Anxiety is a psychological concept which remains under consideration of the performers and coaches simultaneously. Practitioners though amateur and professionals those who are found involved in sports are essentially required to be well of aware of anxiety related symptoms, so as to overcome with the personal efforts. Once awareness is developed it becomes prudent to deal with anxiety and its allied issues. Athletics are very common parts of sports and are commonly and regularly conducted to keep the students active participative and courageous to be competitive and if possible become the part of institution team. Though it is expected that the participation in sports should be expertise based to avoid injuries but at the school and university level it goes beyond it and the non-professionals participate of their own without the evident consequences. It is not only the beginners but the professional do come across certain types

of anxiety especially in athletics. Statistical analysis shows that Majority of the athlete's feel lack of confidence before competition and they feel worry about criticism on their performance.

Jessica Hess, [2014]³⁹ was conducted a study to fill that gap by surveying high school students in grades 9-12, to determine prevalence of anxiety A wide range of individuals experience some form of anxiety. Literature surrounding the topic of anxiety, specifically prevalence, the relation of anxiety and age, the implications of anxiety, and the importance of the school setting and interventions has been reviewed. Anxiety has implications for students in academic, personal, and social areas of life. The changes in anxiety have been studied among children and in various ways. Few studies have looked specifically at the changes in anxiety levels that happen within the high school years. Based on the results, suggestions for school interventions are made.

MuazzamaAbidi, [2012]⁴⁰ was conducted the present study explores the effects of shyness on the adjustment of high school children. The findings of the study can be applied in educational settings. It can be support for teachers to understand the phenomenon among students which create adjustment problems. For this purpose, two scales were used i.e., Shyness Questionnaire for measuring Shyness level and Bell Adjustment inventory (Bell, 1934) for measuring different types of adjustment. Shyness questionnaire was in Urdu whereas Bell Adjustment Inventory was in English and both had highly satisfactory reliability. There were 150 school children and the age range was 13-15years. There were 75 girls and 75 boys in the present study. The main hypothesis of the present study was that shyness has no differential effect on home and health adjustment but there was significance linear increase in social and emotional adjustment. Results also support this hypothesis that shyness has no effects on home and health adjustment but effects social and emotional adjustment of school children. Other hypothesis proved that girls are shy as compared to boys and nuclear family children are shy as compared to extended family system children.

METHODOLOGY

The main purpose of the present investigation topic is the selection of subject's samples for the study. Selection of variables general procedure of the test administration Collection of data scoring design of the study and statistical procedure employed for Analysis of data have been described.

3.1 SUBJECT:

The subjects for the present investigation were High School sports participating girls there who were participant in the High School taluk district state national level sports competition girls.

3.2 SELECTIONS OF SAMPLE AND SIZE:

The samples of the present study were high school girls. Sports participating .the researcher was purposively drawn 200 subject among 500 students from various high schools (10 schools) of K R Pete, these who were sports

participated in different level of school sports competition. Then the investigator randomly selected fifty (N-50) samples following in the age group of 14-16 years in the years of 2020-21 academic.

3.3 SELECTIONS OF VARIABLES:

Table .2 shows that the List of study variables and Test name

Sl. No	Variable	Test name	Criterion Measures
01	Shyness	Shyness Assessment Test (SAT),(D'Souza)	Points
02	Anxiety	Sports Competition Anxiety Test (SCAT),(Martens R)	Points

The researcher was selected the psychological variables such as shyness and anxiety which are negative types of psychological variables on basis of various related literature search.

3.4 ADMINISTRATION OF THE SELECTED PSYCHOLOGICAL TRAITS TEST

To collect necessary data pertaining to the present study, the following measurements of the selected Subject will take and the follow tests will be administered by the investigators. All the subjects were briefed about the purpose and importance of the investigation, before the Subject has administered different test. The test items will have explained and demonstrated to the selected subjects by the investigator himself, and the subject has oriented to the ways of performing test items. Administration of the test items and recording of measurements will be done by the investigator himself Along with his class mates who were oriented to the ways of test administration scoring and recording.

3.5 TOOLS

- Shyness assessment test (SAT) questionnaire by D'Souza (2006).
- Sports competition anxiety test (SCAT) questionnaires by Martens r.et al.

3.6 .1 SHYNESS ASSESSMENT TEST

- **Tool:** - shyness assessment test (SAT) questionnaire by D'Souza (2006).
- **Purpose:-**The purpose of test is to measure the shyness level.

3.6 .2 PROCEDURE OF TEST

Shyness assessment test or (SAT) was developed by D'Souza (2006), of maharaja's college, University of Mysore.

3.6 .3 DESCRIPATION OF THE QUESTIONARIES

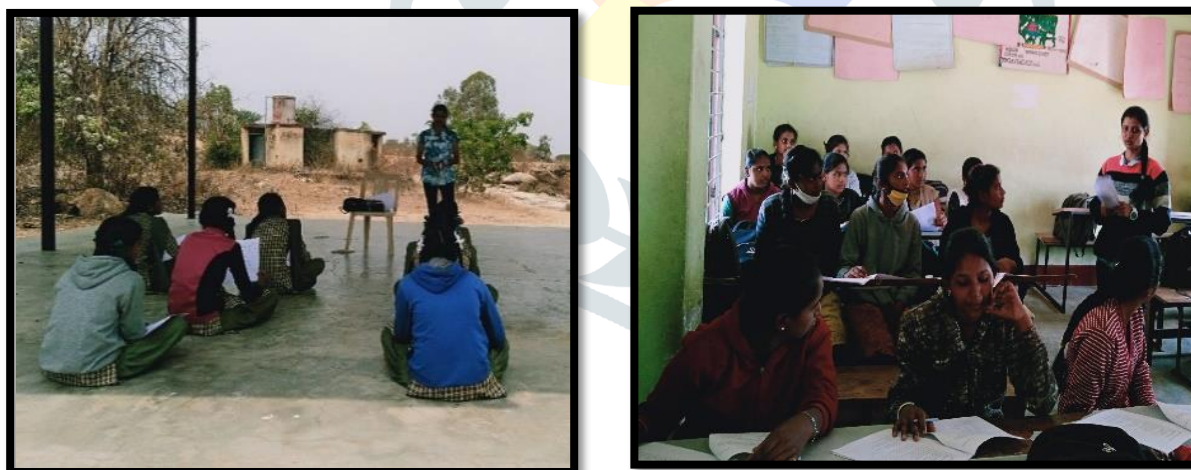
By analyzing a players response to a series of statements about how she/he feels in a competitive situation it is possible to determine their level of shyness test that provides such functionality is the shyness assessment test

(SAT). In total shyness assessment has 54 items. The subject has to indicate his/her response by marking one of the response- YES/NO/CAN'T say. The items in in the shyness assessment test relate to three domains of shyness; they are cognitive/Affective domain-consisting of 32 items, physiological domain (11 items), and action oriented domain which has 11 items. On the whole the reliability coefficient of the scale was found through Cranach alpha. Cranach alpha for the scale was found to be 0.7119, which was found through SPSS Program. The SAT had sufficient validity also.

3.6.4 ADMINISTRATION PROCEDURE OF QUESTIONARIES:

The tests were administered to the children in groups of 5-6 subjects per group. Data collection was done in a sessions and session lasted for about 30-40 minutes. In a session, rapport was established with the children and they were asked to introduce themselves. During the interaction with the teachers active co-operation from the respective class teachers sought to get more conducive environment with the children. The children were then they were administered the Shyness questionnaire. They were given appropriate instructions and the questions were read out to them. They were asked to indicate their responses in the respective sheets given to them. Whenever they had doubt in understanding questions, the test administrator made those questions very clear to them in their local language and helped them to tick or answer at appropriate place with the help their class teacher. Then the data was scored and statistically analyzed by using descriptive and t test.

ILLUSTRATION 1



3.6.5 SCORING:-

The questionnaire requires the subjects to respond by marking Yes/No/can't say. For scoring items, responses scored 2 for yes, 1 for can't say, and 0 for No for positively worded items and scoring was reversed for negative items. In SAT scoring, high scores are indicative of high level of shyness and low score are indicative of low levels of shyness. Subjects can be classified in to three levels of shyness-high, medium and low based on the scores obtained by the individual. The individual scores for all the statements were cumulated and if the subject scored 81 and above he/she is considered as having high levels of Shyness.

3.7 SPORTS COMPETATION ANXIETY TEST

- **Tool:** - Sports competition anxiety test (SCAT) questionnaires by Martens r.et al
- **Purpose:-**The purpose of test is to measure the sport competition anxiety level.

3.7.1 DESCRIPATION OF THE QUESTIONARIES

Sports competition anxiety test (SCAT) was assessed by sports made by Martens r.et al (1990) competitive anxiety in sports leads human kinetics By analyzing a player's response to a series of statements about how she/he feels in a competitive situation it is possible to determine their level of anxiety A test that provides such functionality is the sports competition anxiety test (SCAT). The questionnaire has 15 items for each item in the questionnaires, one of the three responses are possible: Hardly/Sometime/ Often .the 10 test items are 2,3,5,6,8,9,11,12,14,and 15. The spurious item: 1, 4, 7,10and 13are not scored. Items 2, 3, 5, 6, 8, 9, 11, 12, 14, and 15 are worded and are scored as according to following key. a) Hardly -1 b) Sometime -2 3) Often -3

3.7.2 ADMINISTRATION PROCEDUREOF QUESTIONARIES

The tests were administered to the children in groups of 5-6 subjects per group. Data collection was done in a sessions and session lasted for about 30-40 minutes. In a session, report was established with the children and they were asked to introduce themselves. During the interaction with the teachers active co-operation from the respective class teachers sought to get more conducive environment with the children. The children were then they were administered the anxiety questionnaire. The researcher was instructed explained and the test protocol to the players, that Read each statement below, decide if you "Rarely" "Sometimes" or "often" fell this way when competing in your sport and tick the appropriate box to indicate your response, The students responds to the 15 questions on the questionnaire determines and below no time limit, They were given appropriate instructions and the questions were read out to them. They were asked to indicate their responses in the respective sheets given to them. Whenever they had doubt in understanding questions, the test administrator made those questions very clear to them in their local language and helped them to tick or answer at appropriate place with the help their class teacher. The assistant determines and records the player's SCAT score then the data was scored and statistically analyzed by using descriptive and t test.

ILLUSTRATION 2



3.7.3 SCORING: -

The score for the response to each question is detailed below. Enter the score for each question in the "players score" column and then total the column up to provide a SCAT score. Note that question 1, 4,7,10 and 13 score zero regardless of the response.

3.8 COLLECTION OF THE DATA

The purpose of the present study the researcher was selected the samples from various high school in K R Pete taluk. The researcher has visited various high school and take the permission offer convinced his purpose of collecting the data. Then, the researcher was randomly selected the samples with assistance of physical education directors after their permission researcher started to measure the psychological traits (SAT AND SCAT questionnaires) and then the researcher has distributed the anxiety and shyness questionnaire to all individual as well as in group of about so samples. The subject were selected comfortably at some distance from each other that every subjects can clearly hear that testers voice .finally the researcher collected all the responses from complication of the questionnaire.

3.9 DESIGN OF THE STUDY AND STATISTICAL PROCEDURE

The present study is design to be a status study of the analysis of selected psychological variables such as anxiety and shyness of sports participation girls. The Correlation coefficient statistical techniques were used in order to investigate the relationship between anxiety and shyness. The level of significance will be set at 0.05 level of confidence.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The main purpose of the present study is to analyse the anxiety and shyness in sports participation high school girls in K R Pete taluk. In this chapter, the detailed regarding summary conclusions and recommendations have been presented. The subjects for the present investigation were High School sports participating girls there who were participant in the High School taluk district state national level sports competition girls. The samples of the present study were high school girls. These who were Sports participating indifferent sports and games. The researcher was purposively drawn 200 subject among 500 students from various high schools (10 schools) of K R Pete, there who were sports participated in different level school sports competition. Then the investigator randomly selected fifty (N-50) samples following in the age group of 14-16 years in the years of 2020-21 academic. The researcher was selected the psychological variables such as shyness and anxiety which are negative types of psychological variables and selected the variable assessment tool on the bases of various related literature search according to the. Previous literature review. Find the researcher was selected two research tool that are SAT and SCAT. SAT for assessing the level of shyness by lancy D Souza one who developed the questioner and SCAT for assessing the level of anxiety by Martens', et.al, those who were developed the questioner. Then the researcher was used the systematic procedure to collected the data from the samples. After collection of the data was analyzed through correlation coefficient statistical technique to investigate the relationship between anxiety and shyness, with the level of significant, at 0.05 level of confidence.

CONCLUSION

Based on the statistical analysis following conclusion were draw from the present study,

1. There is non-significant relationship between anxiety and shyness in sports participation high school girls K R Pete taluk.
2. There is higher sample variation was found with the shyness trait than the anxiety trait in sports participation high school girls.
3. There is a significant sample variation between anxiety and shyness trait among sports participation high school girls.

The conclusion of the study is that the anxiety and shyness traits, were not significantly correlated in sports participation high school girls of K R Pete taluk. Even thou, these two variables were positively correlated which is very closer to the not correlation statistical values in this samples of the study.

Finely, the study shows the result that there is a non-significant relationship between anxiety and shyness in the selected samples and the shyness in very high percentage than the anxiety in sports participation high school girls. It shows that both are not associated with each other because of different kinds of nature in it However, the present study. Indicated definite characteristics of selected psychological traits with sports participation high

school girls in K R Pete taluk And it show various related factors have directly and indirectly influenced over character of the anxiety and shyness among sports participation high school girls of K R Pete taluk.

RECOMMENDATIONS

1. Study may be conducted for sports participation girls who study in higher level.
2. Similar studies may be conducted for different sports and games of high school boys and girls students.
3. A simpler studying may be conceded on high school girls with a larger samples Size.
4. There need for future study may be conducted on these selected psychological variables, with other psychological, physiological and etc. to find out the interrelationship with each other.

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