LITERATURE REVIEW:

ABSTRACT: Sports and performance anxiety often go hand-in-hand. Have you ever "choked" during an important sporting event or felt your nerves get in the way of your athletic performance? While many athletes become "pumped up" during competition, when the rush of adrenaline is interpreted as anxiety, and negative thoughts begin to swirl, it can have devastating effects on your ability to perform. Before you learn how to manage the symptoms of anxiety during competitions, it is important to understand the relationship between anxiety and athletic performance.

ABSTRACT: Originally, it was widely believed that the connection between performance and arousal was an uncomplicated Inverted-U (Yerkes and Dodson, 1908), i.e. best performance could be achieved with an average level of arousal. Moreover, if the level of arousal were too low (or too high) poor performance would ensue. However, the Inverted-U Hypothesis was seen by some as being far too simplistic, and a number of researchers began to question its validity. The Multidimensional Theory of Anxiety (Martens et al., 1990), and the Catastrophe Model (Hardy & Fazey, 1987), are the two foremost theories that have emerged in recent years. Despite offering a much-improved explanation of the 'underlying mechanics' of competitive anxiety, both descriptions are fundamentally in conflict with each other, and are not devoid of their respective critics. The aim of the essay is to firstly underline the foundations and basic principles of each of the theories, and secondly, to examine the criticisms that have been levied upon them. Finally, the essay offers conclusions and recommendations as to the future of the most plausible explanation of competitive anxiety in sport.

Abstract: The present study was undertaken to compare the achievement motivation and test anxiety levels between sportsmen and non-sportsmen of Himachal Pradesh University at college level. For this purpose one hundred twenty students (60 sportsmen and 60 non-sportsmen) studying in different colleges affiliated to Himachal Pradesh University, Shimla were randomly selected to act as subjects. The data regarding achievement motivation was collected through Achievement Motivation Scale adopted by Mishra and Srivastva and used Test Anxiety Inventory developed by Sud and Sud for collection of data regarding test Anxiety.

Abstract: The present meta-analytic review aimed to clarify divergent findings concerning the relation between reactive and proactive aggression in children and adolescents. Fifty-one studies with 17,965 participants were included in the analysis. A significant correlation between reactive and proactive aggression was found. The strength of this relation varied considerably between studies, from -.10 to .89. Observational assessment and tilt/noise tasks were associated with smaller correlations than questionnaires. Within the large group of questionnaire studies, studies disentangling the form and function of aggression found lower correlations than studies that did not disentangle form and function. Among questionnaire studies, higher reliability was associated with larger correlations. Effect size did not depend on other study characteristics such as sample type, age, and informant type. It is concluded that reactive and proactive aggression are most clearly distinguished with behavioral observations and questionnaires that unravel form and functions of aggression.
ABSTRACT: Different manifestations of aggression from childhood to early adulthood are reviewed to establish how early manifestations are related to later manifestations. Similarities and differences in manifestations of aggression between the two genders are noted. Developmental sequences and pathways from minor aggression to violence are highlighted. Long-term escalation is contrasted with short-term escalation at older ages. Although studies have emphasized high stability of aggression over time, data show that a substantial proportion of aggressive youth desist over time. Temperamental, emotional, and cognitive aspects of aggression are reviewed, either as precursors or co-occurring conditions to aggression. Selected processes in the realms of the family, peers, and neighborhoods are highlighted that are known to be associated with juvenile aggression. Cumulative, long-term causes are contrasted with short-term causes, and causes associated with desistance in aggression are reviewed.

Abstract: Although there is a growing body of literature on students' transition from middle school to high school, much of the literature fails to take into consideration the distinctive racial and environmental circumstances of African American students. This article reviews literature related to the transitioning of African American students and discusses the unique challenges that African American students experience during adolescence. Counseling interventions are delineated and implications for school counseling professionals also are discussed.

Abstract: This study investigated the implementation of mental training applications with college athletes. The purpose of the experimental study was to examine the effects of an eight-week mental training program on athletes’ anxiety adjustment, stress resistance, cardiovascular regulation, and visualization learning ability in soccer related contests. A total of 56 college soccer players, were randomly assigned to either the experimental or the control group. The athletes completed measurements of cardiovascular activity prior to juggling and shooting contests as well as in the recovery phase after the contests. Posttest measurements included cold pressor tests and questionnaires such as the Sport Competition Anxiety Test (SCAT), the Competitive State Anxiety Inventory-2 (CSAI-2), the State-Trait Anger Expression Inventory (STAXI-2) and the Recovery-Stress Questionnaire for Athletes (RESTQ-Sport). The findings suggest that the mental training program generated positive effects on athletes in terms of optimizing cardiovascular activity prior to and after contests (lowering heart rate and activating baroreceptor reflex mechanism) and improving juggling skills (59% improvement in touches and 45% enhancement in time) in comparison to the pretest measurements. One of the recommendations stresses the importance of deep breathing in sport performance.

Abstract: In this study, we investigated the contribution of organized youth sport to antisocial and prosocial behavior in adolescent athletes. The sample consisted of N=260 male and female soccer players and competitive swimmers, 12 to 18 years of age. Multilevel regression analysis revealed that 8% of the variance in antisocial behavior and 7% of the variance in prosocial behavior could be attributed to characteristics of the sporting environment. Results suggested that coaches who maintain good relationships with their athletes reduce antisocial behavior, and that exposure to relatively high levels of sociomoral reasoning within the immediate context of sporting activities promotes prosocial behavior. These results point to specific aspects of adolescents’ participation in sport that can be used to realize the educational potential of organized youth sport.

Abstract: It is a popular belief that exercise participation has physical and psychological benefits and that, more specifically, performance at work, cognitive function, and overall self-esteem may
be enhanced through exercise. While research in this area is variable, it has been shown that a meta-analytic approach is likely to provide reliable and valid evidence that exercise benefits extend beyond physical health and fitness. If exercise promotes self-esteem, it is also appropriate that individual differences in perceived locus of control as an agent of self-efficacy are recognized by employers in order that exercise programs are adhered to; otherwise benefits that might accrue could result in the opposite outcome. A discussion is presented of the importance of goal setting and the potential role of counseling, and parallels are drawn between aspects of psychology in sport and at work.

Abstract: Drama and film provide an especially clear picture of the ways in which previous sets of masculinities are displaced, transformed, and exchanged in the postwar period. Using a cultural studies approach, the focus here is limited to performance texts in an effort to explain how masculinities evolved on the American stage and screen, but also to theorize how drama and film intersect. The five chapters of this dissertation, which cover a broad range of interrelated social, economic, and political history, locate their arguments in gender, intertextual, and historical materialist theory. Beginning with the cultural debates in the postwar 1940s about the meaning of the war and the conflicting sets of masculinities informed by them, the first chapter examines how these arguments constructed male reasimilation, particularly in terms of race and gender. With a specific focus on the figure of the returning veteran, this chapter looks at plays by Arthur Miller, Arnaud d'Usseau and James Gow, Robert Ardrey, Maxine Wood, Elsa Shelley, and Arthur Laurents, as well as several Hollywood movies and government public service films. In the context of labor issues, HUAC, and the Blacklistings, chapter two interrogates the marketplace limitations for critiques of capital in American film noir and how these limits were policed and also resisted within the strictures of masculinity. Focusing on the 1970s to the present, chapter three argues for a materialist foundation for the reemergence of the film noir aesthetic, as it examines the neo-noir strategies in the construction of masculinities in the plays and films of David Mamet in post-Boom America. Chapter four examines the renaissance of classic Hollywood Westerns: the postwar 1940s to the 1960s. With the Cold War as its frame and ranging from the Marlboro Man to President Kennedy's New Frontierism, this cultural analysis looks at the shift from film to television as the dominant medium for the frontier myth, which parallels the commercialization and politicization of the figure of the cowboy. Chapter five theorizes an intertextual relationship between the postwar Hollywood Western, the Frontier Myth, and the plays and film work of Sam Shepard in terms of how the cowboy, perhaps the most distinctively American masculine icon, evolves from the 1960s to the present. As the chapters on Shepard and Mamet suggest, one aim of this project is to show the unusually powerful effect postwar drama and film exerted not only in the 1940s and 50s, but also on our present senses of masculinity.

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goal setting and the potential role of counseling, and parallels are drawn between aspects of psychology in sport and at work.\textsuperscript{11}

Abstract: This study seeks to determine the effectiveness of the Challenging Athletes Minds for Personal Success (CHAMPS)/Life Skills program at the University of North Texas, as perceived by the student athletes who participate or participated in this program. The study attempts to measure the extent to which the student athletes feel that the program had value; if they received helpful information to support them through their college career to career transition; if the student athletes felt that the program provided them with skills to encourage better self-esteem; and if they believed that the CHAMPS/Life Skills program provided them with leadership and character education. The study, conducted in the Fall of 2003, had 163 respondents. An instrument was developed to determine student athletes’ perceptions of the effectiveness of the CHAMPS/Life Skills program at UNT. The instrument consisted of 30 questions using a Likert-type scale. A Mann-Whitney U, a non-parametric t-Test, was utilized to analyze the data. This type of t-Test was used because it is specifically designed to compare the means of the same variable with two different groups and account for non-homogeneous groups. The lack of homogeneity was very likely influenced by the unequal group sizes. Generally, all aspects of the CHAMPS/Life Skills program at UNT were found to be positive by each subgroup. Student athletes found value in the CHAMPS/Life Skills program at UNT. In three of the four components studied, males had a statistically stronger feeling than females. Minority status had no statistically significant impact on the results in any of the four components studied. For the variable measuring the number of years in the program, a significant difference existed in three of the four components studied. The study shows that if a student athlete was involved in the program for more than two years, the CHAMPS/Life Skills program at UNT was more valuable for them than those enrolled for a shorter period of time.\textsuperscript{12}

Abstract: Sporting events have featured athletes exhibiting over aggressive behaviors that cause injuries or fear of potential harm to their opponents in a wide variety of games all over the world. One particular control mechanism for controlling the behavior of these athletes has been the authority of the coach in setting the disciplinary level and moral atmosphere of the team. The importance of a coach in controlling violence could be one of the most significant variables in understanding sport violence culture in sport. Guiverna & Duda found in a study that measured aggressive tendencies in youth soccer players published in the Journal of Moral Education, "In particular, the data revealed that, when faced with moral choices, players' perceptions of their coach norms for cheating and aggression were most influential in their decision to engage in the inappropriate act" (2002, p. 252). The purpose of this study was to determine the effects of the coaching role and how the perceptions of their athletes contribute to establishing the moral atmosphere in regards to aggression and violence. Coaches overall role modeling and ability to manipulate action from their players is a dynamic that is present in the sport environment. Coaches and parents have a strong influence on the efficacy of the athletes they come into contact with, especially when they are young. Using field work, interviews and discussion groups, a quantitative battery of questions were developed and utilized to assess the beliefs of the participants of the Amateur Softball Association teams that compete at the 12-year-old-age group of registered teams. "The study of aggression in the sport's milieu can contribute to our general understanding of aggression through the study of intense aggressive behavior, which occurs naturally in competitive activities, and is difficult to duplicate in an experimental setting" (Wood, 1992, p.7). By using ANOVA, the researchers found that players who indicate that their coach
would not want a player to injure someone were significantly less likely to indicate that they would aggress (F(2,410)=7.423, p=.001). Therefore, the coach's level of tolerated or endorsed violence and aggression perceived by the participant will influence the likelihood of participating in an act of defiance. The ANOVA results were confirmed through a battery of mixed methods measurements that are reported within the paper.

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Abstract: "I was just protecting my teammate," said [Hill]. "For people who don't play this game, it's hard to imagine the emotions that are involved and how we're expected and required to be good sportsmen when we are engaged in an endeavor that is hostile and aggressive." "I have to play aggressively," said Hill. "I can't assume [Mark Collins] is going out of bounds. I have to make the play because that's my job." "It's not easy to do, especially when people across the line of scrimmage are literally the enemy. You have to exercise some sort of control during those three hours. When you're sweating and hurting and blood is running down your face, it's tough to say, 'I'm going to be a gentleman and turn the other cheek.' We all do it, but sometimes it's difficult, especially when you perceive an act that is especially heinous."

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Long-term escalation is contrasted with short-term escalation at older ages. Although studies have emphasized high stability of aggression over time, data show that a substantial proportion of aggressive youth desist over time. Temperamental, emotional, and cognitive aspects of aggression are reviewed, either as precursors or co-occurring conditions to aggression. Selected processes in the realms of the family, peers, and neighborhoods are highlighted that are known to be associated with juvenile aggression. Cumulative, long-term causes are contrasted with short-term causes, and causes associated with desistance in aggression are reviewed.

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Abstract: It was the primary aim of this investigation to establish how important it is that a component of sport psychology be included in the training programme of subject teachers. The results of the research indicated that: (1) Approximately 82% of the subject teachers coaching sport, had received training in coaching techniques, but only 16% had received training in sport psychology. (2) Subject teachers are convinced that sport psychology should be included in the training programme of subject teachers. (3) Pupils participating in sport regard it as very important that sportsmen and women should be acquainted with certain aspects of sport psychology and that their coaches should bear knowledge of sport psychology. (4) An aspect such as motivation in sport is regarded as being very important by teachers and sport pupils, while anxiety in sport and aggression in sport appear much lower on the rating scale.

Abstract: Everyone is interested in enhancing the performance of his work force. It is said that the Indian Government, the largest employer of man power in India, is riddled with inefficient and corrupt man power. It has been estimated that hardly 10 per cent of its employees seem to be motivated and have will power to give their best to the Organization to which they serve. The enhancement in physical and mental work efficiency of man and domesticated animals has played a key role in the evolution of civilization. From the time when muscle power was the only known motive power to the times when man used the wheel, invented powerful machines, used new energy sources, modified and evolved into sophisticated electronic controls, the effort has been to increase the work performance and efficiency.

Abstract: Is spanking bad for kids? Some 90% of American parents today admit to having spanked their children; is that one of the reasons why so many American schoolchildren are so violent? The American Academy of Pediatrics recently added its voice to the growing chorus of contemporary child-care experts and organizations saying yes, arguing that punishing children by
striking them teaches them that physical aggression is acceptable and makes them more likely to act out violently against others. Other experts say that letting your kids watch violence on television and in the movies teaches them the same lesson\textsuperscript{20}.

Abstract: According to sport historian Steven Riess, outdoor physical exercise and sport would be socially functional activities that could counter the growing urban pathology and social anomie. [...] all the great boxers except Godfrey, who followed his mentor Bailey’s lead, squandered their earnings\textsuperscript{21}.

Abstract: This thesis examines the literary career of the Canadian poet and writer Charles G.D. Roberts in order to illustrate problems and possibilities faced by Canadian writers during the first half of the twentieth century. During these years, Canada shifted from colonial status to autonomy and nationhood, and from a colonial mentality to the shaping of a distinct, if ambiguous, Canadian identity. Many writers during these years left Canada to find success in the world of letters, and few returned to inspire the next generation of writers. In doing so, Roberts contributed to a sense of national pride and of the possibilities of a literary career in Canada. Moreover, he helped define cultural space for Canadians. The thesis uses Roberts as a medium for exploring the relationship between Canadian authors and the wider transatlantic literary community during decades that witnessed a shift from Victorian romanticism to twentieth-century modernism\textsuperscript{22}.

Abstract: This study examined various characteristics of 29 (20 females and 9 males) undergraduate participants interested in latent forensic identification. Participants completed a basic demographics questionnaire, information about daily stressors and psychosocial stressors (HPS: Scotti, 1992, 1999), the Sensation Seeking Scale (SSS-V; Zuckerman, Eysenck, & Eysenck, 1978) and Zuckerman-Kuhlman Personality Questionnaire (ZKPQ; Zuckerman, Kuhlman, Joirement, & Kraft, 1993). Salivary cortisol samples and perceived distress were assessed before and during exposure to an acute psychological challenge. Participants self-reported handling daily stressors well and to have had minimal experience with psychosocial stressors. Compared to published normative data on the SSS-V and ZKPQ, males had lower scores on disinhibition, boredom susceptibility, impulsive sensation seeking, aggression-hostility, and sociability. Females had lower scores on the scales of disinhibition, impulsive sensation seeking, and sociability and higher on activity. No significant differences were found between males and females participants on the SSS-V or the ZKPQ, with the exception of the neurotic-anxiety subscale. Assessing salivary cortisol responses, main effects for time and gender but no main effect for sensation seeking or interactional effects were found. Participants had high anticipatory salivary cortisol and lowered salivary cortisol during exposure to the acute psychological challenge. Furthermore, no relation existed between self-reported levels of perceived distress and salivary cortisol responses. Associations with pre-exposure salivary cortisol and experience seeking and exposure salivary cortisol with experience seeking and impulsive sensation seeking were found for males. These findings are a primer for future studies that assess individuals interested in stimulating, novel, and challenging career choices\textsuperscript{23}.

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Abstract: In the present study we examined conservatism, openness to change, transcendence and self-enhancement as reflected in the relationships among teachers' values, attitudes and behaviors that presumably share common motivations, in daily life as well as in school situations. It is assumed that values cannot be fully understood and meaningfully measured without reference to the attitudes and behaviors which express them. In this study we hypothesized that the relationships among values as expressed in Schwartz's theory (e.g., 1992), also guide relationships among the respective attitudes and behaviors. We expected more consistency among values, attitudes and behaviors in daily-life as compared to school situations. Participants were 130 Israeli female teachers. Findings revealed compatibility between values and attitudes sharing common motivations and partial but nevertheless lawful relationships between values, attitudes and behaviors. We found that teachers' conservative behavior in daily life and their openness to change and transcendence in school situations were explained both by values and attitudes. However, attitudes were mediators between values and behaviors only with regard to conservatism in daily life and openness to change in school situations. We also found that across the motivational themes, values explained behaviors in daily life situations whereas attitudes explained behaviors in school situations.