INTRODUCTION

One recreation activity is common to persons of all ages, races, nationalities, and times. The love of play as expressed through sports and games are universal. To the young child play is not just play; it is serious business, dominating much of his time and energy, shaping his personality and his social behavior, and contributing to the development of his overall personal growth.

Physical Education and Health Education  An individual's physical and mental well-being is the concern of two similar areas of education: health education and physical education. Both deal with habits of exercise, sleep, rest, and recreation. Since physical well-being is only one aspect of a person's overall health, physical education is often thought of as a part of health education.

Mental toughness is the psychological attribute that separates greatness from mediocrity. Although it is most commonly mentioned in connection with athletic performance, it can be used to advantage in almost every area of life. No one is born with mental toughness--it is a quality that can and must be developed through training.

Mental toughness training begins in practice, but continues throughout your pre-competition warm-up right through to the end of the competition. It requires that you re-program your mind with positive affirmations and high expectations. You must practice switching motivational states and learning when each one is appropriate. You must focus solely on your own performance rather than your performance relative to other competitors. You must develop the ability to quickly let go of mistakes and focus only on your performance in the moment. Developing mental toughness is like training a muscle--you must train consistently and be satisfied with gradual results that will multiply over time.

Self-confidence can be defined as having a positive, realistic self-image. With self-confidence comes the ability to handle criticism, show affection, and be optimistic and assertiveness. Self-confident people have a positive outlook and think positive thoughts about themselves, believing that their abilities match the tasks that they must take on. Emotional maturity and the ability to pragmatically evaluate capabilities are also markers of confidence. Self-confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is characterised by personal attributes such as
assertiveness, optimism, enthusiasm, affection, pride, independence, trust, the ability to handle criticism and emotional maturity.

Confidence is learned, it is not inherited. If you lack confidence, it probably means that, as a child, you were criticised, undermined, or suffered an inexplicable tragic loss, for which you either blamed yourself or were blamed by others. A lack of confidence isn't necessarily permanent but it can be if it isn't addressed. Our religion, the influence of the culture which formed our perspectives, our gender, social class and our parents, in particular, are all factors which influence and contribute to our level of confidence and esteem.

Confident people have deep faith in their future and can accurately assess their capabilities. They also have a general sense of control in their lives and believe that, within reason, they will be able to do what they desire, plan and expect, no matter what the foreseeable obstacle. But this faith is guided by more realistic expectations so that, even when some of their goals are not met, those with confidence continue to be positive, to believe in themselves and to accept their current limitations with renewed energy. However, having high self-confidence does not mean they will be able to do everything they want. That view is unrealistic, one for the perfectionists. A desire to be good at everything we do in order to impress others stems from a competitive instinct and lack of personal reinforcement. Any truly successful life has both rewards and the ability to learn from any setbacks, which increase our resilience, self-belief and determination. Real confidence requires that we face the possibility of failure constantly and deal with it. However, if we consistently lose out on both achievement and validation, even our identity is called into question.

Those very feelings and beliefs about ourselves can have a clear and direct impact on our outward actions. So when we doubt ourselves and don’t feel a strong belief in any area, we will then be likely to experience a result that responds in line with our inward beliefs in that area. In other words, it all starts on the inside! If you want to appear more self-confident in giving a public speech, then you can work extremely hard on your posture, voice tone, and trying not to skip a line or sound overly nervous, or you can get right to the core of what's causing you to believe that you shouldn't be self-confident about public speaking. If you solve or alter your inward beliefs about your ability to give public speeches, then naturally you will begin to then speak in a more confident way. It all comes down to belief, and there are a number of previous experiences and observations our brain draws upon to formulate what we should believe about ourselves and why. Hopefully this information will help you to be able to figure out what you believe about yourself and help you discover ways to rearrange and redefine those limiting
beliefs that are resulting in a display of poorer self-confidence in your actions.

**Statement of the problem:**

The purpose of the study will be study to “A roll of psychological variables at Different Playing Position in Basketball Players”.

**Variables:**
Mental Toughness
Self-Confidence
Aggression

**Delimitation:**
1. The study will be delimited to the selected psychological variables.
2. The study will be delimited to the selected basket ball players.
3. The study will be further delimited to players of state, university level.

**Limitation:**

1. Questionnaire research has its limitations. As such any bias that might have crept into the subject response on their account may be considered as limitation.
2. The tests were administered at different points of time considering the availability of the subjects, their mood states as a result of winning or losing a particular match.

**Hypothesis:**

The hypotheses of the present study are
H1: There will be no significant difference between mental toughness among different playing positions of basket ball players.
H2: There will be no significant difference between self-confidence among difference playing positions of basket ball players

H3: There will be no significant difference between Aggression among different playing positions of basket ball players.

**Definition and Explanation of the Term:**

**Mental toughness:**

Mental toughness is "Having the natural or developed psychological edge that enables you to: generally, cope better than your opponents with the many demands (competition, training, lifestyle) that sport places on a performer; specifically, be more consistent and better than your opponents in remaining determined, focused, confident, and in control under pressure." (Jones, Hanton, & Connaughton, 2002).

**Aggression:**

According to Bull (1990) ‘Aggression is any behaviour that is intended to harm another individual by physical or verbal means.

According to ‘Aggression is any form of behaviour directed toward the goal of harming or injuring another living being who is motivated to avoid such treatment.

To understand the term it is necessary to divide aggression into two categories.

1- Hostile aggression
2- Assertive behaviour (often referred to as channeled aggression).

**Significance of the Study:**

1- The present study may be helps the coaches to understand the psychological differences between players at different playing position of the game.

2- The coach will know about the psychological training in insuring the peak performance of different playing position of basket ball player.

3- The finding of the study may provide guideline to the future researcher, investigator in sports psychology to conduct further research in the field.

4- The coach with the help of sports understands once the cause of the psychological problem in the basket ball players.