

## **Introduction**

Physical education is vital phase of education and integral part of educational process. Values must be established in physical education just as they are seen in general education. The physical education process must be determined to translate the established, needs and values into experience and relate them person has the qualities sufficient skill and knowledge in sports and exercise, adequate physical fitness, sufficient emotional poise, control and appropriate towards participation in sports and exercise to make him an intelligent and interested participant to help him become a more effective member of society, society would mean that this person is prepared to live a useful and enjoyable life both for himself for community and for his country.

As sport has developed in to a distinct scientific discipline in itself and each nation is vying with each other to produce class player to win laurels in international competitions, considerable research is devoted to identify factors that will be predictive of achieving high level of skill in a given sports with proper coaching. Education can be defined as a change, a modification, or an adjustment on the part of an individual as result of experience. It is associated with learning and is characteristically followed by some change in behavior. If that change is positive and in the right direction, it seems to help those individuals being educated to adjust more effectively to their constantly changing environment, to understand more readily their experiences in that environment, or adjustment is manifested through growth, development, and achievement. Now a day sports has becomes apart and essential of life. Millions of fans follow different sports events all events all over the world with an enthusiasm bordering on devotion. Many people participate in sports and games for fun, happiness, pleasure for have become important elements of modern life. A competition provides the means by which one can show ones worth by competing successfully.

Sports hold a prominent place in modern life. Millions of people participate in sporting activities, watch and read about them, and spend billions of rupees annually on sports related activities and equipments. When it is matter of a game like cricket it is extremely high. Though this massive interest in sports was noticed many decades ago, little attention was paid to actually studying sports except by sports journalists and by occasional research scholar. But the impact of sports on modern society has made it clear that sport is a legitimate field of academic study. Sport has grown immeasurably in scope and in social importance, but the meaning of sport has received little in the wan of serious attention. The impact of sprt on the society at large has been

showing a marked increase outstanding result in sports, because of fierce competition. The promotion of sports is no longer a matter of dispute. The importance has been recognized at international discipline because it develops international understanding and universal brotherhood. Sports are also one of the factors developing national character. Physical education and sports should form an integral part of lifelong education in the overall educational system and their promotion from pre-school age to old age should be treated or one of the fundamental rights. Sport is a kind of diversion which has for its direction and immediate end, fun, pleasure, and delight and which is essentially a competition activity, which has for its end, victory in the contest and which is characterized by a spirit of dedication, by a spirit of dedication, sacrifice and intensity. Sport and physical education are often referred to as a laboratory of human experience, for there more than in any other organized area of the educational process. Sports and physical education challenge the student both physically and intellectually, and in the heart of intense effort, the persons true valued often show through. Fair play or winning in any possible way is the ultimate test of ethical standards, and no other area of educational endeavor is likely to put the student to the test. Sports a part of physical education programmer has grown so big that it has come to be recognized as a very strong social force. Some people claim a separate entity for sports, a separate study. The word physical education indicates that physical education in movement activities, what may not be understood from the combined term is that the motor activities must be performed to develop the performer or physical education and sports together form a coherent systematic and sound programme based on the current accepted principles. To sustain the competitive tension or to reach the international competitive sports standards one has to be well equipped in all aspects of a particular game. Such athletes therefore have to be physically, physiologically and technically fit. Athlete for superior performance in any sports is selected on the basis of his physical structure and body size, which has proved to be appropriate for high performance in the given sports.

Sports enhance health and develop physical fitness of the participants giving youngsters on healthful and socially acceptable physical and emotional outlet for aggressive and competitive needs. Sport psychology (or sports psychology) is the study of a person's behavior in sport. It is also a specialization within the brain psychology and kinesiology that seeks to understand psychological/mental factors that affect performance in sports, physical activity, and exercise and apply these to enhance individual and team performance. It deals with increasing

performance by managing emotions and minimizing the psychological effects of injury and poor performance. Some of the most important taught are goal setting, relaxation, visualization, self-awareness and control, concentration, confidence, using rituals, attribution training, and periodization.

Cricket is one of the oldest Games. Modern Cricket has developed from a crude game which was played as early as the 12th Century (The first date in the History of cricket is 1300 A.D. as recorded in the wardrobe accounts of King Edward I). Bowling was done 'underhand' in those days, but in 1825 'Overhand bowling was allowed and in 1865 'round arm' bowling was legalized. Cricket is in a sense a Warf arc in miniature and cricket match is fought out by both the teams with all the resources of spirit and technique at the command of the players. At the same time it is, from all views a recreation, a game played not only in accordance to the written laws but in harmony with and unwritten code of rivalry and good temper.

Emotional intelligence, The potentially influential role of emotions on athletic performance has generated a great deal of interest amongst practitioners and researchers concerning those factors that help athletes develop emotional control techniques (see Jones, 2003). In research it has been demonstrated that beliefs regarding emotion regulation skills are associated with emotional states associated with successful cricket performance (Totterdell & Leach, 2001). The notion is that individuals who can manage their emotions successfully can use emotions experienced during competition to assist performance. The concept of emotional regulation aligns to the concept of emotional intelligence, defined as the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions (Salovey & Mayer, 1990, p. 189). In meta-analytic studies it has been shown that measures of emotional intelligence are associated with enhanced performance (Van Rooy & Viswesvaran, 2004), well-being, and stress management (Schutte, Malouff, Thorsteinsson, Bhullar, & Rooke, 2007). With this in mind, Meyer and Fletcher (2007) argued that sport psychologists should seek to enhance the emotional intelligence of athletes with whom they work. There is scant research on training programs designed to raise emotional intelligence in sport (Meyer & Fletcher, 2007), although there is a wealth of evidence of the effectiveness of such programs in occupational settings (see Stein & Book, 2006 for an example). Certain strategies used in interventions conducted in business settings share similarities with approaches used in sport, for example, goal-setting, self-talk, and imagery. In studies in which an

examination has been carried out on the benefits of psychological skills training packages the results indicate enhanced sporting performance (e.g., Murphy & Tammen, 1998; Thelwell, Greenlees, & Weston, 2006) and improved psychological state variables such as precompetitive anxiety (Fletcher & Hanton, 2001), and self-efficacy (Lowther, Lane, & Lane, 2002). Given that findings indicate that emotional intelligence and the use of psychological skills both relate to psychological states associated with enhanced performance, it is possible that beliefs in emotional intelligence ability would be associated with psychological skills use. The aim of the present study was to investigate relationships between emotional intelligence and psychological skills use among athletes.

**Aggression** , The relationship between sport and aggression has been studied extensively for decades, yet investigators still have only an incomplete understanding of the link between the two. That there is a link seems certain, and researchers in various disciplines continue trying to refine their understanding of it in ways that will illuminate both sport and society. In the first half of the 20th century, many psychologists assumed that participation in sports might allow individuals to vent their aggressive tendencies. Generally, these assumptions arose from the view that aggression is an internal drive based on frustration and/or instinct. However, more recent research shows the opposite-participation in sports is likely to increase an individual's aggression. Sport psychologists distinguish between hostile and instrumental aggression. The primary purpose of hostile aggression is to inflict physical or psychological injury on another; the main aim of instrumental aggression is to attain an approved goal, such as winning a game. These two forms of aggression can be distinguished clearly in most sport situations, although not necessarily in extreme contact sports such as boxing and ice hockey. Recent research suggests that instrumental aggression in sport may spill over into hostile aggression outside of sport, for example, male athletes involved in sexual assault against women. Display of machismo, playing with pain, or intentionally injuring an opponent may be "grounded in athletes' uncritical acceptance of and commitment to what they have been told by important people in their lives ever since they began participating in competitive programs. Where winning is valued above all else, athletes may use aggression to show their total commitment to sport or to winning in sport.

Burnout is emotional exhaustion, 'compassion fatigue' (Hart. And the most conscientious people-helpers are most vulnerable. Researchers like Maslach, Freudenberger and

others from 1977 onwards gave the name 'burn-out' to the special stressors associated with social and interpersonal pressures.

Dr. Arch Hart says burnout symptoms may include demoralization (belief you are not longer effective as a pastor); depersonalization (treating yourself and others in an impersonal way); detachment (withdrawing from responsibilities); distancing (avoidance of social and interpersonal contacts); and defeatism (a feeling of being 'beaten').

Christina Maslach, who described burnout as 'a state of physical, emotional and mental exhaustion marked by physical depletion and chronic fatigue, feelings of helplessness and hopelessness, and by development of a negative self-concept and negative attitudes towards work, life and other people', offers the following signs:

- (1) Decreased energy -'keeping up the speed' becomes increasingly difficult;
- (2) feeling of failure in vocation;
- (3) reduced sense of reward in return for pouring so much of self into the job or project;
- (4) a sense of helplessness and inability to see a way out of problems; and
- (5) cynicism and negativism about self, others, work and the world generally.

**How it occurs,** Burnout is thought to be a result of the physical and emotional **stress** of training. Many athletes have some initial decrease in performance when they increase their level of training. Generally, however, after a short recovery period the athlete will see an improvement in performance. Overtraining syndrome happens when an athlete fails to recover adequately from training and competition. The symptoms are due to a combination of changes in hormones, suppression of the **immune system** (which decreases the athlete's ability to fight **infection**), physical fatigue and psychological changes.

### **Risk factors**

There are many factors are thought to increase the risk of developing overtraining syndrome including:

- Specializing in one sport
- Sudden and large increases in training

- Participation in endurance sports
- High anxiety level
- Low self esteem
- Pressure from parents/coaches

Signs and symptoms, in the young athlete, signs and symptoms of burnout can be highly variable and can include:

- (1) Chronic muscle and joint pain
- (2) Weight loss and loss of appetite
- (3) Increased heart rate at rest
- (4) Decreased sports performance
- (5) Fatigue
- (6) Prolonged recovery time
- (7) Lack of enthusiasm
- (8) Frequent illnesses
- (9) Difficulty completing usual routines
- (10) Decreased school performance
- (11) Personality or mood changes
- (12) Increased anger or irritability
- (13) Sleep disturbances (difficulty sleeping, or sleeping without feeling refreshed)

**These are warning signs of unhealthy sports participation, which may increase the risk of burnout:**

- (1) The athlete is no longer having fun playing sports.
- (2) The athlete's sport is dominating his/her and his/her family's life.
- (3) The only topic of conversation at home or at the dinner table is the child's sports.

- (4) The athlete is rewarded on how they perform in sports.
- (5) The athlete has missed 10% of his/her season and has not yet seen a doctor.
- (6) The only important thing to the athlete or parent is winning.
- (7) A female athlete is now 16 and has not yet started her period.
- (8) The athlete is dieting just to become a faster runner.
- (9) A young athlete only plays one sport and is unwilling to try any others.

### **Diagnosis**

There is no test for overtraining syndrome. The diagnosis is based on an athlete's story, the symptoms that he/she reports, and the absence of an alternative explanation for these symptoms.

### **Treatment**

The only treatment for burnout is rest. The athlete should stop participation in training/competition for a set period of time. The time required varies (generally 4-12 weeks) depending on several factors, including the type of sport, level of skill and competition, and severity of symptoms. During the rest period, the athlete can participate in short intervals of low intensity aerobic exercise to help keep active and fit; this type of activity should be unrelated to his/her sport.

### **Returning to activity and sports**

When the signs and symptoms of burnout have resolved completely (including physical symptoms, mood changes, sleep disturbances etc.), the athlete may begin slowly to reintroduce training. Athletes should increase the duration of activity before increasing the intensity of

activity. If symptoms begin to recur when training is restarted, the athlete should again initiate a rest period and reevaluate the training approach.

Preventing burnout , Specific guidelines for trainers/coaches/parents include:

1. Make training fun and interesting with age-appropriate games and workouts
2. Keep the training regimen flexible with planned breaks 1-2 days per week and longer breaks every few months to allow for complete recovery
3. Maintain a supportive environment for the athlete
4. Teach the athlete to be aware of the cues from their body that indicate a need to slow down or change their training routine. Discuss the importance of overall health and wellness and be open to conversations about these issues

### **Statement of the problem**

As we know in a country like India where cricket is very famous team game and it is mostly played by all age category peoples and even most of the parents have that same feeling to see their children as cricketers and to take it as their career profession. The cricket tournaments which has been conducted under the authority of Association of Indian Universities has tremendously giving its advantages for grooming excellent cricketers. Cricket is the game which required different types of techniques and strategies with different types of psychological balancing for handling time to time situation in the matches. In a cricket match all the players are responsible with his performance at different point of time as it is a combination of bowling, fielding, batting, catching, keeping and running. Hence the research scholar is keen interested to be taken up the present study stated as (“Analysis of Emotional Intelligence, Aggression, Burnout and Stress Vulnerability of cricket players at University Level”.

### **Hypothesis**

On the basis of the literature gone through, research findings and the scholar’s own understanding of the problem the following hypothesis can be formulated

1. It is hypothesized that the Fast bowlers will have more aggression level in compare to batsmen and spin bowlers.



2. It is hypothesized that there will be significant difference in the level of emotional intelligence
3. Fast bowler will have more burnout level in compare to other two groups.
4. It is further hypothesized that the batsmen will be more prone to stress vulnerability

#### **Delimitations of the study**

1. The study will be delimited to the intervarsity level cricketers only.
2. .The study will be delimited to the male cricketers only.
3. The study will be delimited to the 100 batsmen, 100 fast bowlers and 100 spin bowlers.
4. The study will be delimited to 19-25 age group students.

#### **Limitations of the study**

1. Questionnaire has its limitations. As such any bias may enter into the subjects response on this account may be considered as the limitation of the study.
2. Life style of the subjects will be beyond the control of the researcher
3. Socio economic factor, which cannot be controlled by the researcher, is also a limitation of the study.

#### **Significance of the study**

1. The study will be show the emotional intelligence status of the cricketers.
2. The study will be show the aggression level of the three groups viz. batsmen, fast and spin bowlers.
3. The study will be showing the differences of burnout level of the cricketers.
4. The study will be show the stress vulnerability level of batsmen, fast and spin bowlers