

INVESTIGATION OF FEAR OF FAILURE AMONG NATIONAL LEVEL MALLAKHAMB PLAYERS OF DIFFERENT AGE GROUPS

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by

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Enrolment No. AU 151517

RDC No. AU/R & D/RDC/17/047

**DEDICATED
TO
MY PARENTS
AND
TEACHER
FOR
THEIR ENDLESS SUPPORT,
ENCOURAGEMENT AND
LOVE**

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MALLAKHAMB PLAYERS OF DIFFERENT AGE GROUPS**

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ABSTRACT

The purpose of this study was to investigate and compare the Goal Setting, Self Adequacy , Self Control, Self Evaluation, Uncertain Future and Coping Strategies dimensions of fear of failure of national level Boys and Girls Mallakhamb players of different age groups. The subjects of the study were two hundred and fifty seven national level (one hundred and thirty two Boys and one hundred twenty five Girls) Mallakhamb player in different competitive age groups who participated in 28th mini, 29th sub-junior, 30th junior and 33rd senior national Mallakhamb Championships held at Ujjain . The fear of failure questionnaire (FOFQ) is a sport-specific scale consisting of 48 items constructed by Ramesh kumar Shukla (2015). Was used for the present investigation

Multivariate analysis of variance (MANOVA) on independent factors of four age group categories i.e. Mini, Sub-junior, Junior and Senior national levels and sex along with six dimensions of fear of failure as the dependent variables, t-ratio was computed to find out the significant of differences on six dimensions of fear of failure between Boys and Girls Mallakhamb players and . Scheffe's Test of Post-hoc Comparison was applied to find out the significance of differences between ordered paired means To assess the six dimensions fear of failure of Boys and Girls Mallakhamb players of different age groups levels, means and standard deviations were computed. The level of significance was set at .05 level.

Indian Mallakhamb players of mini, sub-junior, junior and senior national levels as whole, had similar preferences in six dimensions of fear of failure i.e. goal setting, self adequacy, uncertain future, self control, self evaluation and coping strategies. Indian boys Mallakhamb players in different competitive age group levels, as whole exhibited different fear of failure on coping strategies dimension of FOF. But they had similar FOF on goal setting, self adequacy, uncertain future, self control, and self evaluation dimensions.

Mini national level boys Mallakhamb players were found to have more FOF followed by sub-junior, junior and senior national levels. Indian girls Mallakhamb players in different competitive age group levels, as whole exhibited similarity in fear of failure on goal setting, self adequacy, uncertain future, self control, self

evaluation and coping strategies dimensions. Boys and Girls Mallakhamb players of Mini national level expressed different self evaluation. But they had similarity in rest of the dimensions of FOF. Sun-junior and senior National level Boys and Girls Mallakhamb players had similarity in all the dimensions of fear of failure i.e. goal setting, self adequacy, uncertain future, self control, self evaluation and coping strategies dimensions. Junior level Girls Mallakhamb player were found to have more coping strategies dimension of fear of failure than their counterparts. But they had similar fear of failure on goal setting, self adequacy, uncertain future, self control, and self evaluation.

Elite and non-elite Boys Mallakhamb players of Mini national level expressed different self evaluation. But they had similarity in rest of the dimensions of fear of failure. Sun-junior, junior and senior National level elite and non-elite Boys Mallakhamb players were found similar on goal setting, self adequacy, uncertain future, self control, self evaluation and coping strategies dimensions of fear of failure. Mini national level elite and non-elite Girls Mallakhamb players expressed similarity in all dimensions of fear of failure. Elite and non-elite Girls Mallakhamb players at sub-junior national level had different self adequacy and uncertain future factors of fear of failure. But they did not differ on rest of the dimensions of FOF. Junior national level elite and non-elite Girls Mallakhamb players had different fear of failure on self adequacy dimension. But they expressed similarity on rest of the dimensions of fear of failure. Senior national level elite and non-elite girls Mallakhamb players were found to have different goal setting and self evaluation in case of fear of failure. But they had similarity in self adequacy, uncertain future, self control and coping strategies dimensions of fear of failure..

It is recommended that Indian Mallakhamb coaches may modify their training program according to the different factor of failure. A similar study may be replicated on national school and All India inter-university level Mallakhamb players. The coach, manager and players must be well aware of these characteristics. It should be remembered that motivation is important since it improves performance and this reduces fear of failure. All should remember that when there is any doubt about the performance, reward is always better than punishment.

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PREFACE

Games and sports are as old as human society and have achieved on universal following in the modern times. These have become integral part of educational process. Millions of people take part in sports activities for either recreational purpose or for health, strength and fitness and for displaying superiority over others in competition sports. Some competitive games and sports are taking shape of a profession with high skills, and with ample financial benefits linked with high degree of popularity. The study of sports sciences has become imperative to attain excellence in sports. All training and coaching programme today are scientific in nature. The sports scientists almost all over the world are exploring new methods and technique in various sports disciplines to accomplish what appears to be impossible.

Mallakhamb is a pure Indian game. It is a sport that combines various exercises that improve speed, flexibility, strength, concentration, coordination and agility. Along with neuromuscular development, areas of personal character, discipline and self-motivation will be strongly enhanced. Becoming top player isn't for everyone. It improves the concentration, helps enhancing immunity power, increases the competitive spirit,.

Many psychological studies have shown the fear of failure is number one barrier to personal success. We fear about failure because we don't separate task from ourselves and therefore our self esteem is at risk every time we attempt to do anything we really want to achieve. In other words we are afraid being humiliated, because at the sub-conscious level we link failure to humiliation. So, how do we overcome fear of failure and its misguided companion humiliation? Admit you are afraid to fail, realize that every time you fail, you have become a better writer, recognize that each failure brings you one step closer to success, realize the learning experience and reject the illusion of humiliation. The person more strongly motivated to avoid failure, rather than to achieve success, tends to be more unrealistic in aspiration.

It is to be registered here that APA style was preferred while writing this thesis. The present work has been divided into five chapters as follows :

Chapter –I : Deals with the theoretical frame work of the problem and its

delimitations, limitation, objectives of study, hypotheses, definition of related terms and significance of study in future.

Chapter -2: Gives a review of studies conducted in India and abroad relating to present field of investigation in descending order of years.

Chapter-3: Describes the selection of sample, criterion measure,, description of questionnaire, administration of questionnaire, collection of data and statistical analysis of data.

Chapter-4: Deals with the analysis and interpretation of collected data through Univariate followed by Multivariate Analysis of Variance (MANOVA), t- ratio and Scheffe's Test of Post-hoc Comparison.. Discussion of results and hypotheses of the study are also presented in this chapter.

Chapter-5:Focuses on concrete summary, conclusions and recommendations for future work.

Lastly references which are arranged chronologically and appendices are attached with three published papers in national journals.

Ajay Singh Hazari

CHAPTER-1

INTRODUCTION

1. 1 Introduction

Mallakhamb is known as “The mother sport of ancient India.” Mallakhamb is the most scientific ancient art of making the body swift, supple, agile and healthy. Mallakhamb is no exception for this Indian Traditional culture. At present, 5th generation of Mallakhamb is carrying forward and resulting in even growing popularity not only in India but also throughout the world. The literatures of Mallakhamb were published in Encyclopedia of Indian Culture, souvenir of different competitions, Vyayam magazines, some Journals and books earlier in India., the Vyayamdnankosh, a incomplete book on mallakhamb was written & published in Vadodara city in 20th century. This sport requires the agility, suppleness of body, quickness of reflexes, coordination of different muscles, strength, flexibility for the performers to execute turn, twist, stretch, balance exercises on the pole of Mallakhamb during training and competition.

Mallakhamb needs concentration, speed and flexibility. It is the only game which is played against gravity. It is a good exercise to our body especially for backbone. Our whole body gets a message while performing on Mallakhamb.

Mallakhamb is a pure Indian game. It is a sport that combines various exercises that improve speed, flexibility, strength, concentration, coordination and agility. Along with neuromuscular development, areas of personal character, discipline and self-motivation will be strongly enhanced. Becoming top player isn't for everyone. It improves the concentration, helps enhancing immunity power, increases the competitive spirit, and to fight the stress levels in an organized and better ways.

Mallakhamb is combination of Yoga, Gymnastics, and Martial Arts. The Exercises of poles of mallakhamb and rope are played against the Gravity during upward and downward movement. This Sport provides the maximum exercises in minimum period of time for maximum muscles of mallakhamb players. Sport makes the player agile. Mallakhamb is a anaerobic type of activity. Strength and endurance play a vital role in the game of mallakhamb. Mallakhamb strengthened the sport muscles of human body. Mallakhamb imparts proper tone and form to every muscle and perfect control over each part of the body. It stimulates the mind and builds the body. The controlled and rhythmic breathing and smooth balanced movements in mallakhamb help in the development of the mental and physical faculties of our body. Mallakhamb training improve the speed of movement, vital capacity and peak expiratory flow rate, enhance concentration based performance and voluntary controls the breathing of players.

Sport represents an important achievement domain and the existence of pressure to achieve top sporting performances can produce an increase in fear of failure among athletes (Hosek and Man, 1989) . In sport, limited research has shown fear of failure to be associated with cases of burnout ((Rainey, 1995) , youth sport drop out, barriers to sport participation (Orlick, 1974) ,athletes'drug abuse (Anshel, 1991), and athletic stress (Gould, Horn, and Spreeman, 1983).

Sport represents a significant achievement domain for children and adolescents (Treasure, 2001), being a highly competitive field, where concerns about performance failure and negative social evaluation are the most predominant sources of worry for

young athletes (Passer, 1983, 1988). Fear of failure research in sport domain has been associated with cases of burnout (Rainey, 1995), youth drop out, barriers to sport participation (Orlick, 1974), drug abuse by athletes (Anshel, 1991), and athletic stress (Gould, Horn, & Spreeman, 1983).

Research in sport psychology in order to improve athletic performance has been used for many years in other countries. In the United States we are basically just beginning to aid the coach in making valid and reliable decisions concerning athletic performance, yet much of the research may be labeled theoretical or simply a study for its own sake, as compared to practical or applied research applicable *or* utilization by coaches. Undoubtedly a number of individuals, including many coaches, look, at much theoretical research as practically useless and not directly applicable to their purposes (Donald, Fuoss and Tropmann, 1985).

Children and youth who have high perceptions of competence are likely to have experienced a reasonable amount of success and received positive reinforcement or approval for their efforts. Based on these experiences, they should not have strong beliefs about the likelihood of aversive consequences of failing. In contrast, youth who have lower perceptions of their competence in swimming may not have had as much success and may have experienced more aversive consequences of failing (e.g., disapproval, criticism and punishment). Given that both a perceived lack of competence (in the physical domain) and a fear of failing (in general) indicate or involve a deficient self-concept for youth who are active in sports.

Many psychological studies have shown the fear of failure is number one barrier to personal success. We fear about failure because we don't separate task from ourselves

and therefore our self esteem is at risk every time we attempt to do anything we really want to achieve. In other words we are afraid being humiliated, because at the subconscious level we link failure to humiliation. So, how do we overcome fear of failure and its misguided companion humiliation? Admit you are afraid to fail, realize that every time you fail, you have become a better writer, recognize that each failure brings you one step closer to success, realize the learning experience and reject the illusion of humiliation. The person more strongly motivated to avoid failure, rather than to achieve success, tends to be more unrealistic in aspiration because the modern society places so much emphasis on perfection in every aspect of life.

Individuals who fear failure are prone to believe that they have failed to live up to an ego-ideal, they effectively live their lives with a conditional or deficient sense of self. Theoretically, these deficiencies emerge in childhood when children and youth internalize their caregivers less affiliative interpersonal behaviours and begin to treat themselves in less affiliative ways.

Fear is a subjective emotion that has its roots in the environment and triggers physiological changes (e.g., increased heart rate, muscle tension), leading to certain consequences in behavior (Gray, 1987). Fear as a construct exists from early childhood to adulthood (Field & Lawson, 2003).

Failure is known as the state or condition of not meeting a desirable or intended objective, and may be viewed as the opposite of success. Loss or failure is something that is looked down upon and sportspersons begin to fear it even at a young age.

Fear of failure may be on account of the athlete setting an internal standard for themselves and if the bar is set too high or there exists a belief that they will be unable to

reach that standard, a fear of failure might prevail. Athletes generate a fear of failure when they worry about not achieving what they have worked hard to obtain. This is based largely on the corresponding thoughts and feelings they have attached to the consequences of failure.

Fear of failure thus, occurs due to the athlete activating feelings and thoughts attached to situations that are fear provoking. This is on account of possible failure and inability to meet internal standards in those situations. Athletes may further make evaluations of events and experience an associated anxiety based on the meaning they attach to those situations. Thereby, an aversive interpretation of the consequences of failure (E.g. my coach will lose faith in me if I do not win) leads individuals to fear failure itself Conroy, (Willow & Metzler, 2002; Conroy, Poczwadowski & Henschen, 2001).

Fear of failure has been conceptualized as the motive to avoid failure associated with anticipatory shame in evaluative situations (Atkinson and Litwn 1960). High fear of failure has been associated with a prevalence of negative psychological and physical effects (e.g., anxiety, depression, eating disorders; see Conroy, 2001; Sagar, 2007). Limited sport-related research has associated fear of failure with athletic stress, worry, anxiety (cognitive and somatic; Conroy, Willow, & Metzler, 2002), dropout (Orlick, 1974), avoidance goals (Conroy & Elliot, 2004), impaired interpersonal behavior and sporting performance (Sagar et al., 2009). Thus, fear of failure can have important effect on adolescent athletes. Although early achievement motivation theorists (e.g., Atkinson, 1957) viewed fear of failure as a unidimensional construct (positioning shame at its core), contemporary theorists view it as a multidimensional construct. Conroy et al. (2002)

conceptualized fear of failure as the tendency to appraise threat to the achievement of personally meaningful goals when one fails in the performance. Individuals who have learned to associate failure with adverse consequences will perceive failure as threatening and experience fear and apprehension in evaluative situations.

Fear of failure has been related to several maladaptive consequences on athletes, such as burnout, drop-out, and high levels of worry, stress and anxiety. This study aimed to discover the effects of fear of failure in sport contexts. An application of structural equation modeling was made on Portuguese athletes. A multi-group confirmatory factor analysis was conducted and significant differences were detected. Female athletes presented more fear of shame and embarrassment, fear of devaluating one's self estimate, and less fear of having an uncertain future, than male athletes. Fear of upsetting important others and fear of important others losing interest are more prevalent in team sports. Adolescent athletes presented more fear of important others losing interest than preadolescents. The results of this research provided evidence that fear of failure is appraised differently by athletes, concerning their gender, type of sport, and age (Correia, et. al., 2017).

Fear of failure is a motive deeply rooted in self-evaluative disposition that is socialized during childhood, specifically between the ages 5 and 10 years (Atkinson, 1957; McClelland, 1958). Scant research that has been conducted on fear of failure origins seems to suggest that it is rooted in parental socialization and parent-child relations (McGregor & Elliot, 2005).

Fear of failure is conceptualized as the tendency to appraise threat to the achievement of personally meaningful goals when one fails in the performance.

Individuals high in fear of failure have learnt to associate failure with aversive consequences and typically perceive failure in evaluative situations as threatening, and believe that aversive consequences will occur after failure (Conroy, Willow, & Metzler, 2002). This recent multidimensional model of fear of failure was based on the cognitive motivational relational theory of emotion (Lazarus, 1991) and is generally consistent with other multidimensional models of fear of failure (e.g., Birney, Burdick, & Teevan, 1969).

Uncertain Future: :Coach-athlete dyads with conflicting interests can (a) (Engage in antisocial or self-interested behaviour), (b) Experience hostile thoughts and (c) attempt to achieve benefits at other's expense) overall such interactions can be antagonistic and cyclic. These coach-athlete dyad have an uncertain future that may include further escalation of conflict (Hostility and destructiveness) or disengagement from rehabilitation.

Goal Setting : Burton and Naylor's (2002) review of 56 published works on goal setting in sport, however, indicated that 79 per cent of the studies demonstrated moderate to strong goal-setting effects. While Burton and Naylor's work does paint an increasingly positive picture, the mixed effects described suggest that sport research consistently fails to provide convincing support for the central theoretical premises of Locke's theory (Hall and Kerr, 2001). The focus of this section is to consider those critical variables that have been argued to moderate the goal setting–performance relationship. To clarify, a moderating variable in this context is one that affects the direction and/or strength of the predictive relationship between goal setting per se and subsequent cognitions, behaviours and affect (Baron and Kenny, 1986). The moderating aspects we will consider here are associated with goal difficulty, goal specificity, goal proximity, goal focus, goal

commitment and feedback. Critical examination of these and the research surrounding them will, it is hoped, provide some explanation for the mixed findings of goal setting studies in sport, and help to close the research–applied practice gap.

Overview of research in the area of goal setting and performance in sport and exercise settings. Much of the early research in goal setting has been conducted in industrial/organizational settings as it has only been in the last seven to ten years that researchers have begun to focus on goal setting in sport and exercise settings. This has often produced equivocal findings, in part due to methodological shortcomings and in part due to the fact the sport and exercise environments appear to differ from industrial/organizational settings. These differences were noted and variables such as task characteristics, type of setting, goal difficulty, personal goals, spontaneous goal setting, and competition were discussed as potential mediators of the goal setting performance relationship. Recently, Weinberg and his colleagues have assessed and interviewed collegiate athletes concerning their goal setting practices and more qualitative research would allow us to learn more about how goals operate in sport and exercise settings. Other future directions for research include the need for more longitudinal studies following athletes over the course of a season, the incorporation of developmental and socio-cultural differences in goal setting styles and preferences, and the inclusion of individual difference variables as well as situational variables. If we can begin to gain a better understanding of how goal setting operates in sport and exercise environments, then we can begin to develop programs and interventions that will not only maximize performance, but also enhance personal growth of individuals participating in sport and exercise (Weinberg, 1994).

According to Massey (2007) the team sport athletes would have higher levels of fear of failure than individual sport athletes since they reported higher levels of fear of losing social influence. Team sport athletes were also significantly more likely to experience fear of losing social influence when failing in sport.

1. 2 Statement of the Problem

The Purpose of the study was to compare and investigate the fear of failure among National level Mallakhamb players of different age groups

1. 3 Delimitations

1. The study was delimited to National level boys and girls Mallakhamb players of different competitive age groups
2. The study was delimited to the six factors of FOFQ of National level boys and girls Mallakhamb players of different competitive age groups.
3. The study was delimited to the Six factors of Fear of Failure Questionnaire (FOF) prepared and validated by Ramesh Kumar Shukla , 2014.

1.4 Limitations

As this study included the subjects belonging to different geographical area, Socio-economic status and cultural values. The inability of the scholar to control the above factors shall be considered as one of the limitations.

1. 5 Objectives of Study

1. To find out the significance of differences in fear of failure between National level boys and girls Mallakhamb players of different age groups.

2. To find out the significant differences in fear of failure among National level boys Mallakhamb players of different age groups
3. To find out the significant differences in fear of failure among National level girls Mallakhamb players of different age groups .
4. To find out the significance of difference in fear of failure. between elite and non-elite boys Mallakhamb players of different competitive age groups.
5. To find out the significance of difference in fear of failure. between elite and non-elite girls Mallakhamb players of different competitive age groups.

1.6 Hypotheses

Hypothesis-1: “There would be no significance of difference among boys Mallakhamb players of different age groups in different dimensions of fear of failure”

Hypothesis-2: “There would be no significance of difference among Girls Mallakhamb players of different age groups in different dimensions of fear of failure.

Hypothesis-3: “There would be no significance of difference between boys and girls Mallakhamb players of different age groups. in six dimensions of fear of failure”

Hypothesis-4: “There would be no significance of difference in fear of failure. between elite and non-elite Boys Mallakhamb players of different age groups”

Hypothesis-5: “There would be no significance of difference in fear of failure. between elite and non-elite Girls Mallakhamb players of different age groups”

1.7 Definition and Explanation of Terms

1.7.1 Fear

Fear is a subjective emotion that triggers physiological changes e.g., increased heart rate, muscle tension and that has antecedents in the environment, leading to certain causal consequences in behavior.

Fear creates tension, doubt and panic. Fear of failure affects an athlete's ability to perform at the highest level. It increases heart and respiratory rates as well as muscle tension. Fear of failure causes narrowed perception and attention as well as diminished cognitive ability. Fear of failure is the toughest opponent many athletes ever face. When the athlete is not afraid to fail, his or her chances of success improve dramatically.

Fear is an emotional reaction to a perceived threat that one seeks to escape or avoid. An association between a specific stimulus and threat triggers a fear response, and avoidance behaviors often ensue. The individual engages in the avoidance behaviors out of a belief that such behaviors will prevent the unpleasant outcome that is feared.

1.7.2 Failure

Failure is the act of non-performance; failure means you were not successful at this attempt. Failure is temporary, failure does not last forever one of the most common reasons for not setting goal is summarized in expression "fear of failure". Failure was defined primary as performance related mistakes by Swedish athletes and Portuguese athletes and coaches. Swedish coaches defined failure as not being able to reach goals.

1.7.3 Fear of Failure

Initially, defined fear of failure or the motive to avoid failure and/or a capacity for experiencing shame or humiliation as a consequence of failure. Although shame is

mentioned explicitly in the definition of the motive to avoid failure, it has been common practice to operationalize fear of failure as a form of performance anxiety.

The fear of failure is a real fear in every human being, despite what some of the outwardly brave ones will tell you. Have you ever thought to yourself, "what if I set a target and I don't reach it"?

1.7.4 Goal Setting

Goal setting is defined as “an objective, a standard, an aim of some action, or a level of performance or proficiency”. This means that a goal is some standard that one wants to achieve. Goal setting is a very popular motivational technique for improving performance and completing tasks both in life and in sports.

1.7.5 Self Adequacy

Self adequacy is defined as the perception of one's capability to achieve some acceptable standard of success, by that standard being influenced by several factors: self, parents, peers and teachers. The notion of Self adequacy has been developed to allow a better understanding of participation in physical activities in general.

Self esteem is defined by the degree of worth and competence that we attribute to ourselves. It has an important role in achieving good results, if you deeply believe in your own skills and abilities, you will perform well. If there is no such faith but doubts which prevails, the sportsman will have the feeling that the task is far too hard for him, beyond his potentials (Hardy & Crace, 2009, Velikic, Knezevic, & Rodic, 2014).

1.7.6 Uncertain Future

Uncertain Future related to the possibility of “getting dropped from the first team” or from the first tournament after failure and letting down important others related to parents and coaches.

“Uncertainty and ambiguity of potential future threats are central to understanding the generation of anxiety and anxiety disorders,” Austin Kim, of Dartmouth College. “Our research suggests a relationship between an individual’s ability to deal with this uncertainty and the volume of gray matter within a specific area of the brain.”

1.7.7 Self Control

Self-control has been defined as the mental capacity of an individual to alter, modify, change, or override, his or her impulses, desires, and habitual responses (Baumeister & Heatherton, 1996).

Self-control is understood to be applied when an individual opts to inhibit their immediate desires and to replace them with behaviour that aligns with their long-term goals (Milyavskaya & Inzlicht, 2016).

Self-control is important for a variety of sport and exercise behaviours including superior athletic performance (Englert, 2016)

1.7.8 Self-Evaluation

Antecedents for self-monitoring in athletes likely include an individual’s knowledge of athletic preparation, skills for observation, measurement, and problem solving, goal-setting, and social support. Self-monitoring is an essential component of self-regulated behavior change whereby self-monitoring influences motivation and, in turn, behaviors.

Self-evaluation is the process by which individuals make judgments about and modify the self-concept, and has been identified as a critical aspect of self-regulation. Self-evaluation is to spot the attributes and skills that are crucial for one to achieve your personal and performance goals.

1.7.9 Coping Strategies

Coping is the process that takes place each and every time it's situation changes which is shown when there is difference in performance. There are always different ways when athletes choose to manage that situation. All the ways of coping can be divided into different categories depending on the ways of coping. Thus, they are called coping strategies.

Coping has been defined as an ability to deal with the demands placed on one's self through the application of cognitive and behavioral effort. Demand may be external and or internal and are often perceived as excessive regarding the resources an individual has at their disposal (Crossman, 2001)

1. 7. 10 Elite Players

Elite players were those who won the Gold, silver and Bronze medals in each competitive age groups during national Mallakhammb championships held at Ujjain (M.P.)

1. 7. 11 Non- Elite Players

Non-elite players were those who could not won any medals during national Mallakhamb championships held at Ujjain (M.P.) in any competitive age groups.

1.8 Significance of the Study

1. The findings of the present study may provide help to the coaches, Sports trainers, sports administrators and physical education teachers in their professional work.
2. The study may provide support to the coaches and physical educationists to select the Mallakhamb players according to their fear of failure

3. The study may through light on the problems faced by the Mallakhamb players of different levels due to fear of failure.

CHAPTER-2

LITERATURE REVIEW

During the process of the preparation of the thesis, the research scholar gathered the ideas related to the present study. The investigator has tried his level best to collect and quote the findings on the relevant studies with various psychological factors related to fear of failure in sports and games

The research scholar attempted to review the literature available in the various library related to physical education, sports and education from different parts of India. Some of the most important studies which were found by the researcher from the libraries like: Barkattulla University, Bhopal (M.P.); R.D. University Jabalpur (M.P.); Laxmibai National Institute of Physical Education-Gwalior (M. P.); DAVV Indore (M.P.) Vikram University, Ujjain and N.I.S. Patiala (Punjab) etc.

The researcher has tried to collect the available literature from the National and International Journals and reviews, Books , Encyclopedia, unpublished thesis and dissertations which were directly or indirectly related with the present study. Attempt has been done to present a summary review of literature, which may be helpful in understanding and bring out meaningful outcomes from this study.

Macdonald and Hyde (1980) administered the several tests of Fear of Success (FOS), Fear of Failure (FOF), and Need Achievement (nAch), plus Taylor's Manifest Anxiety Scale and a social desirability scale on 104 males and 101 females. FOS, FOF, and nAch did not show factor validity. Results for predictive validity were also poor. Anxiety defined the first factor in the factor analysis. All first-factor tests

negatively predicted female grade point average and American College Test scores. All the first- factor tests showed sex differences, with females scoring higher. A clarifying role for anxiety in the study of sex differences in achievement is indicated.

Jackaway & Teevan (1984) used verbal leads to elicit TAT responses from 160 male and female high school seniors, under neutral and aroused conditions. These protocols were scored for fear of success(FOS) according to the 1973 revised scoring system developed by Homer, Tresemer, Berens, and Watson (Note 1) and also scored for fear of failure (FOF) according to the Hostile Press Scoring System developed by Birney, Burdick, and Teevan (1969). Significant positive correlations between the two motive scores were obtained under both neutral and aroused conditions. The lack of independence between the FOS and FOF scores reflects theoretical similarities in the definitions of the motives, as well as considerable overlap in the scoring systems. It was hypothesized that for those people (especially women) whose affiliative and achievement needs are interrelated, FOF and FOS may be nearly equivalent, since fear of social rejection thus becomes tantamount to fear of failure.

Sancho and Hewitt (1990) reported the questioning fear of success. Some have questioned whether fear of success can be differentiated from fear of failure. The present study was designed to examine this issue. Women were presented hypothetical situations of success and failure in three different settings (School, Sports and Works). They were asked to provide estimates of the percent of by standards who would react positively to them and the percent who would react negatively to them under success and failure. They

also filled out a fear of success scale. Scores on the scale were corrected with each of the four percentages. Fear of success scores predicted the negative reaction to failure but not to success. It was speculated that scales designed to measure fear of success may actually measure fear of social rejection.

Fried-Buchalter (1997) conducted a study on Female (N = 51) and male (N = 53) marketing managers, which included 10 African-Americans, 15 Hispanics, and 79 Caucasians, with salaries ranging from \$25,000 to \$350,000, were assessed for fear of success (FOS), fear of failure (FOF), and the imposter phenomenon (IP). Based on Homer's (1968) theory that FOS is related to gender roles socialization, it was hypothesized that FOS would be greater among female managers than among male managers. However, based on the conceptualization of FOF presented by Bimey, Burdick, and Teevan (1969) and the description of the IP offered by Clance and Imes (1978), no significant differences were expected on these dimensions. This study seeks to clarify the relationships between gender, in relation to FOS, FOF and the IP, among marketing managers. FOS was measured by the Fear of Success Scale (Zuckerman and Allison, 1976), FOF was measured by the application of the Hostile Press Scoring system applied to stories written by responding managers in response to verbal leads (HP System; Birney et al., 1969), and the IP measured by Harvey's (1982) IP Scale. Results were as expected. Female managers were significantly higher than males on FOS, but there were no significant gender differences on FOF or the IP. Among both female and male managers, significant positive correlations were observed between FOF and the IP. FOS was not related significantly to either the FOF or the IP. Results were

interpreted as indicating differences between culturally based and intra psychic fear of succeeding.

Aidman (1998) compared the two models by examining the factor structure of the Self-Liking/Self-Competence Scale (SLCS), a recently developed instrument with balanced item valences. Three principal component factors were derived from the SLCS item pool on a sample of 480 Australian undergraduates. The factors were interpreted as “positive self- attitudes”, “self-disliking” and “self-incompetence”. This indicates that only negative self-attitude items elicit responses that confirm the self-worth/self-competence distinction, whereas positive self-attitudes tend to remain undifferentiated. The findings partially support each of the two competing self-esteem models. However, they suggest that both valence-based and self-worth/self-competence models may need to be combined in a more realistic conceptualization of global self-esteem. This confirms the importance of capturing the affective nature of self-esteem and, hence, the need for more indirect measurement procedures sensitive to implicit self-views.

Stout (1999) examined the goal setting strategies, locus of control beliefs and personality characteristics of swimmers (108 males and 111 females) from top twenty 1999 NCAA Division IA programs. Three questionnaires were completed: (a) GoalSetting in Sport Questionnaire (GSISQ: Weinberg, Burton, Yukelson, & Weigand, 1993), (b) the Internal, Powerful Others, Chance Scale (IPC: Levenson, 1973), and (c) the compliance subscale and six conscientiousness subscales from the NEO Personality Inventory-Revised (NEO PI-R: Costa & McCrae, 1985). Descriptive statistics from the GSISQ indicated that most of the swimmers set goals to improve overall performance

(51%) and set moderately difficult goals (58%). Results associated with the IPC scale revealed that most of the swimmers attributed their sport performance to internal factors. Results pertaining to the NEO-PI-R indicated that most swimmers were highly conscientious, disciplined, purposeful, and determined

Conroy, Willow, Jand Metzler, (2002) had given views fear of failure as the dispositional predisposition to appraise threat, to the achievement of personally meaningful goals, when one fails. Individuals with a higher fear of failure have learnt to associate failure with aversive consequences and typically perceive failure in evaluative situations as threatening. They also believe that aversive consequences will occur following a failure.

Gotwals and Wayment (2002) examined relationships between self esteem, self evaluative information use, and athletic performance among 103 intercollegiate athletes. As predicted, personal standards were rated as the most useful form of information with downward social comparisons and feared selves information as the least useful. Athletes high in self esteem used more personal standards and ideal selves information and fewer feared selves. Higher self esteem was associated with better athletic performance. Controlling for self esteem, hours practiced, and social desirability, better athletic performance was associated with using upward, lateral, and downward social comparisons. Athletes using negative performance information from the past performed more poorly.

Conroy, Willow& Metzler (2002) indicated multidimensional measure of cognitive-motivational-relational appraisals associated with fear of failure (FF). College students (N = 544) completed the PFAI and a variety of other measures. Calibration

sample analyses reduced the PFAI to 25 items measuring five appraisals in a higher-order factor structure that demonstrated tight cross-validity in the second half of the sample. The five aversive consequences of failure assessed by the PFAI included (a) experiencing shame and embarrassment, (b) devaluing one's self-estimate, (c) having an uncertain future, (d) important others losing interest, and (e) upsetting important others. A five-item short form also demonstrated tight cross-validity. FF was associated with (a) high levels of worry, somatic anxiety, cognitive disruption, and sport anxiety, and (b) low levels of optimism. General FF was unrelated to either perceived competence or fear of success.

Dunn and Syrotuik (2003) investigated the dimensionality of competitive worry in the high contact sport of Canadian football. Male Canadian Football players completed the Football Worry Scale by Dunn, J.G.H. (1999) to measure athletes' dispositional tendencies to experience competitive worry across four domains. A sub-sample of athletes ($n=100$) also completed the Competitive State Anxiety Inventory-2 by Martens, Burton, Vealey, Bump, & Smith (1990). Confirmatory factor analyses of FWS data supported the retention of four factors to reflect the latent dimensionality of competitive worry. Repeated measures ANOVA revealed that performance failure was the most characteristic type of worry. Correlation and multiple regression analyses revealed that worry about situational uncertainties (i.e. fear of the unknown) was the strongest predictor of both somatic and cognitive state anxiety. Findings reinforce the importance of treating competitive worry as a multidimensional construct in future competitive sport anxiety research.

Sagar, Lavalley & Spray (2007) investigated the fear of failure in the sport domain among young elite athletes, and to explore their perceptions of the consequences

of failure. Interviews were conducted individually with nine athletes aged 14 - 17 years (5 males, 4 females). Analysis identified and organized perceived consequences of failure into themes and categories. Results revealed that the most commonly perceived aversive consequences of failure were diminished perception of self, no sense of achievement, and the emotional cost of failure. These findings are consistent with those reported in adult population, suggesting the potential for generalizing existing results to young elite athlete

Helen – Athanas (2007) investigated the sources of state anxiety for individual athletes prior to competition, which can be debilitating (Gould, 1993; Gould, Horn & Spreeman, 1983). Non-elite athletes who are high trait anxious (possibly fear of failure) have higher state anxiety than elite athletes (Conroy, 2002; Gould, Horn & Spreeman, 1983). Fencers be prone to elevated state anxiety. No research links these variables together in fencit. The purpose of the study is to examine fear of failure, experience, and division as predictors of state anxiety for epee fencers prior to competition. Epee fencers (N = who competed in the USFA Summer Nationals completed a demographics questionnaire the Competitive State Anxiety Inventory-2R (Cox, Martens & Russell, 2003), and the Performance Failure Appraisal Inventory (Conroy, Willow, & Metzler, 2002). Regression analyses revealed fear of failure as a predictor of cognitive anxiety ($\beta = .34, p < .001$). Division I-A fencers are predictive of higher cognitive anxiety than Division II fencers ($\beta = .20, p = .04$). None were significant predictors for somatic anxiety. Experience was not associated with either cognitive or somatic anxiety.

Conroy, Kaye, and Fifer (2007), focused in their study on the establishment of a nomological network for interpreting fear of failure scores among children and youth. They found a small-to-moderate effect size between fear of failure and age, confirming

the hypothesis that older children would tend to have a slightly higher fear of failure scores than younger children.

Sagar, Lavallee, & Spray (2009) examined the effects of FF on young athletes and to find out their coping responses to the effects of FF. Interviews were conducted individually with nine young elite athletes (5 males, 4 females; ages 14–17 years). It was inferred from the data that FF affected the athletes' well-being, interpersonal behavior, sport performance, and schoolwork. The athletes employed a combination of problem-focused, emotion-focused, and avoidance-focused coping strategies, with avoidance strategies being the most frequently reported.

Sagar, & Stoeber (2009) investigated the different aspects of perfectionism in athletes (N= 388) related to the different fears of failure proposed by Conroy et al. (2002), and how perfectionism and fears of failure predicted positive and negative affect after imagined success and failure in sports competitions. Results showed that perfectionist personal standards showed a negative relationship with fear of experiencing shame and embarrassment and a positive relationship with positive affect after success, whereas perfectionist concern over mistakes and perceived parental pressure showed a positive relationship with fear of experiencing shame and embarrassment and with negative affect after failure. Moreover, fear of experiencing shame and embarrassment fully mediated the relationship between perfectionist concern and negative affect and between coach pressure and negative affect. The findings demonstrate that fear of experiencing shame and embarrassment is central in the perfectionism-fear of failure relationship and that perfectionist concern about mistakes and perceived coach pressure are aspects of perfectionism that predict fear of experiencing shame and embarrassment

and negative affect after failure.

Chen, et. al. (2010) identified the psychological factors that influence the performance of elite table tennis players in Taiwan. Participants were 130 elite table tennis players (Mean age = 18.73, Mean sport years =10.01, Males = 84, Females = 46), who were recruited during the National Squad Try Out. Two questionnaires designed by the authors were utilized for data collection: a Demographic Information Sheet and a Table Tennis Player Psychological Skills Questionnaire. Descriptive statistics were computed for data analysis. The results indicated that a) “Lacking Confidence”, “Overstress”, and “Unable to Cope with Opponent’s Tactics”, were the top three psychological factors which interfered with the player’s performance during competition. b) “Dwelling on early mistakes”, “Focusing too much on competition outcome”, and “Focusing too much on body mechanics and movements”, were the top three barriers that prevented players from focusing their attention during competition. c) “Worrying about opponent’s ability”, “Perceived low skill”, and “Poor performance before competition” were the top three causes of “Lacking confidence”. d) “Fear in unable to achieve specific goal”, “Too strong desire to win”, and “Expectation of significant others” were the top three causes of “Overstress”. e) “Muscle tensed up”, “Poor technique”, and “Applying inappropriate tactic” were the top three causes of “Unable to cope with opponent’s tactics”. f) “Not feeling good physically”, “No goals”, and “This competition is not important to me” were the top three causes of “Lack of Desire to Win”. g) “Non-optimal condition in training”, “Non-optimal mental preparation and readiness”, and “Don't know how to prepare” were the top three causes of “Poor pre-competitive mental preparation”.

h) “Understand coach’s instruction but can’t do it technically”, “Unable to hear coach’s instruction and mind blank during competition”, and “Unable to understand coach’s instruction” were the top three causes of “Problems in following coach’s instruction”.

Balaji1 & Kalidasan (2011) assessed the game-specific competitive anxiety level of the Tamilnadu state cricketers. One hundred and fifteen Cricketers from TNCA first division league cricket teams aged ranged between 16 and 26 years were respondent to questionnaire developed by the investigators and standardized sports competition anxiety questionnaire (SCAT) developed by Martens. The objectivity, reliability and validity of the questionnaire were established using appropriate tools. The three sports psychological experts were asked to subjectively rate the anxiety level of each cricketer in a 10 point scale, ranking from 0 to 10 point. The statistical analysis Pearson product moment correlation was used to find out the inter-relationship between expert rating and collected data. The result reveals that the constructed game-specific competitive anxiety questionnaire for Tamilnadu state cricketers had significant relationship with the expert rating and with SCAT questionnaire.

Bergen (2011) explored the motivations and explanations for self-control and self-control failure. In Study 1, the researcher used quantitative, experimental methods to test predictions derived from the strength model of self-control and self-determination theory related to voluntary risk, vitality, and self-control. In Study 2, the researcher used thematic analysis of qualitative interviews to describe how people experience self-control and self-control failure. The strength model describes self-control as a limited resource that is depleted by acts requiring executive control. When people’s self-control is depleted, they are motivated to conserve and replenish self-control resources. One way

of regaining self-control may be engaging in risky activities that provide a replenishing sense of vitality. Feelings of vitality are associated with perceptions of autonomy, and may serve as an experiential barometer of self-control strength.

In this study, the researcher manipulated self-control depletion and risk autonomy to test whether people engage in risky choices to provide a replenishing sense of vitality. My results suggest that vitality is not a reliable barometer of self-control strength. Perceptions of autonomy appear to be a predictor of short-term self-control strength, such that forced risk is a depleting experience. Further, perceptions of autonomy were an important facet of participants' attributions of self-control success. However, thematic analysis further suggests that experiences of self-control cannot be removed from a context of motivation and emotion. More than just short-term fluctuations in ability to resist temptation, people's personal theories of self-control provide a long-term narrative for explaining success and failures of goal-directed striving. More than just an intra-individual construct, the social context of self-control appears to have important influences on people's attributions for self-control and self-control failure. By combining quantitative and qualitative methods, The researcher was able to add to the self-control literature by providing an account of the mechanisms and experiences of self-control and self-control failure.

Sagar, Boardley and Kavussanu (2011) examined the fear of failure and sport experience predict antisocial behaviour in the university and sport contexts in student athletes. British university 331 student ($n = 176$ male; $n = 155$ female) athletes were selected for study. Participants completed questionnaires assessing fear of failure, sport experience, and antisocial behaviour in both contexts. Fear of failure and sport experience

positively predicted antisocial behaviour in university and sport and the strength of these predictions did not differ between males and females; (b) females reported higher levels of fear of devaluing one's self-estimate than males whereas males reported higher levels of fear of important others losing interest than females. Males engaged more frequently than females in antisocial behaviour in both contexts. They concluded that Fear of failure and sport experience may be important considerations when trying to understand antisocial behaviour in student athletes in education and sport; moreover, the potential effect of overall fear of failure and of sport experience on this frequency does not differ by sex. The findings make an important contribution to the fear of failure and morality literatures

Wilson (2011), investigated psychological traits of elite, sub-elite and non-elite English cricketers in order to establish whether traits differ amongst the three levels of performer. A sample of 60 male cricketers deriving from County Cricket Clubs (Elite cricketers), MCC Universities (Sub-elite cricketers) and National Cricket Clubs (Non-elite cricketers) were examined in the pre-season of 2011. Three questionnaires were administered, assessing mental toughness (SMTQ; Sheard, Golby & van Wersch, 2009), coping strategies (WOCS; Madden, Summers & Brown, 1988, as cited in Madden, Kirkby & McDonald, 1989) and motivation (SMS-6; Mallett, Kawabata, Newcombe, Otero-Forero & Jackson, 2006). In line with past research, it was hypothesised that the three levels of performer would differ significantly on such measures. Predictions regarding specific relations were made a priori. Multiple one way ANOVA's revealed that performers only differed significantly on measures of constancy (SMTQ), although a trend for external regulation (SMS-6) was noticeable.

In regards to the former, non-elite cricketers were found to score significantly lower than elite and sub-elite cricketers, suggesting that non-elite cricketers are less determined to achieve success than elite and sub-elite players. In reference to external regulation, sub-elite cricketers scored higher than elite and non-elite players, implying that sub-elite cricketers may be more likely than elite and non-elite players to participate in order to obtain rewards.

Sagar, Boardley, and Kavussanu (2011) examined sex differences in the levels of the five dimensions of fear of failure in university and sport contexts. Results pointed out that females reported higher levels of fear of devaluing one's self estimate than males, whereas males reported higher levels of fear of important others losing interest than females. According to these results, the authors suggested that male student athletes have a stronger belief and anticipation than female student athletes that failure will lead to aversive relational consequences, such as losing social value and influence in the performance domain, as well as losing interest of other. Therefore, male students perceived failure to be a threat to their relationships with important others and, consequently, fears it more than females.

Beedie, et.al.(2011) assessed whether mood and emotion can be measured as distinct constructs. Development and validation of the Emotion and Mood Components of anxiety Questionnaire (EMCA-Q) is reported. We based the questionnaire on a subjective-contextual model of emotion-mood distinctions, which specifies that differentiation of the emotion of anxiety from an anxious mood should reflect an individual's awareness of the context in which the respective feeling states occur. In study 1, is described the development of the 10-item, two factor EMCA-Q. In study 2, use

confirmatory factor analysis to provide support for the factorial validity of the scale. In study 3, we provide preliminary evidence of construct validity by [non-starting that students preparing to submit their thesis reported significantly higher scores of anxious emotion about their thesis than anxious mood. Findings suggested that emotion and mood might be distinguished empirically in line with theoretical predictions when subjective-contextual information used to distinguish between the two states was assessed.

Moreno-Murcia, et. al. (2011) evaluated the validity of the Spanish version of the Children's Self-Perceptions of Adequacy in and Predilection for Physical Activity Questionnaire (Hay, 1992). Two studies were carried out with independent samples (N= 688 / N= 201). The first study checked the internal consistency, the factorial and the predictive validity of the scale in relation to gender, and the second, checked the criterion validity of the questionnaire in relation to exercise rate and intensity. The design was a cross-sectional with self-reported questionnaires. The results revealed a structure of three oblique factors and 12 interactions among residual errors with adequate internal consistency. The MANOVA showed significant differences in relation to gender, but the effect sizes were low or moderate. The analysis of invariance in relation to the school of origin of the participants revealed that factor structure was invariant. On the other hand, the analysis of structural equations in the second study revealed that practice predicted the perception of adequacy in physical activity, this adequacy predicted the perception of predilection for physical activity, and this situation predicted enjoyment, too. In conclusion, this study provided support for the reliability and validity of the Spanish version of the CSAPPA) questionnaire.

Dewar (2012) investigated the relationships between goal involvement and

potential mediators and moderators of these relationships; a secondary aim was to he link between goal involvement and sport performance. The relationships between goal involvement and emotions experienced before, during, and after competition were examined in studied 1, 2, and 3, respectively. Cognitive appraisals and perceived performance were examined as mediators of the links between task involvement and emotion) perceived competence perceived performance (Studies 2 & 3), and outcome of the match were investigated as moderators of the relationships between ego involvement. Finally, the effects of achievement goals on emotions and performance were experimentally tested in a speed-agility task (Study 4). Overall, task involvement was positive, and negatively associated with negative, emotions; challenge appraisal and performance helped explain the majority of these links. Also, some relationships ego involvement and emotions were moderated by perceived performance and outcome. These findings suggest athletes should be task involved before or during competition and that element can be beneficial for emotions when perceived performance is high.

Park (2012) examined the attitudes towards marital relationships in three ways in the literature. Studies focus on intent to marry, global positive or negative attitudes towards marriage, and expectations for what married life will be like. There are currently no instruments capable of assessing all three of these areas. The present study outlines development and validation of the Marital Attitudes and Expectations Scale (MAES). The MAES is an instrument designed to measure intent to many (Intent to Marry Scale IMS), general attitudes towards marriage (General Attitudes towards Marriage Seal GAMS), and expectations for marital relationships (Aspects of Marriage Scale, AMS). The MAES is composed of 36-items, and is on a 7-point Likert scale. The MAES if

designed to be applicable for any individual, regardless of marital status or sexual orientation. Results demonstrated internal reliability and construct validity for the instrument.

McNees (2012) examined the impact of various forms of physical activity (unstructured recess vs. structured Physical Education vs. HOP Sports Curriculum) on a child's perceptions of adequacy toward physical activity and predilections to participate in physical activity. A total of 36 primary school children (20 boys and 16 girls) aged 9 to 12 years participated in the study. The students in grades 4th – 6th participated in three activity sessions over three consecutive days: a traditional physical education class and a physical education class using the HOP Sports system and an unstructured recess session. A standardized questionnaire designed by Hay (1992) was used to gather information on a child's self-perception towards physical activity: The Children's Self-Perceptions of Adequacy in and prediction for Physical Activity (CSAPPA) scale. Repeated measures Analysis of Variance (ANOVA) was used to examine difference scores across the three study conditions: adequacy, predilection and enjoyment of physical activity. The students completed a pretest-posttest of the scale, to determine the impact of the three activity sessions. The results showed no significant difference for the HOP Sports and recess condition, however, in terms of adequacy, the traditional physical education session experienced significantly greater gains. Study results and limitations warrant further research in the impact of HOP Sports on a child's self-perception towards physical activity. The study recommended that future research and practice focus on developing strategies for effectively integrating the HOP Sports program into more traditional physical education classes. A key element of such integration may ensure

teacher feedback during the session in order to increase a child's self-perception.

Sagar and Jowett's (2012) found that fear of devaluating one's self-estimate was found to be modified by athlete's age. Specifically, junior male athletes reported less fear of devaluating one's self-estimate than senior male athletes, and junior female athletes reported higher levels of this fear than their senior female counterparts.

Sagar and Jowett (2012) aimed to examine threat appraisal associated with fear of failure in relation to athletes' gender and testified that males reported less fear of devaluating one's self-estimate than their female counterparts. Thus, indicating that female athletes, more than males, appraised the devaluation of self-estimate after failure to be a threat, and fear it.

Ellison and Partridge (2012) presented significant sex differences for fear of failure and consistently revealed higher levels for females. Females reported fear of shame and embarrassment and fear of devaluating one's self-estimate to a greater degree than males.

Sah and War (2013) constructed the psychological norms for national level girl's boxers. For the purpose of this study hundreds national level boxers with age group of 15.8 ± 0.66 were taken as subjects. The subjects were participants of national and state level competitions held for under 17 girls in Haryana and Uttarakhand states in the session 2010-12. The psychological variables selected for the purposes of this study were aggression, motivation and trait and state anxiety. To measure all the selected psychological variables standard questionnaire was used. Motivation was measured by questionnaire constructed by Dr .M.L.Kamlesh (1992), anxiety i.e. trait

and state anxiety were measured by the questionnaire constructed by Dr . Speilberger , (1966). To measure the aggression questionnaire developed by Buss & Perry (1992) was used. For the construction of psychological norms of national level girls boxers normative scales was used which is further distributed in to five categories i.e. low , poor , average, good and high on normal distribution scale.

Ali, et. al. (2013) investigated the fear of failure in the sport domain among young all India hockey players and to explore their perceptions of the consequences of failure. The study examined fear of failure among 28 male North Zone Hockey players(age 17–26 years).The Performance Failure Appraisal Inventory (PFAI) designed by Conroy, Willow & Metzler (2002) was used to collect the data. Descriptive statistics was used to statistical treatment and interpretation of the data. Results revealed that most of all India Intervarsity hockey players had higher level of fear of devaluing one's self-estimate (FDSE), fear of experiencing shame and embarrassment(FSE),fear of important other losing interest (FIOLI). The subjects reported moderate level of fear of having an uncertain future (FUF)and least levels of fear of upsetting important others (FUIO).

Michael et. al. (2014) reported the effects of a goal-setting intervention on fear of failure in young elite athletes. Using the hierarchical model of approach and avoidance motivation as a theoretical vantage point, a goal-setting intervention using mastery-approach goals and existing goal setting recommendations was used as intervention. The goal-setting group (n = 33) attended 12 weekly, one-hour goal-setting sessions, while the control group (n = 16) did not. A Danish version of the short form of the Achievement Motives Scale-Sport was tested with a confirmatory factor analysis and showed good fit. It was used to measure fear of failure at baseline, at the end of intervention and at follow-

up, 12 weeks after intervention had ended. Results showed that in the goal-setting group, fear of failure decreased significantly from baseline to end of intervention, but increased again from end of intervention to follow-up. This indicates that fear of failure is an achievement motive disposition that can be changed through certain achievement experiences. Implications for practice and future research are discussed.

This study reports the effects of a goal-setting intervention on fear of failure in young elite athletes. Using the hierarchical model of approach and avoidance motivation as a theoretical vantage point, a goal-setting intervention using mastery-approach goals and existing goalsetting recommendations was used as intervention. The goal-setting group ($n = 33$) attended 12 weekly, one-hour goal-setting sessions, while the control group ($n = 16$) did not. A Danish version of the short form of the Achievement Motives Scale-Sport was tested with a confirmatory factor analysis and showed good fit. It was used to measure fear of failure at baseline, at the end of intervention and at follow-up, 12 weeks after intervention had ended. Results showed that in the goal-setting group, fear of failure decreased significantly from baseline to end of intervention, but increased again from end of intervention to follow-up. This indicates that fear of failure is an achievement motive disposition that can be changed through certain achievement experiences. Implications for practice and future research are discussed.

Correia, Rosado and Serpa (2016), examined the psychometric proprieties of the PFAI with a sample of 556 Portuguese athletes. A confirmatory factor analysis was employed to test whether the proposed multi-factorial structure of the PFAI fits well the Portuguese data. All factors displayed good internal consistency, convergent validity, and

discriminant validity. Multi-group analysis revealed cross-validity and the models' invariance. The correlations between fear of failure and sport anxiety measures revealed evidence of its concurrent validity. The PFAI appears to be a psychometrically sound measure and a valid and reliable tool for assessing fear of failure in Portuguese sport contexts.

CHAPTER-3

METHODOLOGY

In this chapter, selection of subjects, criterion measure, description of questionnaires, administration of questionnaire and collection of data and statistical analysis used for data analysis are presented .

3.1 Selection of Subjects

The subjects of the study were two hundred and fifty seven national level (one hundred and thirty two Boys and one hundred twenty five Girls) Mallakhamb player. The sample consisted of eighty four mini national Mallakhamb players (Forty one Boys and Forty three Girls), Sixty two sub-junior National (Thirty four Boys and Twenty Eight Girls), Fifty nine junior national (Thirty four boys and Twenty five Girls) and Fifty two Senior national (Twenty three Boys and Twenty nine Girls) levels, who participated in 28th mini, 29th sub-junior, 30th junior and 33rd senior national Mallakhamb Championships held at Ujjain in the year February, 2017. Boys Mallakhamb players were selected during the Mini (Under 12 year), Sub-junior (under 14 years) , Junior (under 18 years) and senior (Above 18 Years) National Mallakhamb championship. Girls Mallakhamb players were selected during the Mini (Under 12 year), Sub-junior (under 14 years) , Junior (under 16 years) and senior (Above 16 Years) National Mallakhamb championship.. Means and Standard deviations of age of Boys and Girls respondents in mini, sub-junior, junior and senior age categories were 10.95 ± 1.20 , 13.41 ± 0.50 , 16.50 ± 0.99 , 21.52 ± 2.41 years and 10.67 ± 1.23 , 13.36 ± 0.49 , 15.24 ± 0.52 and 19.97 ± 30.13 years respectively .

3.2 Criterion Measure

Fear of failure along with fear of success are regarded as a threat to performance by sports persons. Fear of failure questionnaire consisted of six psychological factors was used as criterion measure. These six factors are given below:

1. Goal Setting
2. Self Adequacy
3. Uncertain Future
4. Self Control
5. Self Evaluation
6. Coping Strategy

3.3 Description of Questionnaire

The fear of failure questionnaire (FOFQ) is a sport-specific scale consisting of 48 items which was constructed by Shukla (2015). It is a multidimensional inventory that measures the psychological characteristics of athletes on six subscales; Goal Setting, Self Control, Self Adequacy, Self Evaluation, uncertain Future and Coping Strategy

This measure requires athletes to respond on a 5-point scale i.e. strongly disagree, Disagree, Undecided, Agree, and Strongly agree for positive items and reverse of them for negative items. The reliability of test was determined by test- retest method with an interval of one month. The test-retest reliability coefficient was 0.99. The direction of scoring of the questionnaire is - higher the score - greater the fear of failure

Scoring : The scoring was done on a 5-point rating scale. For positive items (4 = Strongly Agree, 3= Agree, 2= Undecided, 1= Disagree and 0= Strongly Disagree), for negative

items the procedure of scoring was reversed i.e., (0 = Strongly Agree, 1= Agree, 2= Undecided, 3= Disagree and 4= Strongly Disagree),

Table 3. 1

Scoring Pattern of Fear of Failure Questionnaire

Type of Item	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
Positive (+)	4	3	2	1	0
Negative (-)	0	1	2	3	4

Format for the scale is a five point Likert scale ranging from 04 to 0. Because it was trait and state like measure, how they generally feel in competitive situation, it was an additive scale. Total score was the sum of all item scores. High score means high fear of failure.

Table 3. 2

Positive and Negative Items Related to the Six Factors of Fear of Failure

Code	Factor	Items
A	Goal Setting	+ 1 7 13 25
		- 19 31 37 43
B	Self Adequacy	+ 2 20 26 32 38 44
		- 8 14
C	Uncertain Future	+ 39 15 21 27
		- 33 39 45
D	Self Control	+ 4 28 40
		- 10 16 22 34 46
E	Self Evaluation	+ 17 47
		- 5 11 23 29 35 41
F	Coping Strategy	+ 18 42 48
		- 6 12 24 30 36

3.4 Administration of Questionnaire and Collection of Data

The necessary permission from the organizing secretary and Secretary General of Mallakhamb Federation of India was obtained by the research scholar to conduct this study on National level Mallakhamb players of India during 28th mini, 29th sub-junior, 30th junior and 33rd senior national Mallakhamb Championships held at Ujjain in the year February, 2017. The coaches and subjects were contacted at the site championships personally and their sincere cooperation was solicited. Respondents were called to a common place, when they were not busy and had enough time to spare for testing. Necessary instructions were given to the subjects before the administration of each test. The research scholar motivated the student respondents by promising to send a separate abstract of the conclusions of his study to each of the subjects. Confidentiality of responses was guaranteed so that the subjects would not camouflage their real feelings. No time limit for filling the questionnaire was set but subjects were made to respond as quickly as possible, once the instructions are clearly understood by them. As soon as a group of boys and girls Mallakhamb players completed questionnaire. The completed questionnaires were collected from the Mallakhamb players and it was verified that no questionnaire was left without being answered.

3.5 Statistical Analysis

To assess the fear of failure of boys and girls on six dimensions of National level boys and girls in different competitive age groups, mean and standard deviation (Clarke and David, 1974) were computed.

Multivariate Analysis of variance (Clarke and David, 1972) with independent competitive age groups of Mini, Sub-junior, junior and senior national levels and sex with six dimensions of fear of failure for all the subject taken collectively followed by univariate analyses separately with age groups and with sex were compared to find out the significance of differences among national level Mallakhamb players and sex in their six dimensions of fear of failure. Where ever, F-ratio was found significant, Scheffe's Test of Post-hoc Analysis (Sheehan, 1971) was carried out to identify the significance of differences between the ordered paired means of different competitive age groups and sex.

To find out the significance of difference between means of six dimensions of fear of failure of boys and girls Mallakhamb players, t-ratio was computed for each competitive age groups separately .

For the purpose of data analysis, SPSS 16.0 software was used. To check the obtained F-ratio and t-ratio, the level of significance was set at .05 level.

CHAPTER-4

ANALYSIS OF DATA AND RESULTS OF STUDY

The statistical analysis of data on six dimensions. of fear of failure i.e. Goal Setting, Self Adequacy , Self Control, Self Evaluation, Uncertain Future and Coping Strategies collected on two hundred and fifty seven National and Inter-university level Indian Mallakhamb players in different age groups (one hundred and thirty two boys and one hundred and twenty five girls) who represented their respective state and university teams in mini, Sub-Junior, Junior and senior national championships in different age groups held at Ujjain from 17/02/2017 to 20/02/2017. Indian Mallakhamb players were those who represented the state in various national championships in different age groups. Mean age of boys and girls was 14.86 ± 3.943 and 14.34 ± 3.908 respectively, has been presented in this chapter.

To assess the fear of failure of boys and girls on six dimensions of National level boys and girls in different competitive age groups, mean and standard deviation were computed.

Analysis of variance (ANOVA) with independent age groups of participation levels (U/12, U/ 14, U/18 and Above 18 years) and sex with six dimensions of fear of failure for all the subject taken collectively followed by univariate analyses separately with age groups and with sex were computed. . Where ever, F-ratio was found significant, Scheffe's Test of Post-hoc Analysis was carried out to identify the significance of differences between the ordered paired means of different participation levels and sex.

To find out the significance of difference between boys and girls on mean scores on six dimensions of fear of failure, t-ratio was computed for each participation level separately. To check the obtained F-ratio and t-ratio, the level of significance was set at .05 level.

4.1 Findings of Study

To assess the six dimensions of fear of failure for national level boys and girls Mallakhamb players in different competitive age groups, means and standard deviations and multivariate analysis of variance (MANOVA) with independent factors of different competitive age groups and sex on six dimensions of fear of failure as a set of dependent variables for all the subjects taken together and separately for both the sexes and competitive age group were computed and data pertaining to this, has been presented in Table 4.1 to 4.19.

TABLE 4. 1

Descriptive Statistics of Various Dimensions of Fear of Failure of National level Boys and Girls Mallakhamb Players in Different Competitive Age Groups

		Boys				Girls			
Dimensions		U/12 Yrs (N=41)	U/14 Yrs (N=34)	U/18 Yrs (N=34)	A/18 Yrs (N=23)	U/12 Yrs (N=43)	U/14 Yrs (N=28)	U/16 Yrs (N=25)	A/16 Yrs (N=29)
Goal Setting	M	14.51	14.09	14.41	16.13	14.47	14.89	13.80	15.41
	SD	4.405	3.485	4.001	3.770	4.317	3.715	2.533	4.119
Self Adequacy	M	18.34	18.26	18.09	19.43	18.09	19.89	18.84	17.69
	SD	3.159	3.378	3.078	2.905	3.969	3.655	3.300	4.193
Uncertain Future	M	14.00	15.12	15.03	15.39	15.67	15.96	16.52	14.34
	SD	4.698	3.591	3.050	5.025	3.828	3.967	4.204	3.528
Self Control	M	13.20	13.06	13.44	12.78	13.16	13.64	13.88	12.55
	SD	3.393	2.817	2.402	3.580	2.516	3.211	2.386	2.971
Self Evaluation	M	13.24	12.47	11.53	12.00	11.70	11.93	11.64	13.00
	SD	4.036	4.514	3.510	2.983	2.704	3.409	2.675	3.474
Coping Strategies	M	13.22	12.41	10.97	10.48	12.33	11.82	13.52	13.72
	SD	3.532	2.024	3.080	3.691	3.322	3.389	2.940	12.381

The mean scores of six dimensions of fear of failure as exhibited by national level boys and girls Mallakhamb players in different competitive age groups have been depicted in figures 4. 1 to 4. 24

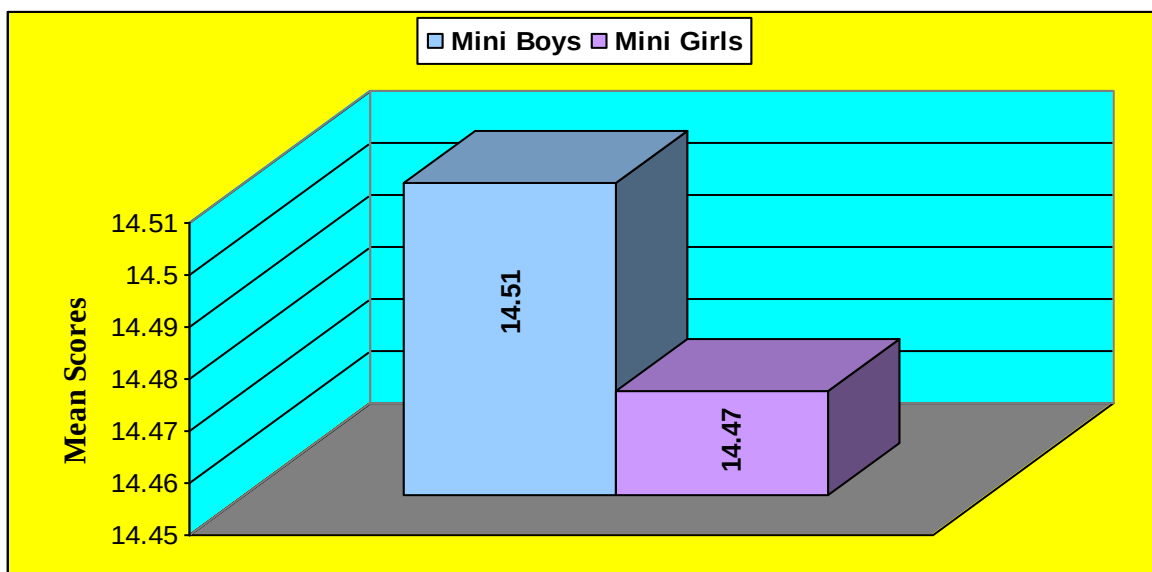


Fig. 4.1: Mean Scores of Goal Setting Dimension of Fear of Failure for Mini National Level Boys and Girls Mallakhamb Players.

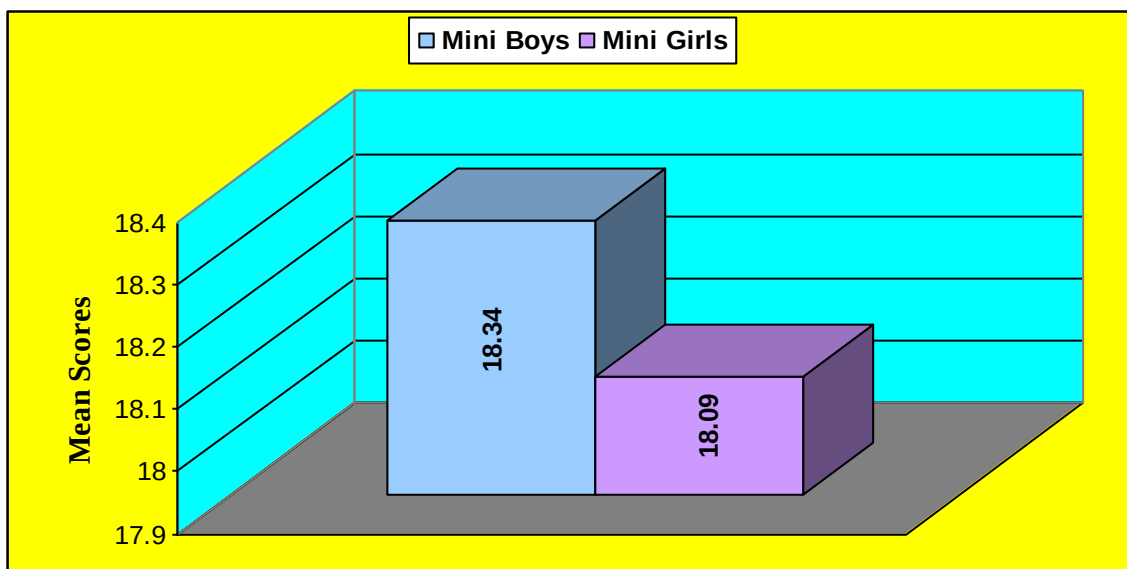


Fig. 4.2: Mean Scores of Self Adequacy Dimension of Fear of Failure for Mini National Level Boys and Girls Mallakhamb Players

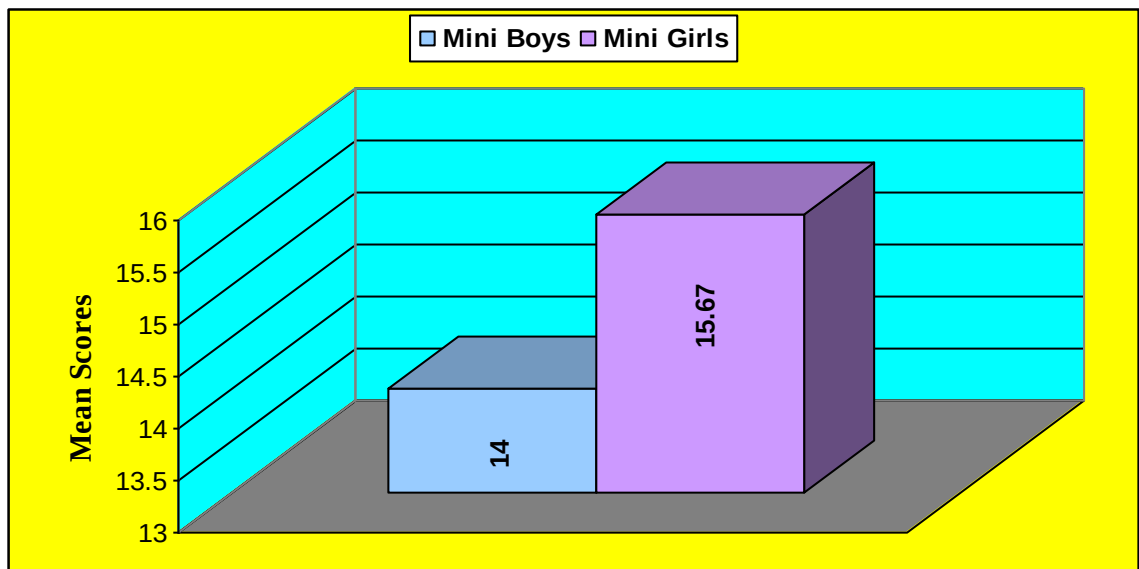


Fig.4. 3: Mean Scores of Uncertain Future Dimension of Fear of Failure for Mini National Level Boys and Girls Mallakhamb Players

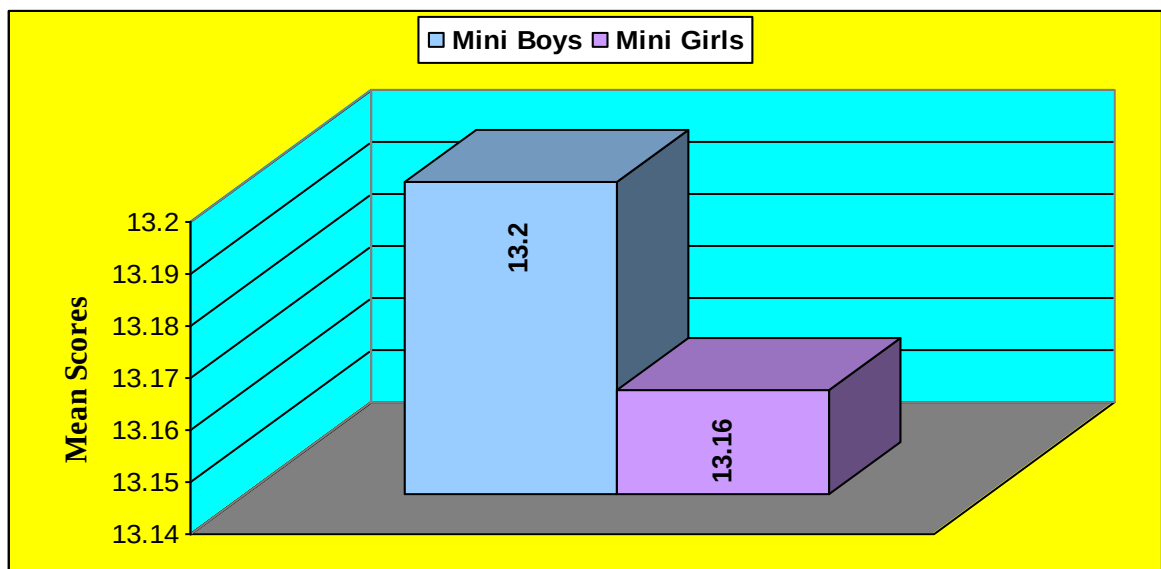


Fig. 4.4: Mean Scores of Self Control Dimension of Fear of Failure for Mini National Level Boys and Girls Mallakhamb Players

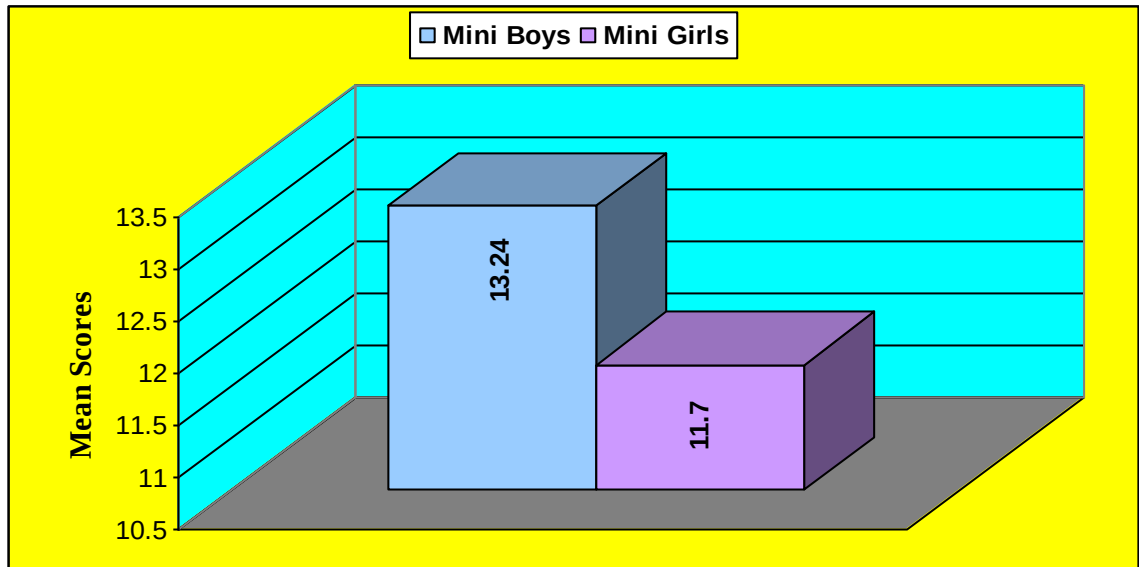


Fig. 4.5: Mean Scores of Self Evaluation Dimension of Fear of Failure for Mini National Level Boys and Girls Mallakhamb Players

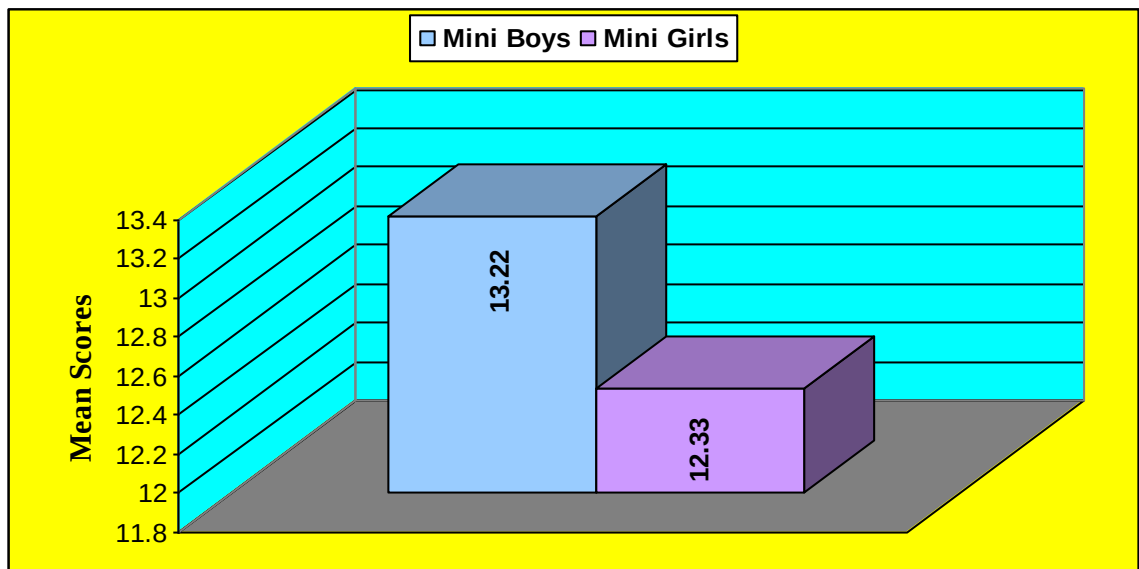


Fig. 4. 6: Mean Scores of Coping Strategies Dimension of Fear of Failure for Mini National Level Boys and Girls Mallakhamb Players

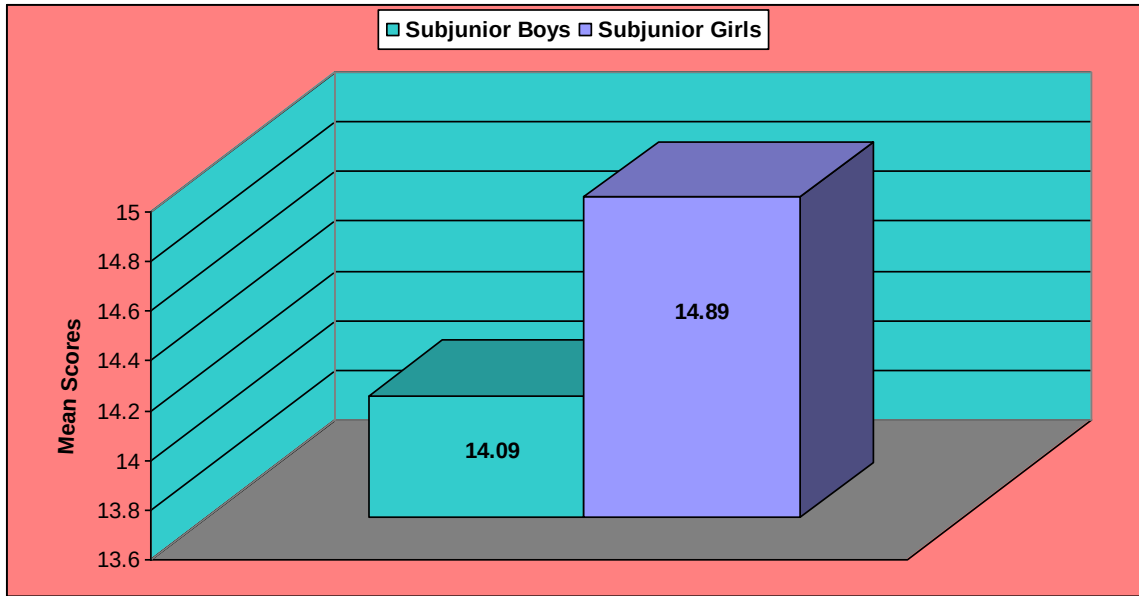


Fig. 4.7: Mean Scores of Goal Setting Dimension of Fear of Failure for Sub-Junior National Level Boys and Girls Mallakhamb Players.

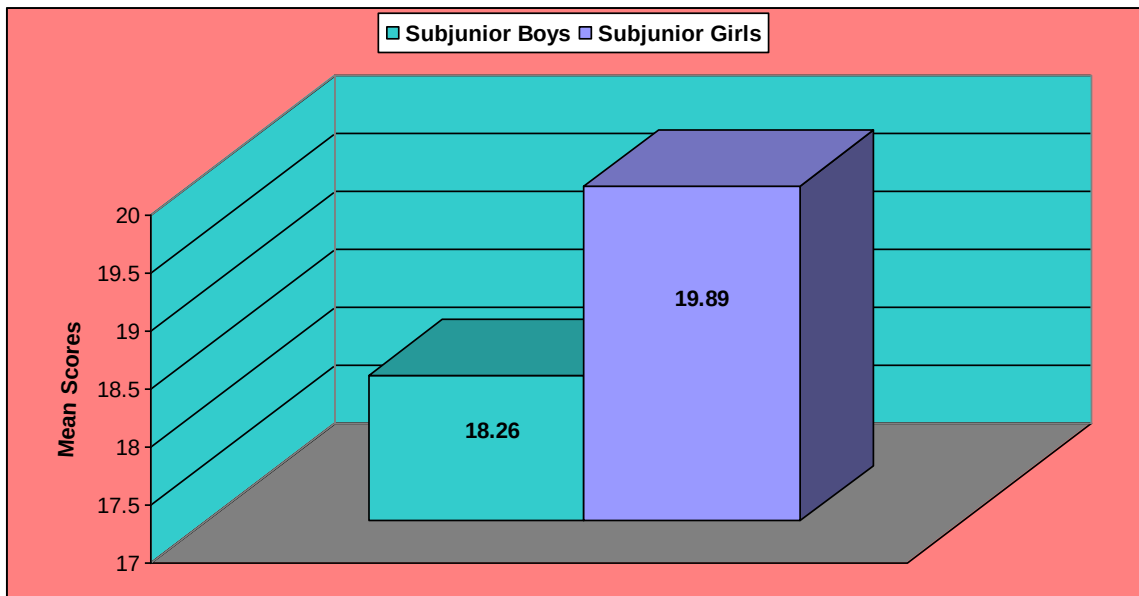


Fig. 4.8: Mean Scores of Self Adequacy Dimension of Fear of Failure for Sub-Junior National Level Boys and Girls Mallakhamb Players

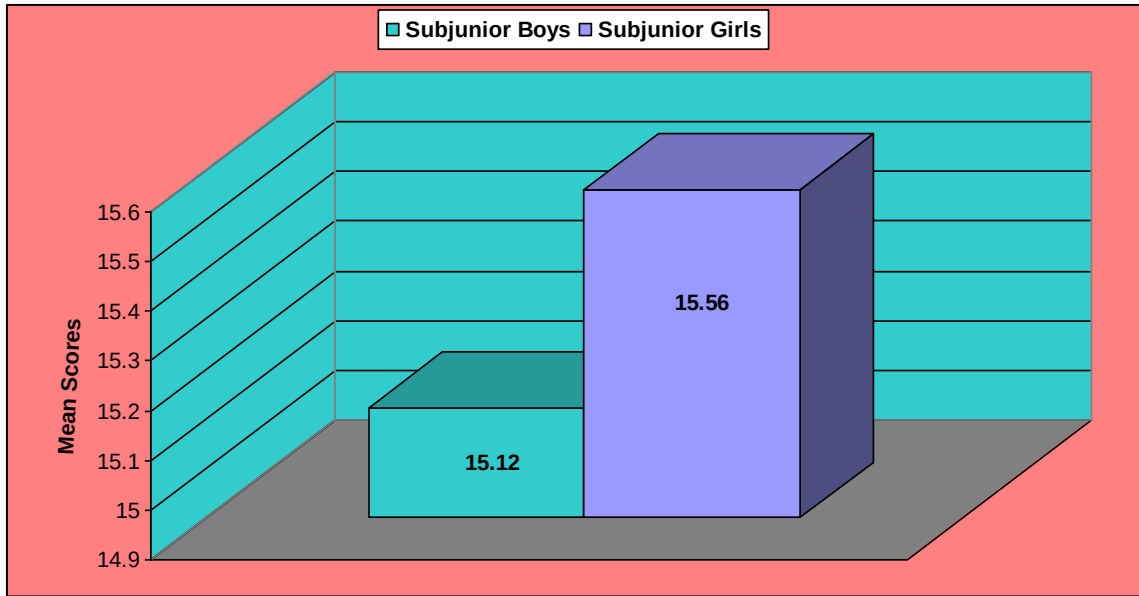


Fig. 4.9: Mean Scores of Uncertain Future Dimension of Fear of Failure for Sub-Junior National Level Boys and Girls Mallakhamb Players

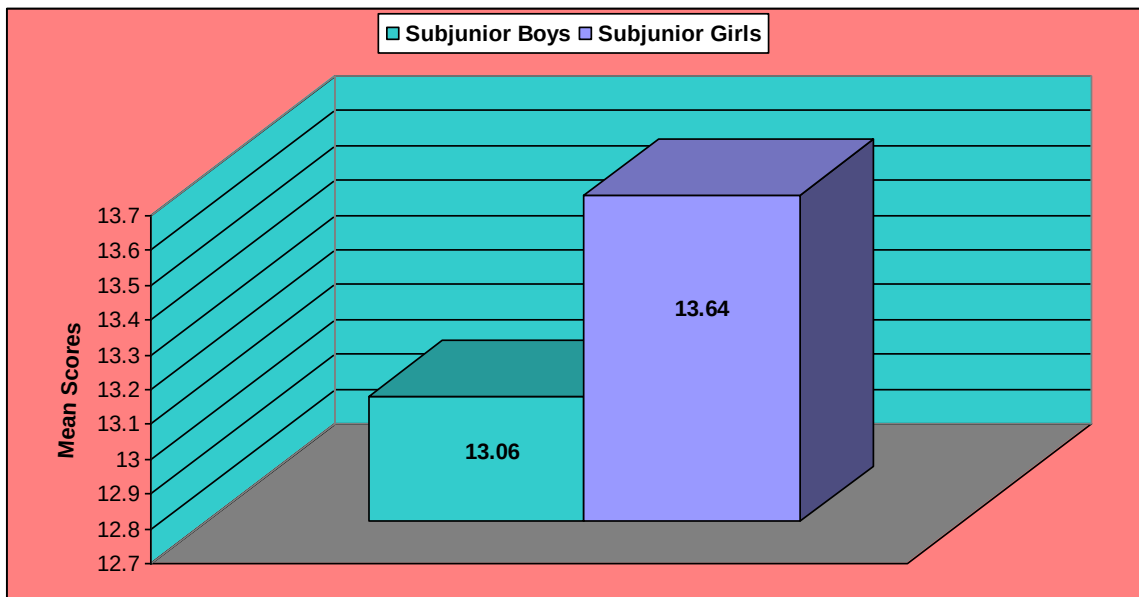


Fig. 4.10: Mean Scores of Self Control Dimension of Fear of Failure for Sub-Junior National Level Boys and Girls Mallakhamb Players

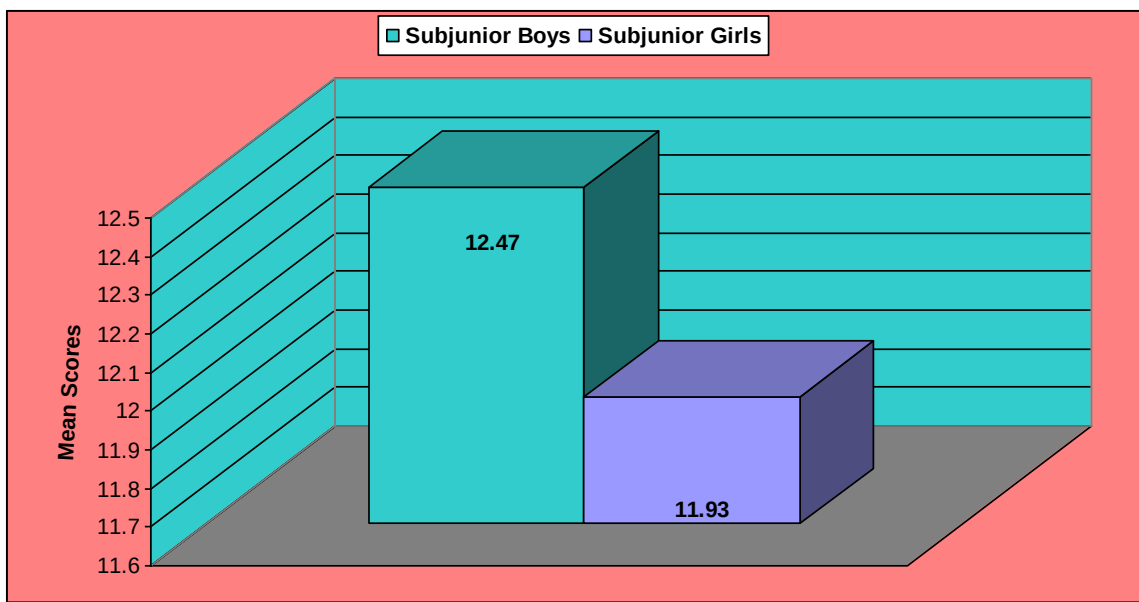


Fig. 4.11: Mean Scores of Self Evaluation Dimension of Fear of Failure for Sub-Junior National Level Boys and Girls Mallakhamb Players

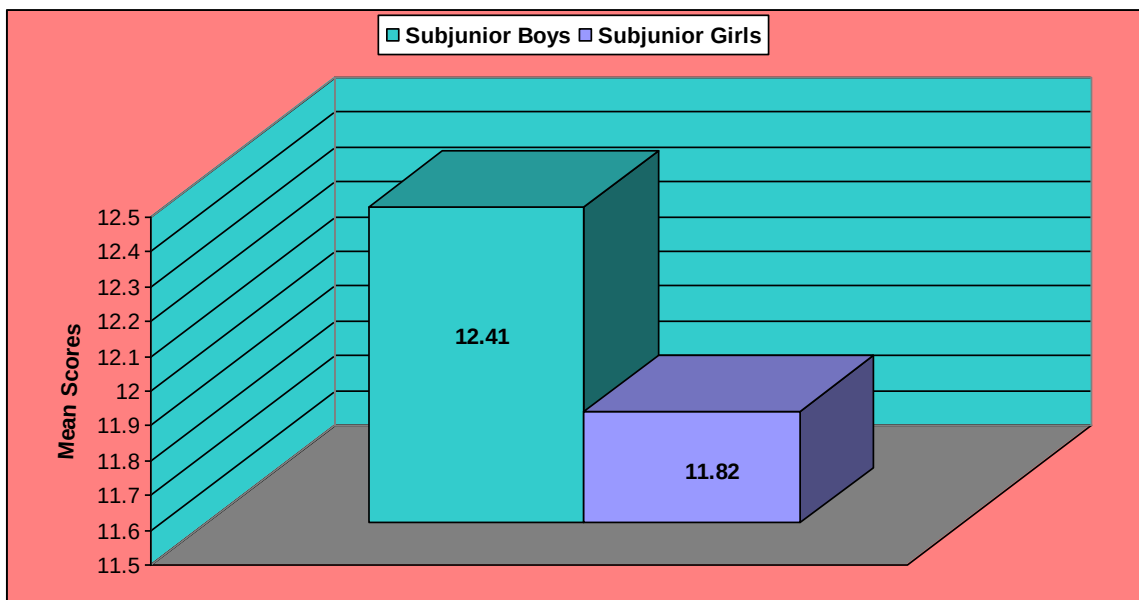


Fig. 4.12: Mean Scores of Coping Strategies Dimension of Fear of Failure for Sub-Junior National Level Boys and Girls Mallakhamb Players

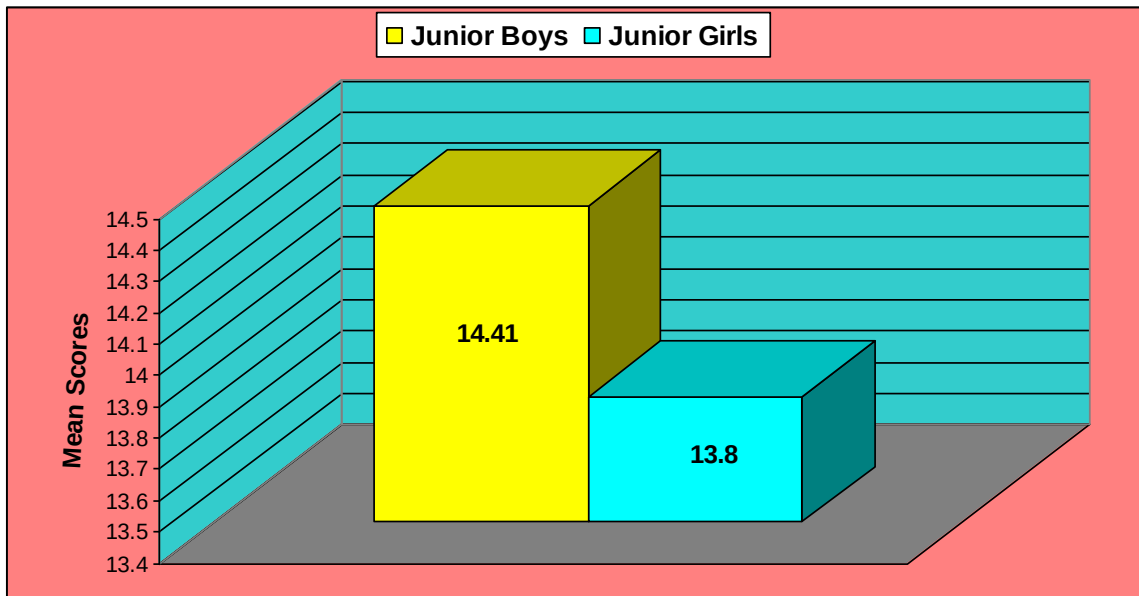


Fig. 4.13: Mean Scores of Goal Setting Dimension of Fear of Failure for Junior National Level Boys and Girls Mallakhamb Players.

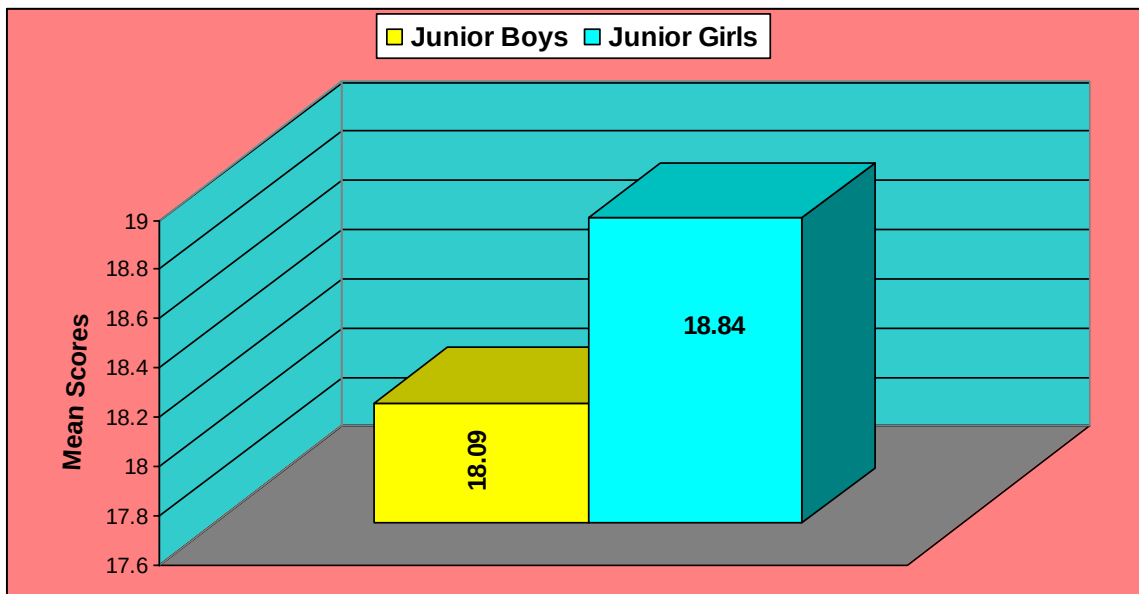


Fig. 4.14: Mean Scores of Self Adequacy Dimension of Fear of Failure for Junior National Level Boys and Girls Mallakhamb Players

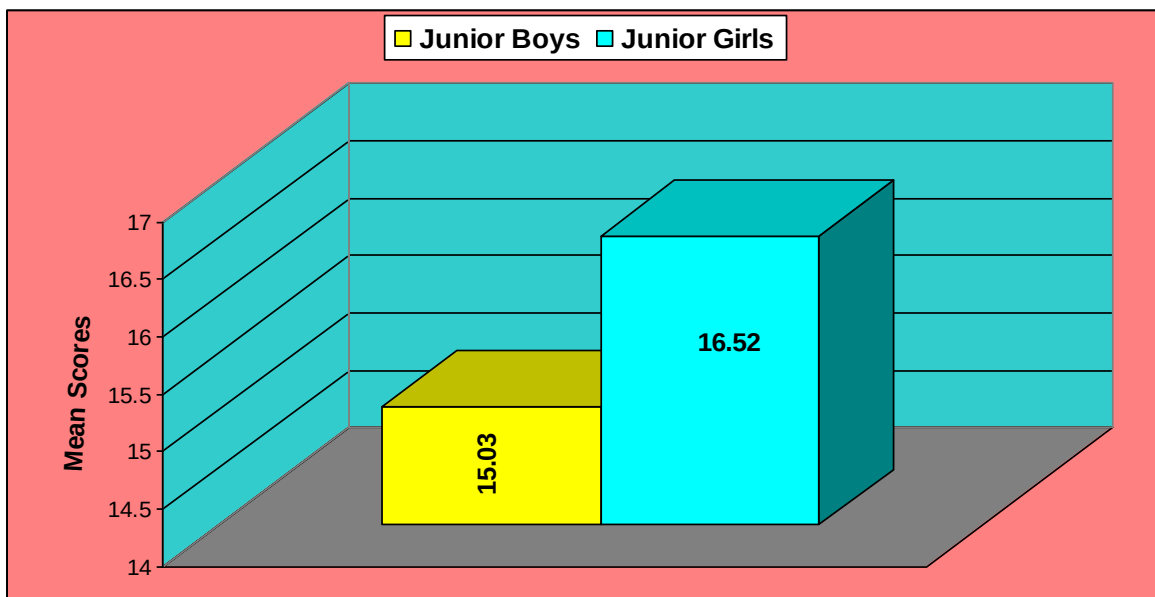


Fig. 4.15: Mean Scores of Uncertain Future Dimension of Fear of Failure for Junior National Level Boys and Girls Mallakhamb Players

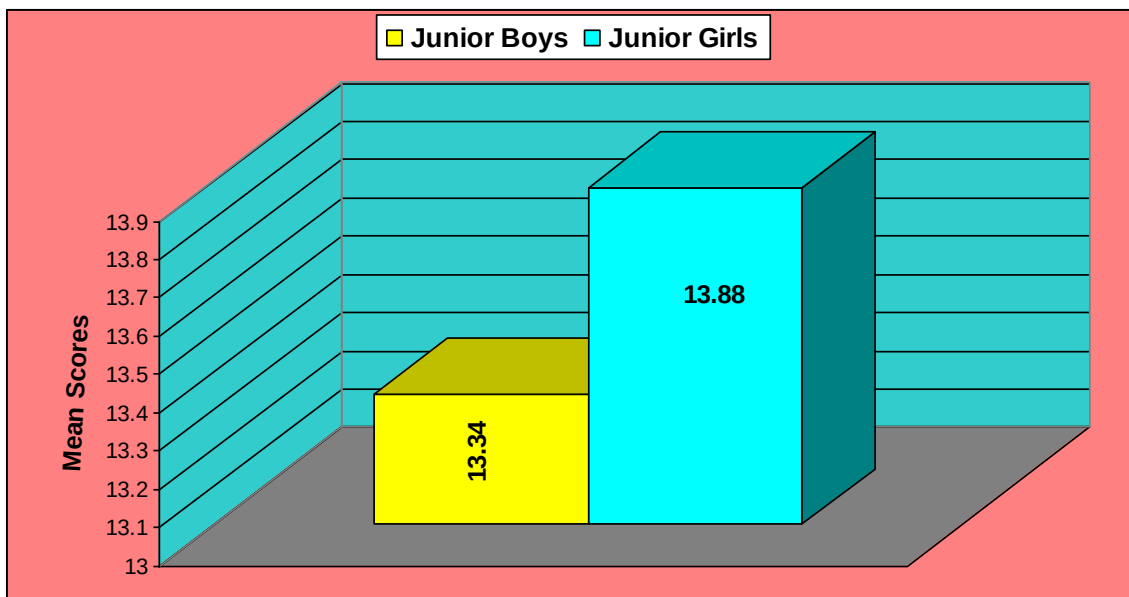


Fig. 4.16: Mean Scores of Self Control Dimension of Fear of Failure for Junior National Level Boys and Girls Mallakhamb Players

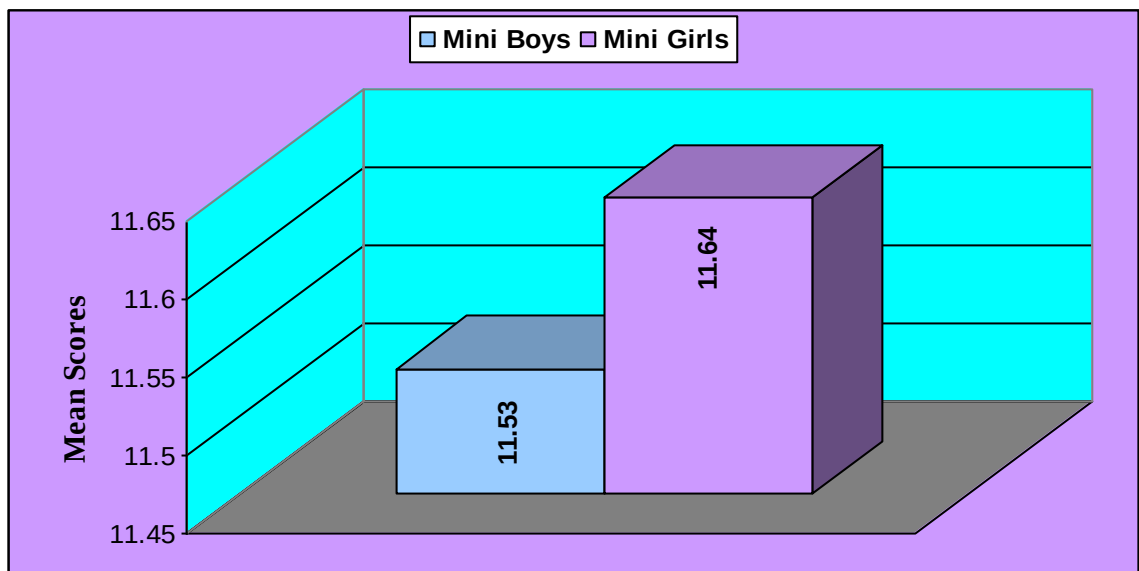


Fig. 4.17: Mean Scores of Self Evaluation Dimension of Fear of Failure for Junior National Level Boys and Girls Mallakhamb Players

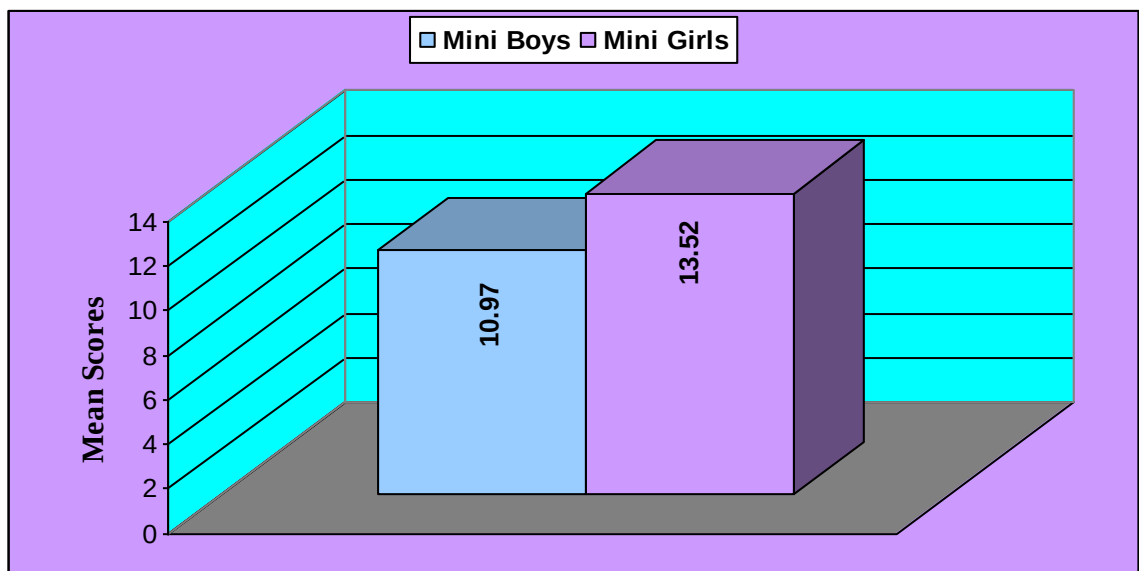


Fig. 18: Mean Scores of Coping Strategies Dimension of Fear of Failure for Junior National Level Boys and Girls Mallakhamb Players

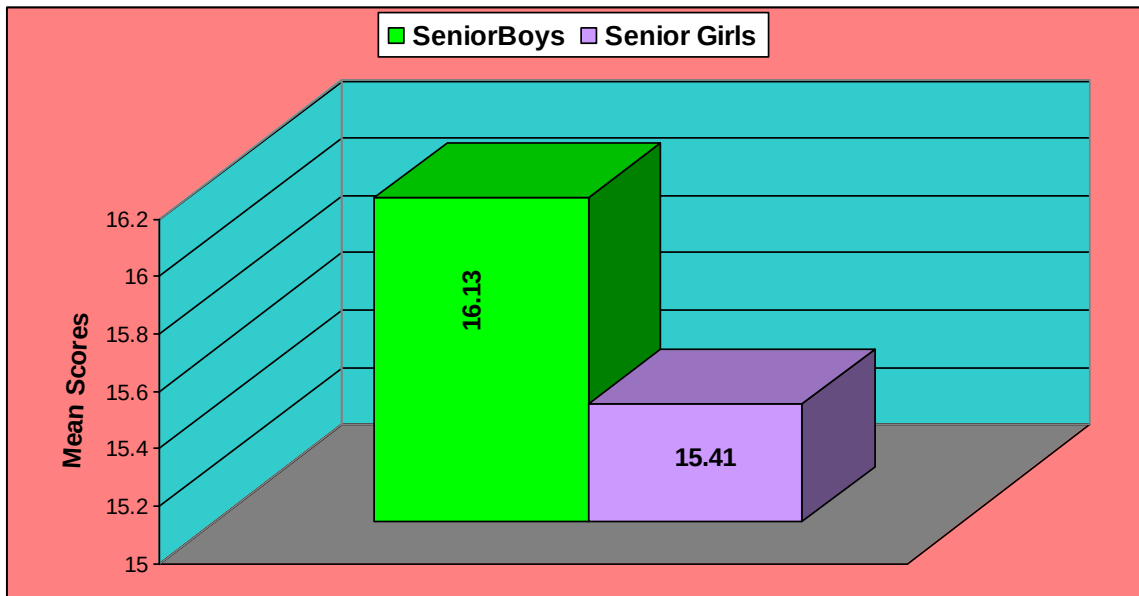


Fig. 4.19: Mean Scores of Goal Setting Dimension of Fear of Failure for Senior National Level Boys and Girls Mallakhamb Players.

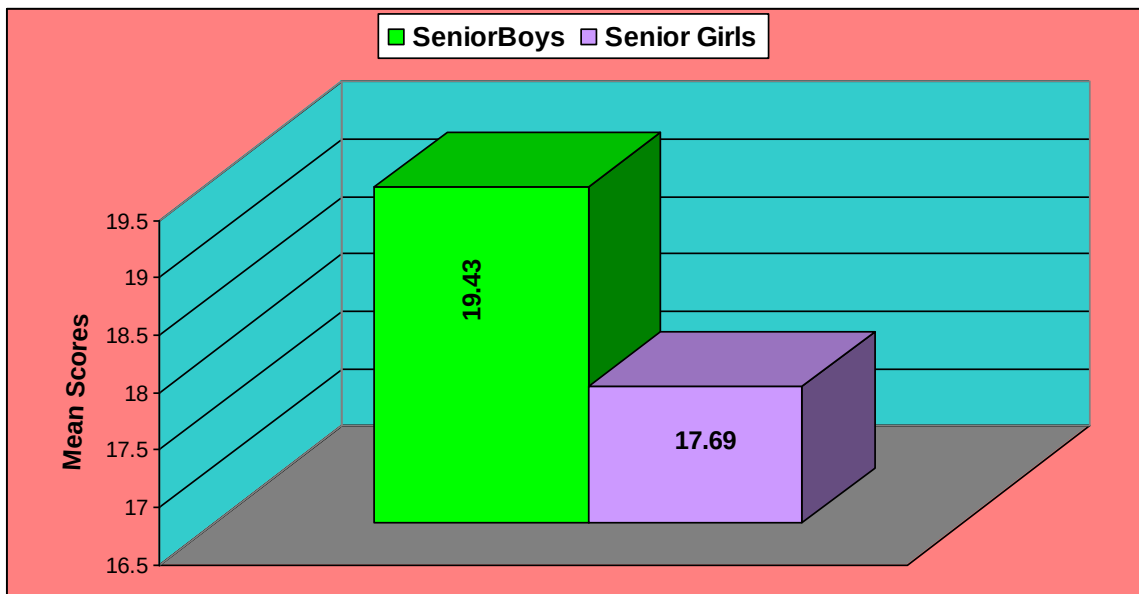


Fig. 4.20: Mean Scores of Self Adequacy Dimension of Fear of Failure for Senior National Level Boys and Girls Mallakhamb Players

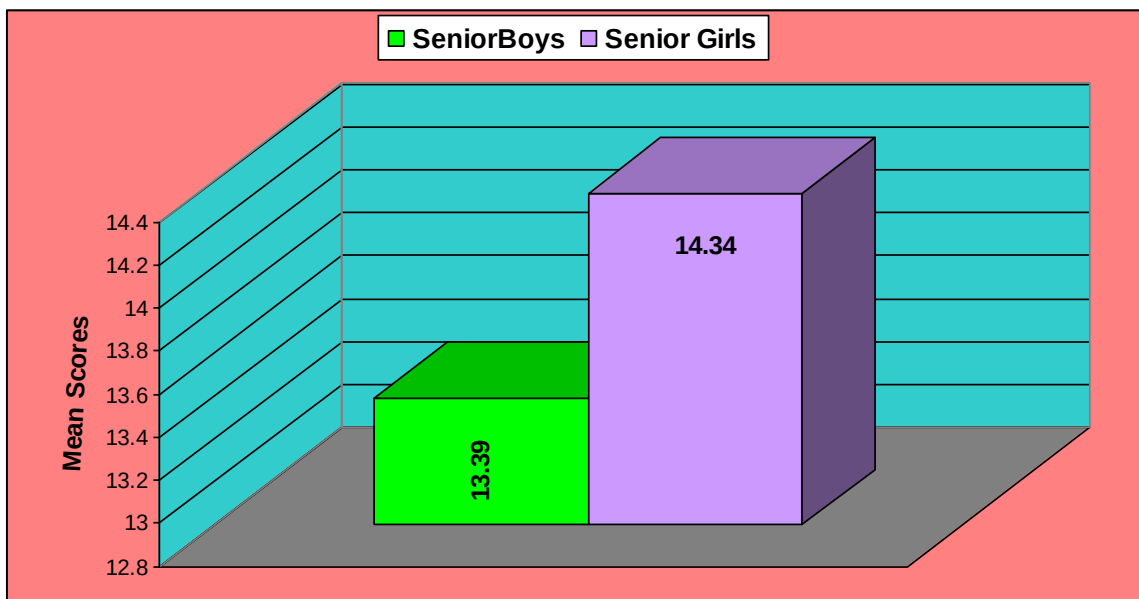


Fig. 4.21: Mean Scores of Uncertain Future Dimension of Fear of Failure for Senior National Level Boys and Girls Mallakhamb Players

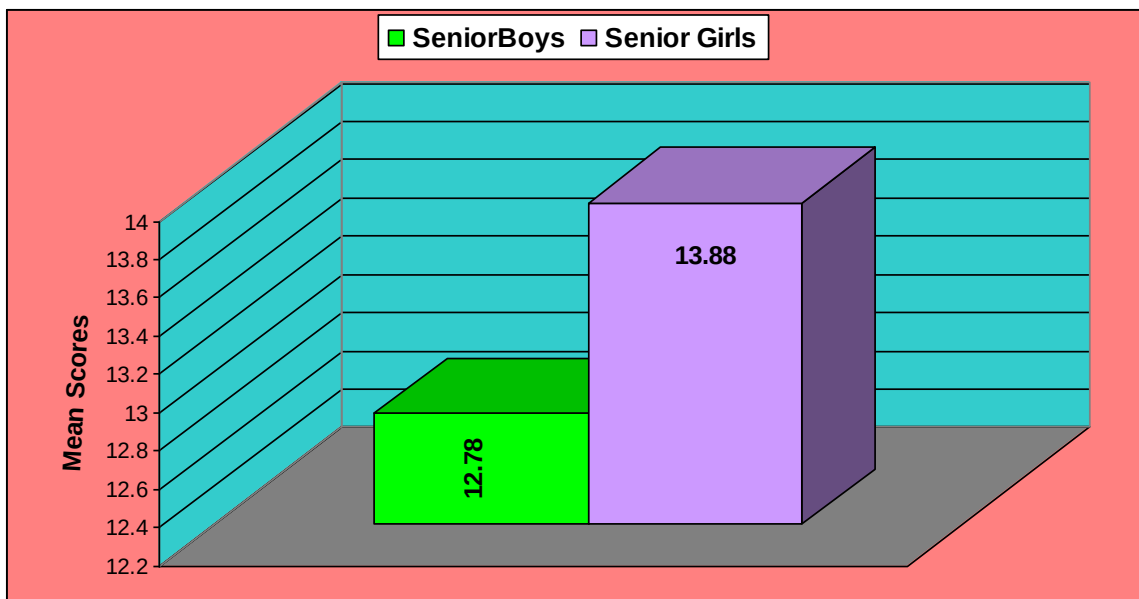


Fig. 4. 22: Mean Scores of Self Control Dimension of Fear of Failure for Senior National Level Boys and Girls Mallakhamb Players

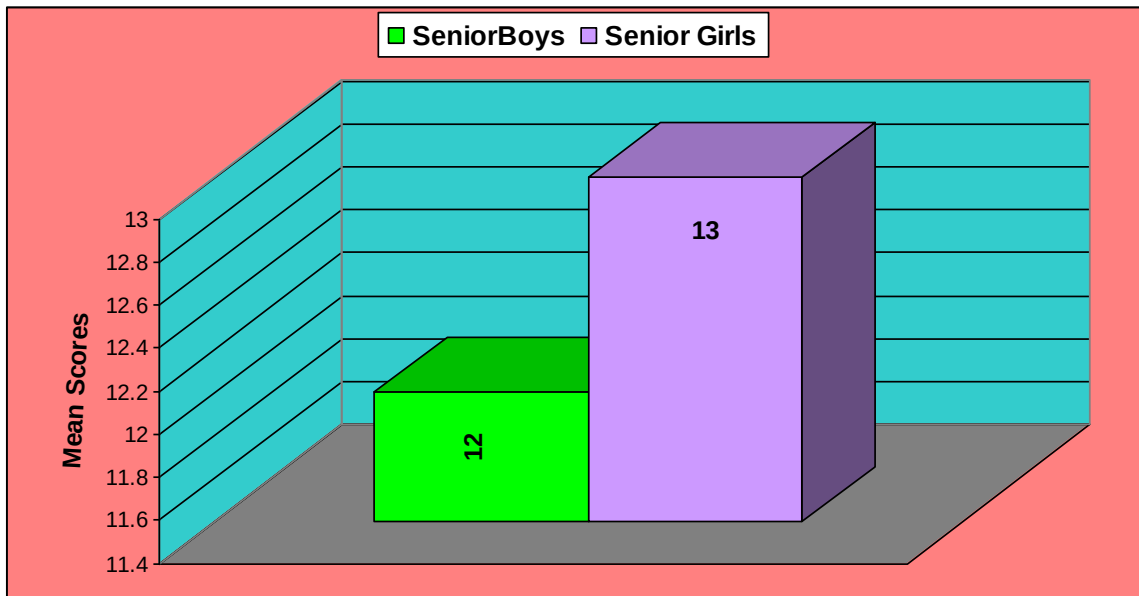


Fig. 4.23: Mean Scores of Self Evaluation Dimension of Fear of Failure for Senior National Level Boys and Girls Mallakhamb Players

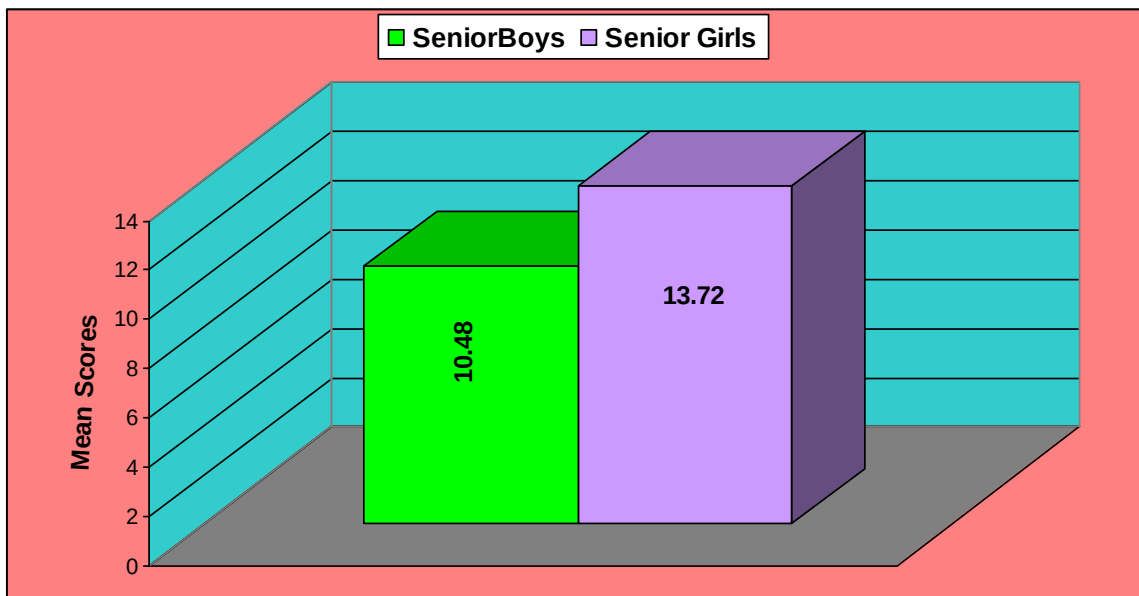


Fig. 4. 24: Mean Scores of Coping Strategies Dimension of Fear of Failure for Senior National Level Boys and Girls Mallakhamb Players

TABLE 4. 2

**Multivariate Analysis of Fear of Failure of National level Boys and Girls
Indian Mallakhamb Players of Different Competitive Age Groups**

Dimensions	Source of Variance	df	Sum of squares	Mean Square	F-Value
Goal Setting	Between Groups	3	21.274	7.091	0.464
	Within Groups	249	3802.234	15.270	
Self Adequacy	Between Groups	3	88.139	29.380	2.398
	Within Groups	249	3050.098	12.249	
Uncertain Future	Between Groups	3	66.238	22.079	1.398
	Within Groups	249	3983.176	15.997	
Self Control	Between Groups	3	6.583	2.194	0.257
	Within Groups	249	2122.718	8.525	
Self Evaluation	Between Groups	3	53.690	17.897	1.458
	Within Groups	249	3057.015	12.277	
Coping Strategies	Between Groups	3	210.729	70.243	2.623
	Within Groups	249	6667.552	26.777	

*Insignificant at .05 level

$$F_{.05} (3, 249) = 2.65$$

From Table 2, It is evident that no significant difference existed among boys and girls Mallakhamb players of four different competitive age groups in their six dimensions of fear of failure, as the obtained F-values of 0.464, 2.398, 1.398, 0.257, 1.458 and 2.623 were lesser than the required $F_{.05} (3, 249) = 2.65$.

TABLE 4. 3
Univariate Analysis of Different Dimensions of Fear of Failure of
National Level Boys and Girls Indian Mallakhamb Players

Dimensions	Source of Variance	df	Sum of squares	Mean Square	F-Value
Goal Setting	Between Groups	1	1.253	1.253	0.082
	Within Groups	249	3802.234	15.270	
Self Adequacy	Between Groups	1	0.574	0.574	0.047
	Within Groups	249	3050.098	12.249	
Uncertain Future	Between Groups	1	33.797	33.797	2.113
	Within Groups	249	3983.176	15.997	
Self Control	Between Groups	1	2.218	2.218	0.260
	Within Groups	249	2122.718	8.525	
Self Evaluation	Between Groups	1	4.357	4.357	0.355
	Within Groups	249	3057.015	12.277	
Coping Strategies	Between Groups	1	71.441	71.441	2.668
	Within Groups	249	6667.552	26.777	

Insignificant at .05 level

F.05 (1, 249)=3.89

From Table 3, the results of Univariate analyses showed that there were no statistically significant differences among boys and girls Mallakhamb players of four different competitive age groups in their six dimensions of fear of failure, as the obtained F-values of 0.082, 0.047, 2.113, 0.26, 0.355 and 2.668 were lesser than the required F .05 (1, 249) = 3.89.

TABLE 4. 4
Univariate Analysis of Different Dimensions of Fear of Failure of
National Level Boys Mallakhamb Players of Different
Competitive Age Groups.

Dimensions	Source of Variance	df	Sum of squares	Mean Square	F-Value
Goal Setting	Between Groups	3	85.379	28.460	1.864
	Within Groups	249	3802.234	15.270	
Self Adequacy	Between Groups	3	26.902	8.967	0.732
	Within Groups	249	3050.098	12.249	
Uncertain Future	Between Groups	3	42.702	14.236	0.890
	Within Groups	249	3983.176	15.997	
Self Control	Between Groups	3	28.050	9.350	1.097
	Within Groups	249	2122.718	8.525	
Self Evaluation	Between Groups	3	33.933	11.311	0.921
	Within Groups	249	3057.015	12.277	
Coping Strategies	Between Groups	3	22.122	7.374	0.275
	Within Groups	249	6667.552	26.777	

Insignificant at .05 level

$F_{.05}(3, 249) = 2.65$.

From Table 4, the results of Univariate analyses showed that there were no statistically significant differences among National level Indian Mallakhamb players of four different competitive age groups in their six dimensions of fear of failure, as the obtained F-values of 1.864, 0.732, 0.890, 1.097, 0.921 and 0.275 respectively were not higher than the required $F_{.05}(3, 249) = 2.65$.

TABLE 4. 5
Univariate Analysis of Fear of Failure of Among National Level Boys
Mallakhamb Players of Different Competitive Age Groups

Dimensions	Source of Variance	df	Sum of squares	Mean Square	F-Value
Goal Setting	Between Groups	3	63.836	21.279	1.350
	Within Groups	128	2017.823	15.764	
Self Adequacy	Between Groups	3	28.404	9.468	0.951
	Within Groups	128	1274.225	9.955	
Uncertain Future	Between Groups	3	39.499	13.166	0.777
	Within Groups	128	2169.978	16.953	
Self Control	Between Groups	3	6.353	2.118	0.227
	Within Groups	128	1194.617	9.333	
Self Evaluation	Between Groups	3	57.391	19.130	1.271
	Within Groups	128	1926.328	15.049	
Coping Strategies	Between Groups	3	155.758	51.919	4.767*
	Within Groups	128	1393.969	10.890	

*Significant at .05 level

F.05 (3, 128)=2.68

It is evident from Table 5, that significant difference existed among national level boys Mallakhamb players of four different competitive age groups in their six dimensions of fear of failure, as the obtained F-values of 4.767 was higher than the required F .05 (3, 128) = 2.68 to be significant. But the rest of the dimensions of fear of failure were statistically insignificant, as the obtained F-values of 0.951, 0.777, 0.227 and 1.271 respectively were less than F .05 (3, 128) = 2.68

As the obtained F-ratio on coping strategies dimension of fear of failure was significant, the Scheffe's Test of Post-hoc Comparisons was applied to study the significance of differences between the ordered paired means of boys Mallakhamb players in different competitive age groups and data pertaining to this has been presented in table 6.

TABLE 4. 6
Significance of Differences between Ordered Paired Means of Fear of Failure of Boys Mallakahamb Players of Different Competitive age groups on coping startegies dimension

Mini-National	Sub-Junior National	Junior National	Senior National	Paired Mean Difference	Confidence Interval
13.22	12.41	-	-	0.81	24.62
13.22	-	10.97	-	2.25	24.62
13.22	-	-	10.48	2.74	27.63
-	12.41	10.97	-	1.44	25.53
-	12.41	-	10.48	1.93	28.85
-	-	10.97	10.48	0.49	28.85

* Insignificant at .05 level.

It is evident from the Table 6, that there were no significant differences among national level boys Mallakhamb players in coping strategies dimension of fear of failure between Mini national and Sub-junior National followed by Junior national and Senior national level mallakhamb players; between sub-junior national and junior national followed by senior national level Mallakhamb players and between junior national and senior national l level Mallakhmb players, as the obtained mean differences of 0.81, 2.25, 1.44, 1.93 and 0.49 respectively were much less than the confidence intervals to be significant.

TABLE 4. 7
Univariate Analysis of Fear of Failure among National level Girls
Mallakhamb Players in Different Competitive
Age Groups

Dimensions	Source of Variance	df	Sum of squares	Mean Square	F-Value
Goal Setting	Between Groups	3	38.101	12.70	0.861
	Within Groups	121	1784.411	14.747	
Self Adequacy	Between Groups	3	83.039	27.680	1.886
	Within Groups	121	1775.873	14.677	
Uncertain Future	Between Groups	3	70.802	23.601	1.575
	Within Groups	121	1813.198	14.985	
Self Control	Between Groups	3	28.651	9.550	1.245
	Within Groups	121	928.101	7.670	
Self Evaluation	Between Groups	3	36.113	12.038	1.288
	Within Groups	121	1130.687	9.345	
Coping Strategies	Between Groups	3	74.146	24.715	0.567
	Within Groups	121	5273.582	43.583	

Insignificant at .05 level

$$F_{.05}(3, 121)=2.68$$

From Table 7 the results of univariate analyses showed that there were no statistically significant differences existed among national level girls Mallakhamb players of four different competitive age groups in their six dimensions of fear of failure, as the obtained F-values of 1.886, 1.575, 1.245, 1.288 and 0.567 respectively were lesser than the required $F_{.05}(3, 121)=2.68$ to be significant.

TABLE 4. 8
Significance of Differences between Mean Scores of National Level Mini
Boys and Girls Mallakhamb Players on Six Dimensions of
Fear of Failure

Dimensions of Fear of Failure	Sex	Mean	MD	σ DM	t-ratio
Goal Setting	Boys	14.51	0.047	0.952	0.049
	Girls	14.47			
Self Adequacy	Boys	18.34	0.248	0.785	0.316
	Girls	18.09			
Uncertain Future	Boys	14.00	1.674	0.933	1.795
	Girls	15.67			
Self Control	Boys	13.20	0.032	0.650	0.050
	Girls	13.16			
Self Evaluation	Boys	13.24	1.546	0.746	2.072*
	Girls	11.70			
Coping Strategies	Boys	13.22	0.894	0.748	1.195
	Girls	12.33			

** Insignificant at .05 level,

t .05 (82) = 1.99

It is quite obvious from the Table 8, that Mini national level boys and girls Mallakhamb players did not differ significantly in their goal setting, self adequacy, uncertain future, self control and coping strategies dimensions of fear of failure, as the obtained t-values. of 0.049, 0.316, 1.795, 0.050 and 1.195 respectively were less than the required t .05 (82) = 1.99. But the mini national

level boys and girls Mallakhamb players differ significantly in their self evaluation dimension of fear of failure only, as the obtained t-value of 2.072 was higher than the required t-value to be significant.

TABLE 4. 9
Significance of Differences between Mean Scores of National Level Sub
Junior Boys and Girls Mallakhamb Players on Six Dimensions
of Fear of Failure

Dimensions of Fear of Failure	Sex	Mean	MD	σ DM	t-ratio
Goal Setting	Boys	14.09	0.80	0.916	0.873
	Girls	14.89			
Self Adequacy	Boys	18.26	1.63	0.895	1.821
	Girls	19.89			
Uncertain Future	Boys	15.12	0.84	0.961	0.874
	Girls	15.96			
Self Control	Boys	13.06	0.58	0.766	0.757
	Girls	13.64			
Self Evaluation	Boys	12.74	0.81	1.035	0.782
	Girls	11.93			
Coping Strategies	Boys	12.41	0.59	0.802	0.736
	Girls	11.82			

** Insignificant at .05 level,

t .05 (60) = 2.00

It is quite clear from the Table 9, that sub-junior national level boys and girls Mallakhamb players did not differ significantly in their goal setting, self

adequacy, uncertain future, self control, self evaluation and coping strategies dimensions of fear of failure, as the obtained t-values. of 0.873, 1.821, 0.874, 0.757, 0.782 and 0.736 respectively were less than the required $t_{.05(60)} = 2.00$.

TABLE 4. 10
Significance of Differences between Mean Scores of National Level
Junior Boys and Girls Mallakhamb Players on Six Dimensions
of Fear of Failure

Dimensions of Fear of Failure	Sex	Mean	MD	σ_{DM}	t-ratio
Goal Setting	Boys	14.41	0.61	0.911	0.669
	Girls	13.80			
Self Adequacy	Boys	18.09	0.75	0.836	0.897
	Girls	18.84			
Uncertain Future	Boys	15.03	1.49	0.944	1.578
	Girls	16.52			
Self Control	Boys	13.44	0.39	0.631	0.618
	Girls	13.83			
Self Evaluation	Boys	11.53	0.11	0.839	0.131
	Girls	11.64			
Coping Strategies	Boys	10.97	2.55	0.797	3.200*
	Girls	13.52			

** Insignificant at .05 level,

$t_{.05(57)} = 2.00$

From Table 10, it is evident that junior national level boys and girls Mallakhamb players differ significantly in their coping strategies dimension of fear of

failure only, as the obtained t-value of 3.200 was higher than the required $t_{.05(57)} = 2.00$. But they did not differ significantly in their goal setting, self adequacy, uncertain future, self control, and self evaluation dimensions of fear of failure, as the obtained t-values. of 0.669, 0.897, 1.578, 0.618, and 0.131 respectively were less than the required $t_{.05(57)} = 2.00$.

TABLE 4. 11
Significance of Differences between Mean Scores of National Level
Senior Boys and Girls Mallakhamb Players on Six Dimensions
of Fear of Failure

Dimensions of Fear of Failure	Sex	Mean	MD	σ_{DM}	t-ratio
Goal Setting	Boys	16.13	0.72	1.11	0.648
	Girls	15.41			
Self Adequacy	Boys	19.43	1.74	1.03	1.689
	Girls	17.69			
Uncertain Future	Boys	15.39	1.05	1.19	0.882
	Girls	14.34			
Self Control	Boys	12.78	0.23	0.91	0.253
	Girls	12.55			
Self Evaluation	Boys	12.09	0.91	0.91	1.000
	Girls	13.00			
Coping Strategies	Boys	10.48	3.24	2.68	1.209
	Girls	13.72			

Insignificant at .05 level,
 $t_{.05(50)} = 2.01$

It is quite clear from the Table 11, that senior national level boys and girls Mallakhamb players did not differ significantly in their goal setting, self

adequacy, uncertain future, self control, self evaluation and coping strategies dimensions of fear of failure, as the obtained t-values. of 0.648, 1.689, 0.882, 0.253, 1.00, and 1.209 respectively were less than the required $t_{.05(50)} = 2.01$.

To find out the significance of differences between mean scores of elite and non-elite boys and elite and non-elite girls mallakhamb players of different participation levels on six dimensions of fear of failure, t-ratio was computed and data pertaining to this, has been presented in Table 12 to 19.

TABLE 4. 12
Significance of Differences between Mean Scores of National level Mini
Elite and Non-Elite Boys Mallakhamb Players on Six Dimensions
of Fear of Failure

Dimensions of Fear of Failure	Sex	Mean	MD	σ DM	t-ratio
Goal Setting	Elite	14.87	0.22	1.53	0.14
	Non-Elite	14.45			
Self Adequacy	Elite	18.25	0.13	1.01	0.13
	Non-Elite	18.38			
Uncertain Future	Elite	13.50	0.71	1.63	0.44
	Non-Elite	14.21			
Self Control	Elite	14.75	2.20	1.13	1.94
	Non-Elite	12.55			
Self Evaluation	Elite	15.17	2.72	1.33	2.05*
	Non-Elite	12.45			
Coping Strategies	Elite	13.75	0.75	1.22	0.61
	Non-Elite	13.00			

Significant at .05 level,
 $t_{.05(39)} = 2.02$.

It is quite clear from the Table 12, that Mini national level elite and non-elite boys Mallakhamb players did not differ significantly in their goal setting,

self adequacy, uncertain future, self control, and coping strategies dimensions of fear of failure, as the obtained t-values. of .14, 0.13, 0.44, 1.94, and 0.61 respectively were less than the required $t_{.05(39)} = 2.02$. But they differ significantly in their self-evaluation dimension of fear of failure, as the obtained t-value of 2.05 was high than the required value to be significant.

TABLE 4. 13
Significance of Differences between Mean Scores of National level Sub-Junior Elite and Non-Elite Boys Mallakhamb Players on Six Dimensions of Fear of Failure

Dimensions of Fear of Failure	Sex	Mean	MD	σ_{DM}	t-ratio
Goal Setting	Elite	13.67	0.65	1.27	0.51
	Non-Elite	14.32			
Self Adequacy	Elite	18.42	0.24	1.23	0.19
	Non-Elite	18.18			
Uncertain Future	Elite	15.08	0.06	1.31	0.05
	Non-Elite	15.14			
Self Control	Elite	12.25	1.25	1.00	1.25
	Non-Elite	13.50			
Self Evaluation	Elite	13.08	0.94	1.64	0.57
	Non-Elite	12.14			
Coping Strategies	Elite	12.50	0.14	1.07	0.13
	Non-Elite	12.36			

Insignificant at .05 level,
 $t_{.05(32)} = 2.04$

It is evident from the Table 13, that sub-junior national level elite and non-elite boys Mallakhamb players did not differ significantly in their goal setting, self adequacy, uncertain future, self control, self evaluation and coping

strategies dimensions of fear of failure, as the obtained t-values. of 0.51, 0.19, 0.05, 1.25, 0.57 and 0.13 respectively were less than the required $t_{.05(32)} = 2.04$.

TABLE 4. 14
Significance of Differences between Mean Scores of National level Junior
Elite and Non-Elite Boys Mallakhamb Players on Six
Dimensions of Fear of Failure

Dimensions of Fear of Failure	Sex	Mean	MD	σ_{DM}	t-ratio
Goal Setting	Elite	14.17	0.39	1.46	0.26
	Non-Elite	14.56			
Self Adequacy	Elite	18.25	0.25	1.12	0.22
	Non-Elite	18.00			
Uncertain Future	Elite	15.25	0.33	1.11	0.36
	Non-Elite	14.92			
Self Control	Elite	13.25	0.30	0.87	0.49
	Non-Elite	13.55			
Self Evaluation	Elite	10.75	1.20	1.26	0.98
	Non-Elite	11.95			
Coping Strategies	Elite	11.08	0.17	1.12	0.31
	Non-Elite	10.91			

Insignificant at .05 level,
 $t_{.05(32)} = 2.04$

It is evident from the Table 14, that junior national level elite and non-elite boys Mallakhamb players did not differ significantly in their goal setting, self adequacy, uncertain future, self control, self evaluation and coping strategies dimensions of fear of failure, as the obtained t-values. of 0.26, 0.22, 0.36, 0.49,

0.58 and 0.31 respectively were less than the required $t_{.05}(32) = 2.04$.

TABLE 4. 15
Significance of Differences between Mean Scores of National level Senior
Elite and Non-Elite Boys Mallakhamb Players on Six
Dimensions of Fear of Failure

Dimensions of Fear of Failure	Sex	Mean	MD	σ DM	t-ratio
Goal Setting	Elite	17.25	2.34	1.52	1.54
	Non-Elite	14.91			
Self Adequacy	Elite	19.58	0.31	1.23	0.25
	Non-Elite	19.27			
Uncertain Future	Elite	14.42	2.03	2.10	0.96
	Non-Elite	16.45			
Self Control	Elite	12.08	1.47	1.49	0.98
	Non-Elite	13.55			
Self Evaluation	Elite	12.42	0.69	1.26	0.55
	Non-Elite	11.73			
Coping Strategies	Elite	10.75	0.57	1.57	0.36
	Non-Elite	10.18			

Insignificant at .05 level,
 $t_{.05}(21) = 2.08$

Table 15 indicates that senior national level elite and non-elite boys Mallakhamb players did not differ significantly in their goal setting, self adequacy, uncertain future, self control, self evaluation and coping strategies dimensions of fear of failure, as the obtained t-values. of 1.54, 0.25, 0.96, 0.98, 0.55 and 0.36 respectively were less than the required $t_{.05}(21) = 2.08$.

TABLE 4. 16
Significance of Differences between Mean Scores of National level Mini
Elite and Non-Elite Girls Mallakhamb Players on Six
Dimensions of Fear of Failure

Dimensions of Fear of Failure	Sex	Mean	MD	σ DM	t-ratio
Goal Setting	Elite	13.43	1.44	1.47	0.99
	Non-Elite	14.87			
Self Adequacy	Elite	17.83	0.35	1.37	0.26
	Non-Elite	18.18			
Uncertain Future	Elite	15.50	0..24	1.32	0.18
	Non-Elite	15.74			
Self Control	Elite	13.17	0.01	0.87	0.01
	Non-Elite	13.16			
Self Evaluation	Elite	12.25	0.77	0.92	0.83
	Non-Elite	11.48			
Coping Strategies	Elite	11.08	1.73	1.11	1.55
	Non-Elite	12.81			

Insignificant at .05 level,

$$t_{.05(41)} = 2.02$$

It is quite clear from the Table 16, that Mini national level elite and non-elite girls Mallakhamb players did not differ significantly in their goal setting, self adequacy, uncertain future, self control, self evaluation and coping strategies dimensions of fear of failure, as the obtained t-values. of .099, 0.26, 0.18, 0.01, 0.83 and 1.55 respectively were less than the required $t_{.05(41)} = 2.02$.

TABLE 4. 17
Significance of Differences between Mean Scores of National level Sub-
Junior Elite and Non-Elite Girls Mallakhamb Players
on Six Dimensions of Fear of Failure

Dimensions of Fear of Failure	Sex	Mean	MD	σ DM	t-ratio
Goal Setting	Elite	14.00	1.56	1.41	1.10
	Non-Elite	15.56			
Self Adequacy	Elite	17.67	3.89	1.20	3.24*
	Non-Elite	21.56			
Uncertain Future	Elite	13.83	3.73	1.36	2.74*
	Non-Elite	17.56			
Self Control	Elite	12.67	1.71	1.20	1.43
	Non-Elite	14.38			
Self Evaluation	Elite	12.33	0.71	1.32	0.54
	Non-Elite	11.62			
Coping Strategies	Elite	10.67	2.02	1.26	1.60
	Non-Elite	12.69			

*Significant at .05 level,

$t_{.05}(26) = 2.06$

It is evident from the Table 17, that sub-junior national level elite and non-elite girls Mallakhamb players did not differ significantly in their goal setting, self control, self evaluation and coping strategies dimensions of fear of failure, as the obtained t-values. of 1.10, 1.43, 0.54 and 1.60 respectively were less than the required $t_{.05}(26) = 2.06$. But they differ significantly in self adequacy and uncertain future dimensions of fear of failure, as the obtained t-

values. of 3.24 and 2.74 respectively were higher than the required t-value to be significant .

TABLE 4. 18
Significance of Differences between Mean Scores of National level Junior
Elite and Non-Elite Girls Mallakhamb Players on Six
Dimensions of Fear of Failure

Dimensions of Fear of Failure	Sex	Mean	MD	σ DM	t-ratio
Goal Setting	Elite	13.33	0.90	1.01	0.89
	Non-Elite	14.23			
Self Adequacy	Elite	17.58	2.65	1.20	2.21*
	Non-Elite	20.23			
Uncertain Future	Elite	15.67	1.41	1.67	0.84
	Non-Elite	17.08			
Self Control	Elite	14.42	1.27	0.95	1.34
	Non-Elite	13.15			
Self Evaluation	Elite	11.83	0.83	1.10	0.75
	Non-Elite	11.00			
Coping Strategies	Elite	13.75	0.90	1.13	0.79
	Non-Elite	12.85			

Insignificant at .05 level,

$$t_{.05} (23) = 2.07$$

It is evident from the Table 18, that junior national level elite and non-elite girls Mallakhamb players did not differ significantly in their goal setting, uncertain future, self control, self evaluation and coping strategies dimensions of fear of failure, as the obtained t-values. of 0.89, 0.84, 1.34, 0.75 and 0.79

respectively were lesser than the required $t_{.05}(23) = 2.07$. But they had significant difference in self adequacy dimension of fear of failure, as the obtained t-value of 2.21 was high than the required $t_{.05}(23) = 2.07$.

TABLE 4. 19
Significance of Differences between Mean Scores of National level Senior
Elite and Non-Elite Girls Mallakhamb Players on Six
Dimensions of Fear of Failure

Dimensions of Fear of Failure	Sex	Mean	MD	σ DM	t-ratio
Goal Setting	Elite	12.67	4.68	1.29	3.63*
	Non-Elite	17.35			
Self Adequacy	Elite	17.83	0.23	1.61	0.14
	Non-Elite	17.59			
Uncertain Future	Elite	13.06	2.18	1.29	1.67
	Non-Elite	15.24			
Self Control	Elite	12.33	0.38	1.14	0.33
	Non-Elite	12.71			
Self Evaluation	Elite	11.50	2.56	1.24	2.06*
	Non-Elite	14.06			
Coping Strategies	Elite	11.67	3.51	4.70	0.75
	Non-Elite	15.18			

Insignificant at .05 level,

$t_{.05}(27) = 2.05$

Table 19 indicates that senior national level elite and non-elite girls Mallakhamb players did not differ significantly in their self adequacy, uncertain future, self control, and coping strategies dimensions of fear of failure, as the

obtained t-values. of 0.14, 1.67, 0.33, and 0.75 respectively were lesser than the required $t_{.05(27)} = 2.05$. But they differ significantly in goal setting and self evaluation dimensions of fear of failure, as the obtained t-values. of 3.63 and 2.06 respectively were lesser than the required t- value to be significant.

4.2 Discussion of Findings

Descriptive data of fear of failure of both sexes in different age groups revealed that mini national level boys Mallakhamb players were found to have more goal setting, self adequacy, self control, self evaluation and coping strategies than their girls counterparts. But they had less amount of uncertain future in comparison of girls Mallakhamb players. Sub-junior national level boys Mallakhamb players were found to have less amount of goal setting, self adequacy, uncertain future, and self control than their counter parts,. But they had more self evaluation and coping strategies, in comparison of girls Mallakhamb players. Junior national level boys Mallakhamb players were found to have more of goal setting, uncertain future, self evaluation and self control than their counter parts,. But they had less self adequacy and coping strategies in comparison of girls Mallakhamb players. Senior national level boys Mallakhamb players were found to have more of goal setting, self adequacy, uncertain future and self control than their counter parts,. But they had less , self evaluation and coping strategies in comparison of girls Mallakhamb players.

The multivariate analysis with age groups and both sexes as independent factors and six dimensions of fear of failure as set of dependent variable showed that there was no significant difference existing among the age groups and sexes in their six dimensions fear of failure .

The univariate analysis of national level Mallakhamb players of both sexes as independent factors and six dimensions of fear of failure as a dependent variable showed that there was no significant difference existing among boys and girls Mallakhamb players in their six dimensions fear of failure .

To see whether Indian Mallakhamb players of different age groups taken as whole, it was found that national level Indian Mallakhamb players of different age groups on six dimensions of fear of failure produced insignificant Univariate analysis of variance. This similarity of fear of failure at national level competition may be attributed to the possible similarity of attitude, style and competitive orientation of both sexes Mallakhamb players.

The national level boys Mallakhamb players of different age groups when taken separately, had no significant difference in their goal setting, self adequacy, uncertain future, self control and self evaluation dimensions of fear of failure. But the significant difference was observed in coping strategies dimensions of fear of failure in case of boys Mallakhamb players. In case of national level girls Mallakhamb players of different age groups, they did not exhibited significant difference also in all the dimensions of fear of failure.

The Scheffe's Test of post-hoc comparison indicated the insignificant differences among national level boys Mallakhamb players of different age groups. But the national level mini boys Mallakhamb players were found to have more fear of failure followed by Sub-junior, Junior and Senior national level boys Mallakhamb players.

When the mini national level boys and girls Mallakhamb players were compared together on six dimensions of fear of failure, they had no significant differences in

all the dimensions of fear of failure, except self evaluation factor. Which may be due to variations in practice methods, coaching style, interpersonal relationship and motivation pattern .

Sub-junior national level boys and girls Mallakhamb players did not differ in any of the six dimensions of fear of failure. This may be due to similar goal setting, self evaluation, self adequacy, coping with stress, pressure and anxiety, sporting ideologies and competitive requirement.

When the Junior national level boys and girls Mallakhamb players were compared together on six dimensions of fear of failure, they had significant difference in their coping strategies dimension of fear of failure only. Which. showed that the junior national level Mallakhamb players of the both sexes had similarity in rest of the dimensions of fear of failure. Most of the Junior national level Girls Mallakhamb players were found to have more fear than their counter parts. which may be due to variation in level of motivation for performance improvement or learning of complex movements

Similarly, when the senior national level boys and girls Mallakhamb players were compared on six dimensions of fear of failure, The t-ratio resulted insignificant differences in all the dimensions of fear of failure between both the sexes. Which may be due to similarity in decision making, self control, coping with stress, self-esteem and completing their target for performance.

When the elite and non-elite boys Mallakhamb players compared together on six dimensions of fear of failure, The t-ratio indicated that the elite and non-elite mini national level boys Mallakhamb players did not differ significantly in

all the dimensions of fear of failure except self evaluation. But the sub-junior, junior and senior national level boys Mallakhamb players did not differ significantly in all the strategies dimensions of fear of failure i.e. goal setting, self adequacy, uncertain future, self control, self evaluation and coping strategies.

When the elite and non-elite girls Mallakhamb players compared together on six dimensions of fear of failure, The t-ratio indicated that the mini national level girls Mallakhamb players, they did not differ significantly in their goal setting, self adequacy, uncertain future, self control, self evaluation and coping strategies dimensions of fear of failure. But the sub-junior national level girls Mallakhamb players differ significantly in self adequacy and uncertain future dimensions of fear of failure, They had insignificant differences in goal setting, self control, self evaluation and coping strategies dimensions of fear of failure. Whereas, junior national level girls Mallakhamb players differ significantly in their goal setting, uncertain future, self control, self evaluation and coping strategies dimensions of fear of failure except self adequacy. The senior national level girls Mallakhamb players had insignificant differences in their self adequacy, uncertain future, self control, and coping strategies and significant differences in goal setting and self evaluation dimensions of fear of failure.

4.3 Discussion of Hypotheses

On the basis of the literature reviewed of the problem and available research finding it was hypothesized that:

Hypothesis-1: “There would be no significance of difference among boys Mallakhamb players of different age groups in different dimensions of fear

of failure” is partially accepted, as the significant difference existed among national level boys Mallakhamb players in different competitive age groups in Coping Strategies dimension of fear of failure, But the rest of the dimensions of fear of failure were statistically insignificant.

Hypothesis-2: “There would be no significance of difference among Girls Mallakhamb players of different age groups in different dimensions of fear of failure” is accepted, as the national level girls Mallakhamb players of four different competitive age groups had no national level girls Mallakhamb players of four different competitive age groups in all the dimensions of fear of failure,

Hypothesis-3: “There would be no significance of difference between boys and girls Mallakhamb players of different age groups. in six dimensions of fear of failure” is partially accepted, as the mini national level boys and girls Mallakhamb players did not differ significantly in their goal setting, self adequacy, uncertain future, self control and coping strategies except self evaluation dimension of fear of failure. Where as, sub-junior and senior national level boys and girls Mallakhamb players had insignificant differences in all the dimensions of fear of failure. Junior national level boys and girls Mallakhamb players had also insignificant differences significantly in all the dimension of fear of failure except coping strategies dimension of FOF.

Hypothesis-4: “There would be no significance of difference in fear of failure. between elite and non-elite Boys Mallakhamb players of different age groups” is also partially accepted, as the mini national level elite and non-elite boys Mallakhamb players did not differ significantly in all the dimensions of fear of

failure except self-evaluation dimension. Where as Sub-junior, junior and senior national level elite and non-elite boys Mallakhamb players had insignificant differences in goal setting, self adequacy, uncertain future, self control, self evaluation and coping strategies dimensions of fear of failure,

Hypothesis-5: “There would be no significance of difference in fear of failure. between elite and non-elite Girls Mallakhamb players of different age groups” is partially accepted, as the Mini national level elite and non-elite girls Mallakhamb players did not differ significantly in all the dimensions of fear of failure. Where as, sub-junior national level elite and non-elite girls Mallakhamb players did not differ significantly in their goal setting, self control, self evaluation and coping strategies and had significant differences in self adequacy and uncertain future dimensions of fear of failure. In case of Junior national level elite and non-elite girls Mallakhamb players, they had insignificant differences in all the dimensions of fear of failure except self adequacy. Further, senior national level elite and non-elite girls Mallakhamb players, insignificant differences were obtained in self adequacy, uncertain future, self control, coping strategies and significant differences were obtained in goal setting and self evaluation dimensions of fear of failure.

CHAPTER-5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The purpose of this study was to investigate and compare the Goal Setting, Self Adequacy , Self Control, Self Evaluation, Uncertain Future and Coping Strategies dimensions of fear of failure of national level Boys and Girls Mallakhamb players of different age groups .

The subjects of the study were two hundred and fifty seven national level (one hundred and thirty two Boys and one hundred twenty five Girls) Mallakhamb player. The sample consisted of eighty four mini national Mallakhamb players (Forty one Boys and Forty three Girls), Sixty two sub-junior National (Thirty four Boys and Twenty Eight Girls), Fifty nine junior national (Thirty four boys and Twenty five Girls) and Fifty two Senior national (Twenty three Boys and Twenty nine Girls) levels, who participated in 28th mini, 29th sub-junior, 30th junior and 33rd senior national Mallakhamb Championships held at Ujjain in the year February, 2017. Means and Standard deviations of age of Boys and Girls respondents in mini, sub-junior, junior and senior age categories were 10.95 ± 1.20 , 13.41 ± 0.50 , 16.50 ± 0.99 , 21.52 ± 2.41 years and 10.67 ± 1.23 , 13.36 ± 0.49 , 15.24 ± 0.52 and 19.97 ± 30.13 years respectively .

The fear of failure questionnaire (FOFQ) is a sport-specific scale consisting of 48 items which was constructed by Ramesh kumar Shukla (2015). It is a multidimensional inventory that measures the psychological characteristics of athletes on six subscales;

Goal Setting, Self Control, Self Adequacy, Self Evaluation, uncertain Future and Coping Strategy This measure requires athletes to respond on a 5-point scale (0 = strongly disagree, 1= Disagree, 2= Undecided, 3=Agree, 4= Strongly agree for positive items and reverse of them for negative items. The reliability of test was determined by test- retest method with an interval of one month. The test-retest reliability coefficient was 0.99. The direction of scoring of the questionnaire is - higher the score - greater the fear of failure.

Multivariate analysis of variance (MANOVA) on independent factors of four age group categories i.e. Mini, Sub-junior, Junior and Senior national levels and sex along with six dimensions of fear of failure as the dependent variables was used to find out the significant of differences on Goal Setting, Self Control, Self Adequacy, Self Evaluation, uncertain Future and Coping Strategies dimensions of fear of failure among different age groups and between sexes. The t-ratio was computed to find out the significant of differences on six dimensions of fear of failure between Boys and Girls Mallakhamb players of different age group categories and sexes. Where ever the F-ratios were found significant, the Scheffe's Test of Post-hoc Comparison was applied to find out the significance of differences between ordered paired means. The level of significance was set at .05 level.

To assess the six dimensions fear of failure of Boys and Girls Mallakhamb players of different age groups levels, means and standard deviations were computed.

Multivariate analysis of variance (MANOVA) with sex and age group levels as independent and on six dimensions of fear of failure as dependent variables resulted in insignificant F-ratio for goal setting (0.464), self adequacy (2.398), uncertain future

(1.398) , self control (0.257), self evaluation (1.458) and coping strategies (2.623). Univariate MANOVA for sex and on six dimensions of fear of failure as dependent variables also resulted in insignificant F-ratio in goal setting (0.082), self adequacy (0.047), uncertain future 2.113) , self control (0.260), self evaluation (0.355) and coping strategies (2.668). Univariate MANOVA with different competitive age group levels and on six dimensions of fear of failure also resulted in insignificant F-ratio in goal setting (1.864), self adequacy (0.732), uncertain future (0.890) , self control (1.097), self evaluation (0.921) and coping strategies (0.275).

Analysis of variance of. preferences of Boys Mallakhamb players of four competitive age groups levels were taken separately, resulted in insignificant F-ratio goal setting (1.350), self adequacy (0.951), uncertain future (0.777) , self control (0.227), and self evaluation (1.271). But they had significant difference in Coping strategies (4.767) dimension of fear of failure.

The application of Scheffe's Test of Post-hoc Comparisons indicated that mini national level boys Mallakhamb players were found to have more fear of failure than sub-junior followed by junior and senior national level Mallakhamb players, though the difference was insignificant between mini national level and sub-junior national level (0.81) followed by junior national level (2.25) and senior national level (2.74) Mallakhamb players. The mean differences between sub-junior national level and junior national level (1.44) followed by senior national level (1.93) Mallakhamb players; and between junior national level – senior national level (0.49) Mallakhamb players were also statistically insignificant. The Girls Mallakhamb players of different competitive age groups did not differ significantly in goal setting (0.861), self adequacy (1.886),

uncertain future (1.575) , self control (1.245), self evaluation (1.288) and coping strategies (0.567) dimensions of fear of failure.

To find out the significance of difference between mean scores on six dimensions of fear of failure of Boys and Girls Mallakhamb players, t-ratio was computed for each competitive age group level separately.

The mini national level Boys and Girls Mallakhamb players did not differ significantly on goal setting (0.049), self adequacy (0.316), uncertain future (1.795) , self control (0.050), and coping strategies (1.195) dimensions of fear of failure, as the obtained t-ratio for these dimensions of fear of failure were less than the required t-value to be significant. But they differ significantly on self evaluation (2.072) dimension of FOF. In case of sub-junior national level Boys and Girls Mallakhamb players, insignificant mean differences were obtained on goal setting (0.873), self adequacy (1.821), uncertain future (0.874) , self control (0.757), self evaluation (0.782) and coping strategies (0.736) dimensions of fear of failure. The junior national level Boys and Girls Mallakhamb players, expressed significantly different fear of failure on coping strategies (3.20) dimension. They had similarity on goal setting (0.669), self adequacy (0.897), uncertain future (1.578) , self control (0.618), and self evaluation (0.131) dimensions of fear of failure. In case of senior national level Boys and Girls Mallakhamb players, insignificant mean differences were obtained on goal setting (0.648), self adequacy (1.689), uncertain future (0.882) , self control (0.253), self evaluation (1.00) and coping strategies (1.209) dimensions of fear of failure.

To find out the significance of difference between mean scores on six dimensions of fear of failure of elite and non-elite Mallakhamb players, mean, standard deviation, and

t-ratio were computed for each competitive age group level and sex separately.

The mini national level elite and non-elite Boys Mallakhamb players did not differ significantly on goal setting (0.14), self adequacy (0.13), uncertain future (0.44), self control (1.94), and coping strategies (0.61) dimensions of fear of failure, as the obtained t-ratio for these dimensions of fear of failure were less than the required t-value to be significant. But they differ significantly on self evaluation (2.05) dimension of FOF. In case of sub-junior national level elite and non-elite Boys Mallakhamb players, insignificant mean differences were obtained on goal setting (0.51), self adequacy (0.19), uncertain future (0.05), self control (1.25), self evaluation (0.57) and coping strategies (0.13) dimensions of fear of failure. The junior national level elite and non-elite Boys Mallakhamb players, expressed significantly similar fear of failure on goal setting (0.26), self adequacy (0.22), uncertain future (0.36), self control (0.49), self evaluation (0.98) and coping strategies (0.31) dimensions of fear of failure. The senior national level Boys Mallakhamb players expressed insignificant mean differences on goal setting (1.54), self adequacy (0.25), uncertain future (0.96), self control (0.98), self evaluation (0.55) and coping strategies (0.36) dimensions of fear of failure.

The mini national level elite and non-elite Girls Mallakhamb players did not differ significantly on goal setting (0.99), self adequacy (0.26), uncertain future (0.18), self control (0.01), self evaluation (0.83) and coping strategies (1.55) dimensions of fear of failure, as the obtained t-ratio for these dimensions of fear of failure were less than the required t-value to be significant. In case of sub-junior national level elite and non-elite girls Mallakhamb players, insignificant mean differences were obtained on

goal setting (1.10), self control (1.43), self evaluation (0.54) and coping strategies (1.60) dimensions of fear of failure. But they had significant differences in self adequacy (3.24), uncertain future (2.74) dimensions of fear of failure. The junior national level elite and non-elite girls Mallakhamb players, expressed significantly similar fear of failure on goal setting (0.89), uncertain future (0.84), self control (1.34), self evaluation (0.75) and coping strategies (0.79) dimensions of fear of failure. But they had significant difference on self adequacy (2.21) dimension of FOF. The senior national level girls Mallakhamb players expressed insignificant mean differences on self adequacy (0.34), uncertain future (1.67), self control (0.33), and coping strategies (0.75) dimensions of fear of failure. But they had significant difference in goal setting (3.63) and self evaluation (2.06) dimensions of fear of failure.

5.2 Conclusions

Within the limitations of the present study, the following conclusions are enumerated :

1. Indian Mallakhamb players of mini, sub-junior, junior and senior national levels as whole, had similar preferences in six dimensions of fear of failure i.e. goal setting, self adequacy, uncertain future, self control, self evaluation and coping strategies.
2. Indian boys Mallakhamb players in different competitive age group levels, as whole exhibited different fear of failure on coping strategies dimension of FOF. But they had similar FOF on goal setting, self adequacy, uncertain future, self control, and self evaluation dimensions.
3. Mini national level boys Mallakhamb players were found to have more FOF

followed by sub-junior, junior and senior national levels.

4. Indian girls Mallakhamb players in different competitive age group levels, as whole exhibited similarity in fear of failure on goal setting, self adequacy, uncertain future, self control, self evaluation and coping strategies dimensions.
5. Boys and Girls Mallakhamb players of Mini national level expressed different self evaluation. But they had similarity in rest of the dimensions of FOF.
6. Sun-junior and senior National level Boys and Girls Mallakhamb players had similarity in all the dimensions of fear of failure i.e. goal setting, self adequacy, uncertain future, self control, self evaluation and coping strategies dimensions.
7. Junior level Girls Mallakhamb player were found to have more coping strategies dimension of fear of failure than their counter parts. But they had similar fear of failure on goal setting, self adequacy, uncertain future, self control, and self evaluation .
8. Elite and non-elite Boys Mallakhamb players of Mini national level expressed different self evaluation. But they had similarity in rest of the dimensions of fear of failure.
9. Sun-junior, junior and senior National level elite and non-elite Boys Mallakhamb players were found similar on goal setting, self adequacy, uncertain future, self control, self evaluation and coping strategies dimensions of fear of failure.

10. Mini national level elite and non-elite Girls Mallakhamb players expressed similarity in all dimensions of fear of failure.
11. Elite and non-elite Girls Mallakhamb players at sub-junior national level had different self adequacy and uncertain future factors of fear of failure. But they did not differ on rest of the dimensions of FOF.
12. Junior national level elite and non-elite Girls Mallakhamb players had different fear of failure on self adequacy dimension. But they expressed similarity on rest of the dimensions of fear of failure.
13. Senior national level elite and non-elite girls Mallakhamb players were found to have different goal setting and self evaluation in case of fear of failure. But they had similarity in self adequacy, uncertain future, self control and coping strategies dimensions of fear of failure.

5.3 Recommendations

Fear of failure is very common among players of both individual and team games. It becomes more apparent when the performance of either the player himself or the team is involved. The role of psychologist becomes very prominent in this situation. It is very important that the player is able to put up his optimum so that the performance and prestige of the team is not at stake.

1. It is recommended that Indian Mallakhamb coaches may modify their training program according to the different factor of failure
2. A similar study may be replicated on national school and All India inter-university level Mallakhamb players .

3. A study may be conducted to find out the differences in fear of failure of International Mallakhamb players relation to their age and year of participation.
4. A similar study may be replicated on Individual, combat and team game boys and girls players of different games and sports
5. The coach, manager and players must be well aware of these characteristics. It should be remembered that motivation is important since it improves performance and this reduces fear of failure. All should remember that when there is any doubt about the performance, reward is always better than punishment.
6. Further, this research can focus on other behavioural and situational elements, that prove beneficial for both the important outcome of sports participation : group productivity and member's satisfaction, which are critical for working effectively with an athlete.

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APPENDIX “A”

FOFQ

Name-----Class-----Age-----

Game/Sports-----

Institution-----

Participation at -----

Instruction- sports persons often face ups and downs in their performance during their playing career due to mental preparation deficit. This questionnaire contains a few question-statements related to some important aspects of your play behaviour.

Each question-statement is followed by five possible alternative responses.

- 1.Strongly Agree (SA)- iw.kZr% lger
2. Agree (A) lger
3. Undecided (UND) vfuf'pr
- 4.Disagree (D) vlger
5. Strongly disagree (SD) iw.kZr% vlger

No	Code	Statement	SA	A	UND	D	SD
1	A	eq>s fo'okl gS fd esjk [ksy ns[kdj lc tku tkrs gSa fd mfpr y{; ds vHkko esa eSa vlQy gks jgk gwWA When people watch me playing, I feel they are apprehensive about my success for they know I have not done proper goal-setting.					
2	B	tc eSa vlQy gksrk gwW rc eaS viuh [ksy {kerk esa rkRdkfyd deh dks nks"k nsrk gwWA When unsuccessful, I blame myself for the weakness.					
3	C	tc eSa vlQy gksrk gwW rc eq>s vfuf'pr Hkfo"; dk Mj gks tkrk gSaA When unsuccessful, I begin to feel uncertain of my future.					
4	D	foijhr ifjfLFkfr;ksa esa fu;a=.k u j[k ikus ds dkj.k [ksy esa vlQyrk feyus dk Mj jgrk gSA When there is lack of self-control in adverse circumstances, fear starts haunting me					
5	E	vlQy gksus ij gesa viuk vkRe fo'ys"k.k djus dk volj feyrk gS ftlls vlQyrk ds dkj.kksa dk irk yxk;k tk lds ,oa vlQyrk dk Hk; u gksA Being unsuccessful helps us in self-evaluation, which further helps us to see the reason of our failures and there is no fear of failure.					
6	F	ifjfLFkfr;ksa ds vuqdwy [ksy esa ifjorZu					

		djus ls gkjus dk Mj ugha jgrkA Making strategic changes as per demands of the situation helps in overcoming fear of defeat.					
7	A	esjk [ksy ns[kdj eq>s ;g fpark gks tkrh gS fd yksx esjs ckjs esa ;g lksp jgs gksaxs fd eSus loksZRre iz;kl ugha fd;kA It often makes me a little worried when people observing me play conclude that I am not giving my best.					

No	Code	Statement	SA	A	UND	D	SD
8	B	eq>dks ,slk yxrk gS fd eSa mruk gh vPNk gwW ftruk eSaus vius ckjs eSa lkspk Fkk blfy;s eq>s vlQyrk dk Hk; ugha gksrk gSA I feel that most often I am as good as I thought of myself, hence no fear of failure.					
9	C	tc eSa lQy ugha gksrk gwW rc eq>s ,slk yxrk gS fd esjs Hkfo"; dh ;kstukvksa esa ifjorZu djuk iMsxkA In case of being unsuccessful, I feel I must change my future plans.					
10	D	;fn izf'k{k.k dh vof/k esa voljksa ds vuqdwy ;kstuk esa ifjorZu djus ij tksj ugha fn;s tkus ds dkj.k bldk [ksy ij foijhr izHkko iMrk gS My play is adversely affected if proper emphasis is not given on changing plan during training.					
11	E	;fn eSa vkRe larqf"V ds fy;s [ksyrk gwW rks gkjus dk dksbZ Mj ugha jgrkA Playing for self-satisfaction eliminates fear of defeat.					
12	F	esjs izf'k{k.k esjs Mj dks nwj djds lQy gksus dk rjhdK fl[kkrs gSaA My coaches help me overcome fear and be successful.					
13	A	tc yksx ;g lksprs gSa fd eSa [ksy esa viuk loksZRre ugha ns ik jgk gwW rc eSa fpafrr gks tkrk gwWA I feel concerned when people think my efforts in the game are not optimal.					
14	B	eq>s ,slh mEehn jgrh gS fd eq>esa ftruk eSa izn'kZu dj jgk gwW mlls vf/kd ;ksX;rk gS tks lQyrk dk lwpd gSA I always feel I am capable of doing better than I do now, which is an index of success.					
15	C	tc eSa vlQy gksrk gwW rc vkSj mPp Lrj ij [ksyus dh esjs Hkfo"; dh ;kstukvksa ds xMcMk tkus dk eq>s Mj gks tkrk gSA When unsuccessful, I believe that using at a higher level game plan would surely end up in a failure.					

16	D	;fn i;kZlr vkRe fu;a=.k gks rks eq>s gkjus dk Mj ugha jgrkA With efficient self-control, I have no fear of failure.					
17	E	vlQy gksus ij ,slk yxrk gS fd eSus feys gq, iquZcyu ¼Reinforcement½ dk Bhd ls iz;ksx ugha fd;kA When unsuccessful I feel I haven't made full use of the reinforcement provided to me.					
18	F	[ksyrs le; lHkh f[kykfM;ksa ds y{; esa fHkUurk ds dkj.k gkjus dk Mj cuk jgrk gSA Opinion divergence among teammates about the goal, leads to fear of failure.					
19	A	eq>s ,slk yxrk gS fd vc Hkh eSa [ksy ds fy;s mruk gh mi;ksxh gwWaA Somehow I feel I am rendered useless for the game.					
20	B	esjh ,slh bPNk gksrh gS fd eSa vius izn'kZu ij vkSj vf/kd fu;a=.k j[k ldwWaA I think there is enough scope for me to exert control on my performance.					
21	C	tc eSa vlQy gksrk gwW rc blds dkj.k viuh Hkfo"; dh ;kstukvksa ds izHkkfor gksus ds ckjs eSa fpark ugha djrkA When unsuccessful, I am least worried about this situation affecting my future plans					
No	Code	Statement	SA	A	UND	D	SD
22	D	vius fu.kZ; ysus dh ;ksX;rk dk eSa ;fn [ksyrs le; mfpr iz;ksx dj ikrk gwW rks vlQyrk dk Hk; ugha jgrkA Whenever I able to best use my decision-making ability during play, I am afraid of no failures.					
23	E	;fn gekjh Vhe yxkrkj thrs vk jgh gS rks eq>s fdlh Hkh izdkj ls vlQyrk dk Hk; ugha jgrkA If our team is in continuous winning mode, I have no fear of failure					
24	F	[ksyrs le; esjs dksp dh lfdz; mifLFkfr vlQyrk ds Hk; dks nwj dj nsrh gSA Presence of the coach during the game brings down fear of failure					
25	A	[ksy dh fofHkUu ifjLFkfr;kW eq>s ;a= pkfyr lk [ksyus dks foo'k djrh gSA While playing, situations force me to switch over to some sort of mechanical game plan.					
26	B	eq>s vlQyrk ls dksbZ vUrj ugha iMrk					

		D;ksafd cgqr lkjh ckrsa esjs fu;a=.k ls ckgj gSaA Failure makes no difference to me, because, there are many things beyond my control.					
27	C	lkekU; :i ls eq>s ;g Kkr ugha jgrk gS fd lQyrk ds fy;s eq>s viuh Hkfo"; dh ;kstuk esa D;k ifjorZu djuk pkfg,A Generally I know not what changes to make in my game to ensure success in my plans ahead.					
28	D	eq>s ,slk yxrk gS fd ;fn HkkX; lkFk gks rks [ksyus esa fdlh Hkh rjg dk Hk; mRiUu ugha gksrk gS A I feel that if luck is fibrebill (favourable) there is no fear while playing.					
29	E	;fn eSa izfr;ksxkRed ifjLFkfr dk lgh ewY;kadu dj ysrk gwW rks vlQyrk dk Hk; ugha jgrkA If I am able to make correct evaluation of competition situation, my fear of failure vanishes.					
30	F	tc eq>s vlQyrk dk Hk; gksrk gS rc eSa vkSj vf/kd fdz;k'khy gksdj vH;kl djrk gwWA When afraid of failure, I practice harder.					
31	A	;fn eSa vkRe fu;af=r gksdj viuk y{; fu/kkZfjr djrk rks fuf'pr :i ls lQy gksus dh mEehn jgrh gSA BI feel that if I set my goal <i>smartly</i> (intelligently) using self-control, my chances of success will improve greatly					
32	B	tc eSa vPNk ugha [ksy ikrk gwWa rc esjk viuh Lo;a dh n`f"V esa vkRe lEeku de gks tkrk gSA When I am unable to play well, my self-esteem seems to be dipping.					
33	C	y{; mUeq[khd`r [ksyus ls eq>s ges'kk lQyrk dk fo'okl jgrk gSA I feel goal-focused play builds up necessary confidence in me to be successful.					
No	Code	Statement	SA	A	UND	D	SD
34	D	eSa vius vkRe fu;a=.k jgus dk iwoZ dFku dj ldrk gwW blfy, eq>s gkjus dk dksbZ Hk; ugha gksrkA Predicting my self- control, I banish all fear of defeat.					

35	E	;fn eSa lQyrk dks ,d miyfC/k ds :i esa ns[krk gwW rks eqKs vlQyrk dk dksbZ Hk; ugha jgrkA If I perceive success as an achievement then, I have no fear of failure.					
36	F	vlQyrk dk Mj vR;ar 'kfDr'kkyh gksrk gS vkSj esjk fo'okl gS fd ;fn bl ij fu;a=.k dj fy;k tk;s rks lQyrk fuf'pr gSA Fear of failure feeling is always intense and I believe that if I overcame it, I am sure to succeed.					
37	A	vlQyrk eq>s vkSj vf/kd vPNk djus dks izsfjr djrh gS ftlls fdH Hkh izdkj dk Hk; ugha jgrkA Failure keeps me motivated, hence no fear.					
38	B	lQyrk feyus ij bldk Js; eSa Lo;a vius [ksy dks nsrk gwWA When successful, I give all credit to my playing ability.					
39	C	vlQyrk ds Hk; ls eq>esa vkSj vf/kd vPNk djus dk lkgl vk x;k gSA Fear of failure has always been a source of strength to me for doing better					
40	D	vlQyrk ds Hk; ds dkj.k eSa ftruh mWpkbZ;kW izklr djuk pkgrk gwW og ugha dj ikrk gwWA Fear of failure puts constraints on my ability to achieve what I feel I am capable of.					
41	E	esjk fo'okl gS fd vlQyrk dk Hk; eq>s vkSj vf/kd lQy gksus ds fy;s izsfjr djrk gSA I think fear of failure always motivates me to do better.					
42	F	vlQyrk dk Hk; psru :i esa eq>s bu ifjLFkfr;ksa ls nwj jgus dks foo'k dj nsrk gSA Conscious fear of failure feeling compels me to avoid such a situation.					
43	A	vius thou esa eSus ges'kk vlQyrk ls vkSj vf/kd vPNk djus dh izsj.kk yh gS ftlls eq>s vlQyrk dk Hk; ugha jgrkA In my life the failure have always motivated d me to do better by which I am not afraid of failure.					
44	B	Vhe dh vlQyrk dk dkj.k izfr}anh Vhe dk ge ykxksa ls vf/kd vPNk [ksyuk gSA When my team loses,often it is because the other team plays better					
45	C	vlQyrk dk Hk; u gksus ls esjs gj {ks= esa mPp miyfC/k dh laHkkouk c< tkrh gSA By having no fear of failure, I have increased my chances to achieve better in every field.					
46	D	vlQyrk ls Mjus dh vis{kk eSa mls nwj					

		djus dk iz;kl djrk gwWA Instead of gatting afraid of failure, I try to overcome it.					
47	E	vlQyrk dk Hk; dk vFkZ esjs fy, ml y{; dks ugha ik ikuk gS ftls eSa izklr djuk pkgrk gwWA Failure to me means my inability to achieve my predetermined target.					
48	F	vlQyrk dk Hk; gksus ij Hkh nwljs esjs ckjs esa D;k lksp jgs gksaxs bl ij /;ku ugha nsrkA I hardly pay attention to what people think of me even when they find me afraid of failure.					

APPENDIX “B”
RAW SCORES OF SIX DIMENSIONS O F FEAR OF FAILURE OF
NATIONAL LEVEL BOYS MALLAKHAMB PLAYERS
UNDER 12 YEARS

S.NO.	Sex	Age Group	Age	A	B	C	D	E	F
1	Male	U/12	12	22	22	13	10	12	13
2	Male	U/12	10	17	21	20	14	13	13
3	Male	U/12	11	15	19	21	16	08	12
4	Male	U/12	12	18	23	21	15	01	11
5	Male	U/12	11	17	16	15	14	12	13
6	Male	U/12	10	17	18	16	14	18	11
7	Male	U/12	10	12	16	13	9	12	1
8	Male	U/12	11	12	11	2	13	09	17
9	Male	U/12	11	11	14	13	12	18	16
10	Male	U/12	11	10	16	13	10	16	16
11	Male	U/12	11	9	14	12	09	19	17
12	Male	U/12	10	08	16	14	12	11	09
13	Male	U/12	11	15	21	12	13	13	16
14	Male	U/12	12	20	18	10	11	15	12
15	Male	U/12	11	5	17	12	6	12	15
16	Male	U/12	11	15	20	23	10	08	14
17	Male	U/12	10	16	24	10	14	08	12
18	Male	U/12	12	15	17	10	15	11	12
19	Male	U/12	10	18	20	13	19	14	09
20	Male	U/12	12	15	16	17	11	11	8
21	Male	U/12	11	13	18	18	12	13	14
22	Male	U/12	6	22	16	10	14	17	12
23	Male	U/12	11	19	19	13	14	16	11
24	Male	U/12	12	10	17	18	12	6	15
25	Male	U/12	11	08	16	11	13	18	14
26	Male	U/12	11	08	20	17	11	16	13
27	Male	U/12	11	18	21	16	12	15	13
28	Male	U/12	9	17	17	17	14	12	11
29	Male	U/12	12	19	21	2	15	14	15
30	Male	U/12	12	16	17	21	13	9	12

31	Male	U/12	9	14	20	12	11	17	12
32	Male	U/12	12	09	24	13	17	12	23
33	Male	U/12	12	14	13	20	17	11	14
34	Male	U/12	11	12	21	20	11	14	12
35	Male	U/12	11	14	16	16	09	12	14
36	Male	U/12	12	18	24	14	19	13	22
37	Male	U/12	12	7	13	15	14	14	17
38	Male	U/12	12	20	18	08	25	23	14
39	Male	U/12	12	13	22	07	17	19	13
40	Male	U/12	12	23	20	14	15	16	12
41	Male	U/12	09	14	20	12	09	15	12

APPENDIX “C”

RAW SCORES OF SIX DIMENSIONS OF FEAR OF FAILURE OF NATIONAL LEVEL BOYS MALLAKHAMB PLAYERS UNDER 14 YEARS

S.NO.	Sex	Age Group	Age	A	B	C	D	E	F
1	Male	U/14	14	17	18	17	13	13	15
2	Male	U/14	13	16	18	19	12	11	12
3	Male	U/14	14	17	17	19	15	11	9
4	Male	U/14	14	20	22	22	16	13	20
5	Male	U/14	13	10	15	10	13	06	11
6	Male	U/14	13	15	22	11	8	7	12
7	Male	U/14	13	13	19	12	07	5	13
8	Male	U/14	13	15	21	22	18	12	16
9	Male	U/14	13	11	19	10	12	9	9
10	Male	U/14	13	15	16	13	14	11	11
11	Male	U/14	13	10	19	13	13	10	15
12	Male	U/14	13	15	18	10	14	12	10
13	Male	U/14	13	11	18	14	14	5	11
14	Male	U/14	14	09	15	17	14	15	13
15	Male	U/14	14	13	17	14	11	17	15
16	Male	U/14	13	12	21	15	12	10	12
17	Male	U/14	13	12	21	20	11	16	12
18	Male	U/14	13	11	15	10	12	13	13
19	Male	U/14	13	11	17	11	13	19	9
20	Male	U/14	13	09	21	15	10	17	13
21	Male	U/14	14	17	11	13	13	19	14
22	Male	U/14	14	10	17	16	11	14	13
23	Male	U/14	13	20	21	21	13	08	8
24	Male	U/14	14	17	19	20	15	13	14
25	Male	U/14	13	12	19	16	20	14	16
26	Male	U/14	14	10	17	18	11	11	14
27	Male	U/14	14	21	19	18	21	24	14
28	Male	U/14	14	15	10	17	11	16	11

29	Male	U/14	14	15	16	15	12	13	06
30	Male	U/14	14	12	15	14	12	16	13
31	Male	U/14	13	18	26	15	14	19	6
32	Male	U/14	13	21	23	12	12	06	16
33	Male	U/14	13	14	24	12	12	13	12
34	Male	U/14	14	15	15	13	15	6	14

APPENDIX “D”

RAW SCORES OF SIX DIMENSIONS OF FEAR OF FAILURE OF NATIONAL LEVEL BOYS MALLAKHAMB PLAYERS UNDER 18 YEARS

S.NO.	Sex	Age Group	Age	A	B	C	D	E	F
1	Male	U/18	18	19	10	14	19	11	19
2	Male	U/18	15	16	16	19	13	10	12
3	Male	U/18	16	11	18	8	16	11	10
4	Male	U/18	15	17	17	14	17	8	9
5	Male	U/18	16	17	16	21	12	12	14
6	Male	U/18	17	15	17	14	10	13	12
7	Male	U/18	15	16	20	14	12	09	14
8	Male	U/18	17	11	19	14	12	4	14
9	Male	U/18	15	12	18	12	17	8	11
10	Male	U/18	15	7	20	17	16	10	10
11	Male	U/18	17	17	20	17	11	16	13
12	Male	U/18	18	09	23	16	12	3	13
13	Male	U/18	17	15	21	13	13	13	13
14	Male	U/18	18	21	22	16	13	17	14
15	Male	U/18	16	20	18	10	11	15	12
16	Male	U/18	16	13	18	16	16	15	09
17	Male	U/18	16	16	19	17	16	14	10
18	Male	U/18	18	10	12	11	11	6	11
19	Male	U/18	17	7	23	20	11	13	10
20	Male	U/18	16	16	22	18	10	10	11
21	Male	U/18	18	18	22	20	14	11	13
22	Male	U/18	16	15	14	10	15	11	04
23	Male	U/18	17	21	15	17	15	15	14
24	Male	U/18	17	7	18	15	11	09	10
25	Male	U/18	15	13	22	18	15	13	13
26	Male	U/18	18	9	17	13	9	7	7
27	Male	U/18	17	16	16	15	12	13	6

28	Male	U/18	17	16	16	15	12	13	6
29	Male	U/18	16	13	17	15	16	08	6
30	Male	U/18	17	13	15	15	12	13	10
31	Male	U/18	16	14	21	10	15	15	7
32	Male	U/18	16	13	18	16	14	14	10
33	Male	U/18	16	15	15	17	14	17	12
34	Male	U/18	17	22	20	14	15	15	14

APPENDIX “E”

RAW SCORES OF SIX DIMENSIONS OF FEAR OF FAILURE OF NATIONAL LEVEL BOYS MALLAKHAMB PLAYERS ABOVE 18 YEARS

1	Male	A/18	21	14	20	19	14	12	6
2	Male	A/18	21	9	14	08	16	13	8
3	Male	A/18	22	14	21	19	14	12	6
4	Male	A/18	23	20	13	14	11	8	7
5	Male	A/18	22	18	21	14	15	9	11
6	Male	A/18	19	12	21	15	12	10	12
7	Male	A/18	19	15	19	17	9	15	16
8	Male	A/18	20	9	17	16	13	09	12
9	Male	A/18	20	16	22	20	14	10	13
10	Male	A/18	20	16	21	22	15	10	12
11	Male	A/18	19	17	21	19	10	11	15
12	Male	A/18	19	15	19	07	11	8	10
13	Male	A/18	27	22	22	15	17	12	9
14	Male	A/18	24	14	17	24	12	15	16
15	Male	A/18	27	14	19	14	10	14	15
16	Male	A/18	19	21	19	16	19	18	14
17	Male	A/18	25	14	17	20	16	10	8
18	Male	A/18	20	18	18	12	13	17	5
19	Male	A/18	23	23	17	2	08	11	15
20	Male	A/18	21	22	25	12	5	10	4
21	Male	A/18	22	17	19	18	9	14	10
22	Male	A/18	20	17	25	13	20	18	7
23	Male	A/18	22	14	20	18	11	12	10

APPENDIX “F”
RAW SCORES OF SIX DIMENSIONS OF FEAR OF FAILURE OF NATIONAL
LEVEL GIRLS MALLAKHAMB PLAYERS UNDER 12 YEARS

S.No.	Age	A	B	C	D	E	F
1	12.0	27.0	20.0	17.0	14.0	10.0	14.0
2	11.0	12.0	17.0	15.0	13.0	8.0	14.0
3	11.0	17.0	18.0	17.0	13.0	13.0	19.0
4	10.0	8.0	16.0	12.0	13.0	12.0	9.0
5	12.0	16.0	21.0	18.0	16.0	10.0	17.0
6	12.0	21.0	16.0	7.0	14.0	16.0	12.0
7	11.0	5.0	22.0	15.0	13.0	12.0	8.0
8	11.0	5.0	14.0	9.0	9.0	11.0	11.0
9	11.0	15.0	21.0	18.0	17.0	17.0	12.0
10	7.0	15.0	24.0	20.0	15.0	6.0	12.0
11	11.0	20.0	16.0	19.0	11.0	6.0	16.0
12	10.0	14.0	11.0	10.0	16.0	17.0	7.0
13	11.0	17.0	23.0	21.0	13.0	9.0	10.0
14	10.0	15.0	16.0	18.0	13.0	10.0	6.0
15	12.0	15.0	17.0	20.0	11.0	13.0	13.0
16	11.0	16.0	22.0	13.0	15.0	11.0	9.0
17	9.0	15.0	21.0	13.0	13.0	13.0	17.0
18	9.0	15.0	21.0	13.0	13.0	13.0	17.0
19	9.0	15.0	21.0	13.0	13.0	13.0	17.0
20	9.0	15.0	21.0	13.0	13.0	13.0	17.0
21	9.0	15.0	21.0	13.0	13.0	13.0	15.0
22	9.0	15.0	21.0	13.0	12.0	14.0	17.0
23	11.0	16.0	22.0	22.0	16.0	14.0	13.0
24	11.0	21.0	20.0	21.0	15.0	11.0	10.0
25	11.0	15.0	19.0	16.0	9.0	10.0	12.0
26	12.0	15.0	18.0	21.0	16.0	17.0	13.0
27	12.0	15.0	20.0	20.0	13.0	11.0	14.0
28	11.0	17.0	19.0	18.0	18.0	12.0	13.0
29	12.0	15.0	20.0	18.0	12.0	11.0	12.0
30	10.0	13.0	15.0	12.0	12.0	10.0	7.0

31	11.0	11.0	11.0	13.0	12.0	13.0	7.0
32	11.0	11.0	22.0	16.0	11.0	13.0	17.0
33	12.0	10.0	18.0	16.0	11.0	15.0	13.0
34	12.0	17.0	8.0	19.0	17.0	11.0	15.0
35	12.0	21.0	18.0	23.0	12.0	14.0	10.0
36	9.0	14.0	24.0	20.0	12.0	6.0	12.0
37	10.0	6.0	12.0	11.0	6.0	8.0	11.0
38	9.0	6.0	12.0	11.0	10.0	11.0	12.0
39	10.0	14.0	15.0	14.0	18.0	13.0	8.0
40	12.0	16.0	19.0	14.0	16.0	9.0	9.0
41	12.0	13.0	12.0	13.0	15.0	10.0	9.0
42	12.0	16.0	22.0	17.0	10.0	12.0	12.0
43	10.0	12.0	12.0	12.0	12.0	12.0	12.0

APPENDIX “G”

RAW SCORES OF SIX DIMENSIONS OF FEAR OF FAILURE OF NATIONAL LEVEL GIRLS MALLAKHAMB PLAYERS UNDER 14 YEARS

S.No.	Age	A	B	C	D	E	F
1	14.0	4.0	22.0	18.0	13.0	11.0	8.0
2	13.0	21.0	16.0	10.0	14.0	16.0	12.0
3	13.0	10.0	10.0	11.0	9.0	5.0	10.0
4	13.0	11.0	15.0	9.0	14.0	13.0	9.0
5	13.0	16.0	20.0	15.0	13.0	12.0	12.0
6	13.0	16.0	23.0	12.0	15.0	11.0	9.0
7	13.0	17.0	22.0	20.0	13.0	7.0	11.0
8	13.0	15.0	21.0	13.0	13.0	13.0	17.0
9	13.0	15.0	21.0	13.0	13.0	13.0	17.0
10	14.0	15.0	24.0	17.0	11.0	9.0	13.0
11	13.0	15.0	19.0	17.0	10.0	12.0	13.0
12	13.0	15.0	21.0	21.0	12.0	12.0	13.0
13	14.0	19.0	21.0	19.0	16.0	10.0	12.0
14	13.0	13.0	17.0	12.0	12.0	10.0	7.0
15	14.0	11.0	21.0	16.0	12.0	19.0	14.0
16	13.0	13.0	13.0	13.0	8.0	10.0	7.0
17	14.0	21.0	20.0	20.0	21.0	15.0	21.0
18	13.0	17.0	16.0	13.0	11.0	14.0	6.0
19	14.0	14.0	17.0	13.0	13.0	13.0	12.0
20	13.0	10.0	26.0	11.0	16.0	14.0	15.0
21	13.0	16.0	19.0	21.0	12.0	13.0	12.0
22	14.0	22.0	19.0	22.0	24.0	14.0	6.0
23	13.0	14.0	24.0	20.0	15.0	6.0	12.0
24	14.0	15.0	24.0	20.0	15.0	6.0	12.0
25	14.0	17.0	18.0	13.0	13.0	17.0	12.0
26	14.0	13.0	22.0	18.0	16.0	17.0	13.0
27	13.0	15.0	22.0	19.0	14.0	10.0	13.0
28	13.0	17.0	24.0	21.0	14.0	12.0	13.0

APPENDIX “H”

RAW SCORES OF SIX DIMENSIONS OF FEAR OF FAILURE OF NATIONAL LEVEL GIRLS MALLAKHAMB PLAYERS UNDER 16 YEARS

S.No.	Age	A	B	C	D	E	F
1	16.0	15.0	23.0	13.0	15.0	11.0	9.0
2	15.0	16.0	19.0	20.0	11.0	11.0	14.0
3	15.0	13.0	21.0	20.0	12.0	11.0	13.0
4	15.0	7.0	14.0	10.0	13.0	9.0	10.0
5	15.0	10.0	18.0	17.0	15.0	10.0	12.0
6	15.0	15.0	17.0	17.0	14.0	8.0	17.0
7	15.0	14.0	16.0	20.0	15.0	14.0	18.0
8	15.0	16.0	20.0	19.0	14.0	11.0	12.0
9	16.0	13.0	25.0	17.0	13.0	10.0	13.0
10	15.0	13.0	18.0	20.0	13.0	9.0	14.0
11	15.0	13.0	23.0	23.0	16.0	12.0	14.0
12	15.0	15.0	19.0	17.0	13.0	9.0	9.0
13	15.0	14.0	22.0	19.0	14.0	12.0	8.0
14	14.0	15.0	21.0	13.0	13.0	13.0	17.0
15	15.0	17.0	20.0	20.0	14.0	7.0	14.0
16	16.0	15.0	19.0	17.0	19.0	12.0	16.0
17	15.0	12.0	21.0	17.0	14.0	11.0	15.0
18	15.0	18.0	23.0	23.0	12.0	15.0	15.0
19	16.0	14.0	19.0	17.0	12.0	8.0	12.0
20	16.0	14.0	10.0	9.0	10.0	14.0	11.0
21	16.0	15.0	15.0	16.0	12.0	14.0	14.0
22	15.0	14.0	17.0	7.0	19.0	16.0	19.0
23	16.0	9.0	18.0	18.0	19.0	18.0	10.0
24	15.0	11.0	16.0	10.0	11.0	12.0	16.0
25	15.0	17.0	17.0	14.0	14.0	14.0	16.0

APPENDIX “I”

RAW SCORES OF SIX DIMENSIONS OF FEAR OF FAILURE OF NATIONAL LEVEL GIRLS MALLAKHAMB PLAYERS ABOVE 16 YEARS

S.No.	Age	A	B	C	D	E	F
1	17.0	15.0	15.0	8.0	9.0	13.0	17.0
2	26.0	15.0	15.0	12.0	9.0	13.0	7.0
3	18.0	15.0	15.0	12.0	9.0	13.0	7.0
4	18.0	15.0	15.0	12.0	9.0	13.0	7.0
5	17.0	11.0	21.0	16.0	13.0	10.0	12.0
6	19.0	4.0	13.0	8.0	4.0	10.0	9.0
7	20.0	15.0	21.0	12.0	13.0	10.0	16.0
8	18.0	8.0	24.0	9.0	11.0	22.0	13.0
9	17.0	23.0	8.0	23.0	15.0	15.0	18.0
10	19.0	15.0	22.0	17.0	10.0	16.0	10.0
11	18.0	14.0	20.0	10.0	11.0	14.0	9.0
12	18.0	16.0	23.0	13.0	15.0	11.0	9.0
13	18.0	11.0	21.0	14.0	10.0	5.0	12.0
14	17.0	16.0	19.0	16.0	16.0	11.0	15.0
15	17.0	12.0	14.0	15.0	14.0	7.0	18.0
16	18.0	16.0	22.0	17.0	14.0	11.0	12.0
17	21.0	18.0	16.0	16.0	18.0	16.0	13.0
18	21.0	16.0	16.0	11.0	11.0	13.0	6.0
19	18.0	13.0	16.0	10.0	12.0	11.0	7.0
20	21.0	12.0	11.0	13.0	12.0	12.0	7.0
21	21.0	22.0	25.0	18.0	14.0	14.0	8.0
22	28.0	16.0	16.0	17.0	14.0	10.0	9.0
23	20.0	17.0	21.0	16.0	16.0	15.0	13.0
24	26.0	18.0	18.0	16.0	14.0	16.0	75.0
25	22.0	20.0	16.0	18.0	12.0	12.0	14.0
26	19.0	17.0	18.0	18.0	14.0	17.0	19.0
27	21.0	21.0	11.0	17.0	16.0	20.0	13.0
28	19.0	14.0	22.0	15.0	13.0	13.0	14.0

29	27.0	22.0	19.0	17.0	16.0	14.0	9.0
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