Chapter I
Introduction

"You dream. You plan. You reach. There will be obstacles. There will be doubters. There will be mistakes. But with hard work, with belief, with confidence and trust in yourself and those around you, there are no limits"

- Michael Phelps

Sports activities are highly beneficial for both physical and psychological functioning of an individual. According to World Health Organisation (WHO, 2023), sport and health go hand in hand, offering people all over the world, of different abilities and ages, the chances for happier, healthier and more productive lives. The WHO Sports and Health Programme was formed to assist people all over the globe live healthy lives for encouraging sports participation and healthy lifestyle.

Sports and mental health have strong relationship with one another, wherein World Health Organisation functions on various areas of mental health and sports. It includes

- Highlighting the benefits of exercise for mental health and well-being, as well as for lowering anxiety and depression
- Promoting bullying and excessive pressure to refrain from participating in sports
- Promote mental health by working with athletes and groups, such as the Fédération Internationale de Football Association (FIFA)

Therefore, the current research focuses upon the importance of sports and especially in reducing their performance anxiety and enhancing self-esteem among sport players in specific hockey players.

American Psychological Association, (2008) says "Sport psychology employs psychological knowledge and abilities to address systemic problems related to sports environments and organizations, athletes' optimal performance and well-being and the social and developmental elements of participating in sports". European Federation in

Sport (1996) defined Sport psychology as “it basically concentrates on psychological basis, processes and effects of sports”.

Sports psychology is concerned with physical activity, exercise, athletic performance and psychological factors. Sports psychologists researched on how playing sports can improve one's health and well-being. They also supported players in their athletic endeavours to improve their mental and physical health.

The first sports psychology research lab was founded in 1925, wherein sports psychology became new area of Psychology. International Society of Sport Psychology was founded in the 1970s when interest in the field was revived. Sports psychology was being taught in North American Universities for the first time and later it became more rigorous subject in the scientific study. Research professionals began looking into the possibility of using psychology to improve sports performance. They also looked at how exercise might improve mood and lower stress levels.

In other words, sports are considered as any physical activity where the individuals engage for competition and health Sport psychology is recognized as an interdisciplinary science that draws on knowledge from many related fields including biomechanics, physiology, kinesiology and psychology. It involves the study of how psychological factors affect performance and how participation in sport and exercise affect psychological and physical factors. Sport psychologists teach cognitive and behavioural strategies to athletes in order to improve their experience and performance in sports. In addition to instruction and training of psychological skills for performance improvement, applied sport psychology may include work with athletes, coaches and parents regarding injury, rehabilitation, communication, team building and career transitions (Jarvis, 2006).

Sports psychology is a science in which the principles of psychology are applied in a sport or exercise setting. The sport psychologist is curious to understand the ups and downs of the sports players and in turn determines to help every sport participant to reach his or her potential as an athlete. If helping a young athlete develops self-control and confidence results in superior athletic performance (Ramakrishnan et al., 2015). The role of anxiety in sport has been a topic of great interest to coaches, athletes and researchers for many years. The fact that emotional and motivational factors can cause one athlete to

"peak" in the crucible of competition while another falters or "chokes" is evident to anyone who has watched or participated in sports (Smith & Smoll, 1990).

Types of Sports Psychologists

a. ***Education Sport Psychologists:*** Educative sports psychologists use psychological strategies to help athletes improve their athletic performance. By teaching students how to use particular techniques like goal setting, visualization and self talk, they assist them in becoming better athletes.
b. ***Clinical Sports Psychologists with experience:*** Clinical sports psychologists treat athletes who suffer from mental health conditions including depression or anxiety by psychotherapy. They support athletes in enhancing their physical and mental well-being.
c. ***Exercise Psychologists****:* Exercise psychologists help non-athletes to develop certain routine warm-ups and increase the habit of workouts.

Anxiety also leads to other consequences as well. Instead of finding athletic competition to be fun and challenging, some kids avoid sports because they perceive it as frightening and unpleasant. Athletes who find the competitive environment stressful may look more prone to injuries and/or take longer to recover from injuries, according to trainers and sports medicine professionals (Fehm & Schmidt, 2006). Although Performance Anxiety is as old as artistic performance itself, there are only few psychological research available on it. The key features are

a. Irrational, perfectionist or disastrous thoughts
b. Physical signs like palpitations, hyperventilation or shaking
c. Behavioural traits include avoiding auditions and performances

Two thousand two hundred and twelve professional musicians were surveyed who focused on medical problems and 16% of the participants had performance anxiety and it affected their performance. Even larger percentages of professionals who reported troubling levels of performance anxiety have occasionally been discovered in studies using more complex performance anxiety measures but using much smaller samples (Fishbein, Middlestadt, Ottati, Straus & Ellis, 1988).

Section – I

Anxiety

According to DSM-5 (Diagnostic and Statistical Manual of Mental Disorders-5th Edition), anxiety disorders include disorders that share features of excessive fear and anxiety and related behavioural disturbances. These disorders include separation anxiety disorder, selective mutism, specific phobia, social anxiety disorder (social phobia), panic disorder, agoraphobia, generalized anxiety disorder, substance/medication induced anxiety disorder, and anxiety disorder due to another medical condition (Bhatt, 2019).

Anxiety can be defined as an unpleasant psychological state in reaction to perceived stress concerning the performance of a task under pressure (Cheng, Hardy & Markland, 2009). In general, anxiety is made up of cognitive (e.g., worrying thoughts and apprehensions) and somatic (e.g., degree of physical activation) components. Anxiety can manifest itself as a stable part of one's personality known as trait anxiety, or as a temporary, more malleable, situation specific state anxiety (Weinberg & Gould, 2015).

Researchers, athletes and coaches have long been interested in the role anxiety plays in sports. Anybody who has watched or played sports are aware that expressive and supportive variable makes one athlete to peak in the high of competition while another chokes/falters. The crippling consequences of worry prevent "Wednesday All Americans" from performing to their full potential on Saturday game days, according to coaches. The belief that worries improves performance, on the other hand, is occasionally voiced by athletes and coaches.

Since sports persons perceive physical competition as unpleasant and dangerous rather than fun and challenging, anxiety causes some kids to quit playing sports. It has been noted by trainers and sports medicine professionals that players who experience anxiety in a competitive setting may look more prone to injuries and/or take longer to recover from injuries.

According to several observations, there are a number of real world ramifications associated with anxiety in sports that is resolved with a deeper comprehension of the causes, mechanisms and effects of anxiety. Moreover, athletics seem to provide several

benefits as a context for anxiety research from a scientific standpoint. Here, a large number of participants are exposed to recurring, identifiable and predictable circumstances, allowing anxiety to be measured and its effects examined in a relevant real-world setting.

Performance measures having unquestioned ecological validity are readily measurable within the athletic setting (Smith & SmoIl, 1989). Moreover, depending upon the sport, athletes are required to perform behaviours that vary considerably along a number of task dimensions (e.g., simple vs. complex; speed vs. endurance; self-paced vs. reactive; cognitive vs. motoric), permitting researchers to assess the effects of anxiety (including its cognitive and somatic components) on various classes of behaviour. Given the range of practical issues that can be addressed through the study of sport anxiety, it should not be surprising that it has attracted the attention of scientists for many years. In the past decade, however, a notable upsurge of scientific activity has occurred, due largely to the development of sport specific measures of anxiety as well as increased interest among sport psychologists in developing anxiety reduction intervention programmes for athletes (Hackfort & Spielberger, 1989; Smith, 1989[a]; Suinn, 1988).

Performance Anxiety

Performance anxiety of an athlete controls the ability and prevents the best performance. In addition to lowering self-efficacy, it causes an athlete to feel psychologically weak. For an example, despite proper practice and talent some may fail to perform in the stadium due to the performance anxiety. In fact, even talking or hearing about the stressful situations may also affect an athlete to anticipate a stressful event. The fear of failing to complete a task or not completing it well enough raise expectations for the player to attain even higher results in a task or sport is known as performance anxiety.

Players may often develop an obsessive attachment to certain routine activities during their everyday life as they undergo the amount of pressure in achieving multiple tasks. Normally, brain activity in the prefrontal cortex may be lowered during a highly practiced performance that is responsible in making decisions and care taking. This permits the brain to carry out their tasks uninterrupted. A person may fumble and choke

under pressure as a result of the prefrontal cortex interfering with certain brain pathways as performance anxiety rises.

Stage fright or anxiety or nervousness before speaking or acting in front of an audience is referred to as performance anxiety. It is a form of anxiety or intense, overwhelming fear that prevents a person from performing successfully even though they are capable of completing a certain task. It may start out abruptly or develop but becomes anxious feeling to one associated with any particular work occurring in a wide range of situations.

Individuals may experience different symptoms. When a person has several occurrences of performing anxiety and its symptoms which vary with intensity including such as mood, motor, cognitive and physical alterations. From moderate to severe, performance anxiety symptoms might vary. It may occur once, several times or if untreated, on each occasion a person encounters that task.

Symptoms of Performance Anxiety

The signs and symptoms of performance anxiety include elevated blood pressure, heart rate, tremors and dizziness; rapid or shallow breathing accompanied by cold hands or feet; trouble regulating the bladder; dry mouth, perspiration and upset stomach; and thoughts of the negative consequences of perceived failure.

Types of Performance Anxiety

Performance anxiety has various forms, including athletic anxiety, interview anxiety, sexual anxiety, stage fright and test anxiety. People may experience the performance anxiety in any situation which becomes a pattern. This could be reduced implementing various treatment procedures. Preventing performance anxiety includes planning ahead and doing things like training, practicing and rehearsing the skills needed to perform well. Additionally, preparation might involve learning coping mechanisms in advance, developing preperformance rituals, getting adequate sleep, having a nutritious, filling meal, regularly relieving stress, asking for emotional support from others, and picturing finishing the task, event or performing successfully. There are two key behavioural components of sport-related performance anxiety which includes physical

components (Somatic Anxiety) and mental components (Cognitive Anxiety). Physical components are increased heart rate, tension, sweating and trembling; mental components are worry, negativity, self-doubt.

Personality traits, such as a propensity for high stress situations, also affect an athlete's susceptibility to competitive anxiety. Grossbard, Smith, Smoll and Cumming (2009) studied on competitive anxiety and stated that athletes, who experiencing cognitive anxiety which is common among female athletes, and older athletes, can lead to concentration disruption.

Performance Anxiety and Sport Performance – Theoretical Conceptualization

According to Yerkes and Dodson (1908), Inverted U-Hypothesis experiment, states that the low arousal and/or anxiety leads to decrease or poor performance, wherein an increased arousal and/or anxiety can facilitate one's performance up to a most advantageous level. Hull's Drive Theory (1943) holds relationship between situation specific state anxiety and performance is linear, whereas higher anxiety leads to performance anxiety. The Reverse Theory states that the ways in which arousal/anxiety affects performance depends on the individual's own interpretation of their arousal/anxiety levels (Apter, 1982).

Smith and Smoll (1990) hold that the arousal/anxiety can influence individual's stress response to a competitive situation, which in turn will influence performance through a range of physiological, behavioural and/or cognitive response. They suggested that in a competitive athletic setting, people will evaluate the apparent disparity between situational demands, resources, consequences and the "meaning" of consequences cognitively. These cognitive assessments and physiological arousal are correlated and the stress response process outlined above is also impacted by the person's cognitive and somatic anxiety, as well as any defensive mechanisms they may have in place, such as a variety of coping mechanisms.

Martens, Vealey and Burton (1990) states that the multidimensional anxiety theory demonstrated that somatic anxiety is negatively related to performance, whereas somatic state anxiety is related to performance in an inverted-U manner. Catastrophe Theory by

Hardy and Parfitt (1991), proves that somatic anxiety is related to performance in an inverted-U fashion, but only when the individual has low cognitive state anxiety. Hanin (1997) displays the concept on individual zones of optimal functioning theory shows that elite level performers have an optimal zone of arousal/anxiety where they are able to reach peak performances.

To conclude this theoretical conceptualization of the above mentioned theories by various authors, it is evident that the sport performance increases with the presence of anxiety and/or arousal of an individual. However, the performance anxiety related to sports leads to better sport performance of an athlete. Hence, these theories give us a clear explanation over the relationships associated with the sport related performance anxiety has been a debated area within sport psychology (Woodman, 2001).

Mindfulness

A mindful athlete will be more aware of and receptive to both internal and external stimuli, which may enable them to focus their focus and energy on their athletic performance (Moore, 2009). According to Gardner and Moore (2004), mindfulness is a non judgmental present moment awareness, may help athletes focus better and perform better in sports.

According to Chariton (2023), practicing mindfulness helps athletes become more conscious of their own thoughts, feelings and other internal and external stimuli. It also encourages athletes to focus on their own values or on the processes of sport related skills and game strategies rather than their performance results (Kaufman, 2018). Thus, mindfulness benefits the sports players in concentration and more on the present event especially on their sports track or game to plan strategy and improves the sport performances. Interventions based on mindfulness shows that there was reduced effects of physiological symptoms. These reduced physiological effects help to enhance the level of attentiveness and decrease performance anxiety of sports person (Bernier et al., 2009; Gardner & Moore, 2004). Therefore, mindfulness plays key role in managing performance anxiety resulting in enhanced and optimum level of sport performance.

Section – II

Definition of Self-efficacy

Self-efficacy is the sense of ability, efficiency and sufficiency in handling life. Self-efficacy is the belief in one's own ability to accomplish a particular goal in a particular circumstance. It is one's own power or the effectivity to perform a particular task. Higher self-efficacy means the person is more effective in performing the tasks assigned. Self-efficacy is an important concept in contemporary psychology. Self-efficacy is one's judgment of what one can do with the skills which s/he has. Self-efficacy is a person's belief about his or her chances of success. It is the confidence one has in his own capabilities, specifically the skill to meet the encounters forward of him/her and complete a task effectively. Although there are many more specialized types of self-efficacy, overall self-efficacy is the belief in one's capacity to accomplish (e.g., academic, parenting, sports).

Self-efficacy affects performance and self-regulated learning variables such as perceived control, outcome expectation, perceived value of outcome and attribution goals. As Bandura's social cognitive theory states that individuals possess a self-system that enables them to exercise a measure of control over their thoughts, feelings, motivation and actions.

Theories of Self-efficacy

According to Bandura (1997), Self-efficacy is nothing but the physiological and emotional arousal of an individual. He determined that certain situations for self-efficacy

- Performance attainment is increased when individuals are exposed to successful situations through the establishment of attainable goals
- Exposing people to appropriate models who performs successfully enhances vicarious success experiences
- Giving people access to successful role models enhances their vicarious success experiences
- Increasing strength, endurance and coping skills by boosting physiological arousal through healthy eating, stress management and exercise regimens (Schultz & Schultz, 2013).

Self-efficacy and Locus of Control

Self-efficacy and locus of control are two key ideas that have been shown to be strongly correlated. An individual's locus of control increases with their level of self-efficacy. On the other hand, locus of control describes the belief that one has the ability to change life events either internally (locus of control) or externally (locus of control). Self-efficacy and internal locus of control are closely associated.

Self-efficacy and Social Cognitive Theory

The social cognitive theory is built on Bandura's theory which incorporates the idea of self-efficacy. According to "social cognitive theory posits that effective learning happens when an individual is in a social context and able to engage in both dynamic and reciprocal interactions between the persons, the environment and the behaviour of an individual". The social cognitive theory is grounded on six constructs. They are

- ***Reciprocal Determinism:*** *self-motivated communication of person and behaviour*
- ***Behavioural Capability:*** *Person's real skill to accomplish suitable behaviour*
- ***Observation Learning:*** *learning novel skill of knowledge by perceiving*
- ***Reinforcements:*** *external responses of person's behaviour to inspire or frighten the behaviour*
- ***Expectations:*** *predicted significances of behaviour*
- ***Self-efficacy:*** *person's self-confidence to perform a behaviour* (LaMorte, 2016)

Self-efficacy and Sports

Self-efficacy has an important implication in sports which has two main dimensions in the context of sport and decision making. They are

- Confidence that one can properly predict and choose the appropriate responses
- One's effectiveness in carrying out the chosen responses

The dynamic changes in self-efficacy stated by professionals are due to the perceptual decisions and confident judgements which will not share the neural circuits in the brain (Tenebaum & Filho, 2015). Understanding the role of self-efficacy in a better perspective between high and poor self-efficacy individual and their characteristics (Cherry, 2023).

- **High Self-efficacy:** Acquire a greater interest in the activities they take part in. Develop a sense of dedication to a stranger's hobbies and pursuits. Recover from disappointments and setbacks as soon as possible. Consider difficult challenges as goals to be accomplished.
- **Poor Self-efficacy:** Avoid difficult chores, think they are incapable of handling challenging conditions and duties. Concentrate on shortcomings and unfavourable results. Rapidly lose faith in one's own skills

Bandura's theory plays an important role for athletes and athletes' performances. Performance achievements help athletes to believe they have mastered a talent to change the view on their own skills.

- To boost self-efficacy, muscle memory, and a sense of mastery, a football team should start each session with the wide receivers receiving the ball repeatedly.
- By becoming skilled at one aspect of the game, baseball players who field a lot of ground balls boost their self-efficacy.
- Practicing mechanics by repeatedly hitting a ball off the tee leads to a sense of mastery.

Vicarious Experience (Modelling)

When an athlete sees someone else complete a task and is shown exactly how to do it, they are more likely to believe they can complete it themselves, especially if they are seeing someone with the same degree of talent.

- Model the first steps for wide receivers by extending their hands out in front of their bodies before they even catch a ball. To make a ball above your waist, put your thumbs together; to make a ball below it, put your pinkies together. Since their coaches are experts in the technique, they feel secure performing it precisely as it is modelled

- When instructing a player on how to field a ground ball, show them the proper technique and posture by extending their feet apart, bending their knees, putting their glove on the ground and their other hand on top, and making the catch.

- The players are taught how to set their feet apart, how to follow through with their hand after a shot, how to hold the basketball exactly, and where to position their elbow and gaze.

Vocal Influence

- Ensure that those who are not now participating are supporting, motivating and energizing one another while athletes are performing tasks
- Before offering constructive criticism to an athlete, attempt to highlight something they performed right. which makes it easier for them to strengthen and treat the problematic location
- Finally, at the end of practice, give credit to the players who worked the hardest and had the best practice day. This encourages such players and inspires the other players to pursue those affirmations as well.

Emotive Awakening

Improving expressive state of a player's by positively speaking and demonstrating concern

- Before a game, a coach could offer encouraging words to a player who is feeling down after a difficult day at school. "Hey, you are really good at shooting the basketball" or "I'm glad I get to coach and know you" can completely transform a child's emotional condition
- It would help the players who are upset during the play or a cheap shot in a game to leave the game, get some water, take a few calm breaths and speak with the coach.
- Athletes' moods can be drastically altered by making fun of them or simply playing with them when they are upset or depressed.

Physiological State

Managing athletes' stress and anxiety levels to increase effectiveness by

- Use box breathing exercises to reduce stress and anxiety. The athlete inhales breathe for four counts and holds for four counts then exhales it for four counts, and then again holds for four counts

- Positive self-talk helps with physiological regulation. Before a performance, repeating to oneself encouraging phrases helps to feel less stressed and anxious. Phrases that have a positive impact on physiological state include "you can do this" and "this is what you have been working and practicing for, you are ready"
- Additionally, tensing and relaxing muscles has a calming impact on the body. For five seconds, tense a particular muscle group, and then let it relax

Imagination

Imagine that you are performing well.

- To strengthen their belief that one can and will get hit, a player visualizes themselves as getting hit by an opposite pitcher prior to an bat
- Before game or while on the sidelines, a quarterback will picture throwing to an open receiver during a pivotal play
- In final seconds of the game, a basketball player imagines making the game winning shot. Paying attention to every minute detail, such as the ball's mechanics and sensory data (Head, 2019)

Mindfulness and Self-efficacy

According to Bandura's theory, “people with high self-efficacy can perform well and are more likely to view difficult tasks as something to be mastered rather than something to be avoided”. It encourages human achievement and personal comfort. Instead of seeing problems as dangers to be avoided, someone with high self-efficacy sees them as things that should be conquered. Individuals who have this mindset are more prone to blame failure on insufficient effort and bounce back from setbacks more quickly. These people experience less stress and less likely to experience depression. However, those who lack self-efficacy avoid difficult tasks because they believe they pose personal risks. Difficult tasks make them concentrate more on their shortcomings than their talents. Following a setback, they often become less confident in their abilities. Increased stress and depression have been linked to reduced self-efficacy.

Social cognitive theory (Bandura, 1991) declares that self-efficacy plays a major part in daily functioning, affecting decision making, behaviour and cognition and has also been facilitating factor in self-regulation skills such as mindfulness skills (Luberto, 2014

& Tan, 2016). When past mastery performance supports the expectation of future success, self-efficacy can boost self-regulated behaviour through motivation, which in turn promotes more learning and positive behaviour. It raises a person's expectations for success in comparable circumstances in the future by drawing on successful prior mastery experiences. There is a greater self-belief in one's capacity to carry out the necessary activity and in self-controlled behaviour (Zimmerman, 1992).

Increased self-efficacy may serve as a catalyst and source of encouragement for those who merely want to work out more, improve their health or reduce their weight, in addition to serving as a motivation for athletes. Exercise and sports performance are significantly impacted by self-efficacy. There is a moderate to high correlation between performance anxiety and self-efficacy, according to a meta-analysis of 45 studies.

Section – III

Mindfulness

It means the moment by moment awareness of one's judgements, moods, bodily vibrations and surrounding environment, through a gentle, nurturing lens. In other words, recognizing and accepting one's thoughts and feelings without passing judgment on them is a prerequisite for mindfulness; noticing the emotions without passing judgment on them would not be considered mindfulness. The term "mindfulness based meditation" typically refers to the kind of meditation that is widely regarded as the archetypal practice of sitting cross legged and closing the eyes for a while. The general idea of mindfulness and/or mindfulness meditation is to remain open, conscious of the inner workings, and to let to thoughts and feelings occur without passing judgment.

Few techniques involved in mindfulness therapy were

- Pay careful attention to breathing particularly when an individual experiences strong emotions
- Pay close attention to what an individual perceives at any given time including the noises, images and smells that pass by without registering in conscious mind
- Understand that while the feelings and thoughts are transient, an epiphany that can break unfavourable thought patterns
- Pay attention to the bodies' bodily cues, such as the feel of water on the skin

- Throughout the day, find little moments of mindfulness to refocus attention and reaffirm purpose.

Self-care can be achieved through mindfulness, particularly through body scan meditation, walking meditation, raisin meditation, loving kindness meditation and mindful breathing (Ackerman, 2019). Mindfulness is a state of awareness of one's internal state and surroundings in the present moment without judging or reacting to them (American Psychological Association, 2013). Mindfulness is defined as the clear and single-minded awareness of what actually happens to oneself and in the successive moments of perception" (Thera, 1972). Mindfulness therapy and therapeutic techniques plays a key role with the psychological constructs that deals highly effective in self-efficacy and self-esteem of one's life. As self-efficacy has an indepth connect with person's experience comparative to the environment and the world around. According to Sala (2019), mindfulness has the unique feature of both a state and a characteristic which are comparable but accountable for results that are superior to one another.

Mindfulness and Sports

Cathcart (2014) and Zhang (2017) states that mindfulness has been found to be positively associated with flow in athletes, regardless of gender or sport type and mindfulness based interventions have been demonstrated to enhance sport associated physiological activations (e.g., salivary cortisol levels and immune responses) and psychological status indicators (e.g., flow and anxiety reduction), as well as sport performances themselves (e.g., shooting and dart throwing performances) (Bhulmayer, 2017). Executive functions can be described as the higher order or metacognitive functions that are utilized to regulate a self-directed set of purpose-oriented actions in novel or nonhabitual situations (Diamond, 2013). These functions, which also enable an individual to flexibly regulate and control his or her own mind and behaviour to achieve goals through the operation of fundamental cognitive processes (Ambrosini, 2019), may be regarded as a significant characteristic of elite athletes. For example, athletes, regardless of whether they play self-paced sports (e.g., golf, bowling and archery) or externally paced sports (e.g., tennis, baseball), have been found to achieve higher scores on executive function-related tasks than non-athletes (Jacobson & Matthaeus, 2014). Better executive

functions have also been found to distinguish talented from amateur players with 89% accuracy and to differentiate elite and sub elite youth players, even after adjusting for training hours, reflecting the likelihood that executive functions are a crucial indicator for athletic success (Verburgh, 2014 & Huijgen, 2015). Mindfulness based intervention have been linked to increased executive function. Whereas, several other studies shown that Stroop task, is highly related with executive functions and are link to mindfulness training (Gallant, 2016).

Role of Mindfulness in Performance Anxiety and Self-efficacy

Performance anxiety is reduced effectively using mindfulness techniques, especially the few minutes before hand exposing towards the sport event. Deep breathing practices are highly associated with mindfulness which helps to calm down the body's natural defences with performance anxiety (Jozwaik, 2023). Self-efficacy and mindfulness are further studied in the field of psychology in relation to personal strengths of psychology students as well. There exists a positive relationship between mindfulness and counsellor self-efficacy among psychology students, indicating the importance of mindfulness for counselling efficiency. Attention has been reported to carry the mediator function between mindfulness and counsellor self-efficacy (Greason & Cashwell, 2009).

Boyatzis and McKee (2005) stressed the importance of a person's capacity to fully focus on their external experiences (with other people, the environment, events, and surroundings) as well as their internal experiences (body, mind, heart, and spirit). The relationship between self-efficacy and mindfulness is such that practicing mindfulness helps one focus on performance and goals. People who practice mindfulness are more aware of their self-efficacy and learn to see situations, objects, people, places or ideas from the correct perspective.

Need for the study

The value and relevance of mindfulness therapy is still largely unknown in India. There is lack of interventional programmes to help athletes regarding performing anxiety. People who fight with performance anxiety could be afraid of failing a task even before happening. Players feel humiliated or rejected if they fail. Due to lack of awareness among athletes, coaches and sports authorities, many players fail to understand regarding their

anxiety related problems. These categories of players are off late labelled as poor/low performers due to lack of knowledge regarding psychological issues. Performance anxiety not only hampers athletes' performance in sports, it may also strongly affect many aspects including school or job, daily routines and social interactions. In our country, there is remarkable progress made in all the different aspects in sports. But unfortunately, there is less or lack of understanding on significance of identifying psychological problems which comes in the way of sports achievement. Coaches and parents may assist and encourage athletes with high performance anxiety but it becomes equally important for recognising and addressing their limitations. Despite of circumstances, enhancing self-efficacy in athletes gives them the assurance that they can exert control over their own motivation, behaviour and social environment. In addition, they become more enthusiastic and confident than individuals who frequently experience disappointment or failure.

A good support system and appropriate psychological approaches may benefit the athletes to change their thoughts and increase their abilities for good performance in sports. Besides everything it needs a logical plan of action and a positive attitude to do. So, in this study, Mindfulness therapy is been included as most positive intervention programme for the enhancement of self-efficacy among hockey players.

Mindfulness therapy (state of being aware) is an incredible gift to our society possessing therapeutic, restorative and preventive qualities. These practices help to look at the situation, object, people, places or ideas. in more accurate perspective. It helps to keep in the moment and provides physical and mental health benefits. Attention and alertness to surroundings is developed by performing the correct sequence of meditation practices.

Sports players with performance anxiety suffer from variety of physical and mental ailments that have an impact on their mental outlook. Due to the experience of low self-esteem, lack of confidence, emotionally low, they tend to express extremely tense and tier of their physical effort. Hence practice of Mindfulness therapy (state of being aware) begins by working with the body scan on a structural level, assisting with the alignment of the body postures, increased flexibility and relaxation in the thought process will strengthen the abilities as well as improves the physical and mental well-being of the athletes. The outcome of the study results in improvement of mental clarity and emotional

stability. The present study made an effort to manage performing anxiety and increase their self-efficacy. Hence the need for the study investigates on “Effectiveness of mindfulness therapy in managing performance anxiety and self-efficacy among hockey players”.