Parnabas et al. (2009) investigates whether varsity collegiate athletes are indeed more “mentally tough” than their non-athlete counterparts and whether there is a correlation between mental toughness in sports and an individual’s general ability to cope with anxiety and stressful life events. Specifically, this study investigates differences in mental toughness, anxiety (trait, performance, and test anxiety), anxiety sensitivity, and anxiety control beliefs in college students who participate in competitive sports (e.g., varsity sports) and in college students who do not—including students who participate in performance-based, and in some instances competitive activities, such as drama, music, dance, and those requiring public speech. By investigating the relationships between these constructs, this research seeks to shed light on potential risk and resilience factors in the development and maintenance of pathological or maladaptive anxiety. Several hundred students at a small, Division III undergraduate institution in the Midwest were recruited via email to complete a battery of questionnaires previously shown to be reliable and valid measures of the constructs of interest. Analysis of the data suggests that athletes are more mentally tough than their non-athlete counterparts and that mental toughness is positively correlated with anxiety control beliefs and negatively correlated with anxiety sensitivity, trait anxiety, performance anxiety, and test anxiety. This study should contribute to a better understanding of competitive anxiety and the construct of mental toughness as these relate to sports, and perhaps to a better understanding more generally of anxiety, performance anxiety, and the distinction between effective and ineffective coping.

Griffith (1999) One of the main concerns that has constantly been raised against video games is that most of the games feature aggressive elements. This has led many people to assert that this may have a detrimental effect on individuals who play such games. Despite continuing controversy for over 15 years, there has been little in the way of systematic research. This article reviews the empirical studies in this area, including research methodologies such as the observation of free play, self-report methods, and experimental studies. The article argues that all the published studies on video game violence have methodological problems and that they only include possible short-term measures of aggressive consequences. The one consistent finding is
that the majority of the studies on very young children—as opposed to those in their teens upwards—tend to show that children do become more aggressive after either playing or watching a violent video game. However, all of these come from the use of one particular research methodology (i.e., observation of children’s free play).

Ali et al. (2010) Anxiety is an arousal state of mind which has both negative and positive effects on sports performance. The purpose of the study was to compare the level of anxiety between male and female national weight lifters of Manipur. Forty (40) weight lifters (male = 20, female = 20) who have participated in the national championships were taken as the subjects. The age of the subjects ranged from 17 to 25 years. To find out their level of anxiety, Sports Competition Anxiety Test (SCAT) developed by Martens (1977) was administered on the subjects. T-test was used to analyze the data. Results of the study revealed no significant difference between male and female national weight lifters of Manipur with regard to sports competition anxiety.

Singh et al. (2010) studied the psychological profiles of Pace Academy Cricketers. Fifteen male cricketers belonging to Pace Academy selected from different regions of the country by the Board of Cricket Control for India in collaboration with the Sports Authority of India with an idea to produce pace bowlers in future; who were undergone well planned training at LNCPE, Gwalior, Cricket stadium, Chandigarh and Pace Academy of Sports Hostel at K.V.K. No. - 01, Gwalior whereas the subjects for the study aged between 16-22 years. The psychological profiles included Incentive Motivation, Achievement Motivation, State Anxiety, Trait Anxiety and Sports Competitive Anxiety. For the group profiles mean scores and standards deviations of Pace Academy Cricketers on various psychological. Incentive Motivation (Excellence M=28.53, S.D. =3.11, Power M= 29.33, S.D. = 3.09, Sensation M=28.06, S.D. =4.87, Independence. M=24.86, S.D. =2.84, Success M=29.33, S.D. =3.75, Aggression M=26.00, S.D.=2.03, Affiliation M=27.40, S.D. =2.60), Achievement Motivation M=26.46 and S.D. =2.94, State Anxiety M=35.73 and S.D. =2.94, Trait Anxiety M=38.46 and S.D. =5.82, Sports Competition Anxiety M=17.33 and S.D. =3.84. The aforesaid Study provides baseline psychological data which may be used for the individuals training programme for cricketers.
Yadav (2010) investigated the comparison of aggression level of players of team games and individual sports of inter-university level. ‘Sports Aggression Inventory’ developed by Anand Kumar and Prem Shankar Shukla was selected as criterion measure. The total sample of the study was “110” players of inter-university level. “55” subjects were of individual sports, ten each from Badminton, Judo and Gymnastics; seven from Swimming while three from 100mts, 200mts, 400mts, 800mts, shot put and long jump. “55” subjects were of team games, twelve each from basketball and volleyball; fifteen from hockey and sixteen from football. The data was analyzed by using t-test.

Singh et al. (2011) studied the pre-competitive and post-competitive anxiety in inter-university basketball players. A group of 30 players (15 of each sex with age group of 18-25) were selected from Amritsar, Punjab, India through purposive sampling technique. Data were collected from athletes using a Sports Competitive Anxiety Test. The result of the study reveals that there was significant difference in 0.01 levels of pre-competitive anxiety and post competitive anxiety among the male and female inter-university basketball players.

Balaji and Jesudass (2011) studied to find out the differences in Mental Toughness among Cricket Players of different age groups. To achieve this purpose, ninety Cricket players at the age group of 10-21 years were selected from Chennai District, who regularly practice the game and participate in various tournaments. “Mental Toughness Questionnaire” a standardized sports psychological inventory designed by Dr. Goldberg, was responded by all the subjects. The collected data was analyzed using simple analysis of variance (ANOVA). The results of the study showed that there was a significant difference in Mental Toughness among Cricket Players group 18-21 years showed significantly greater mental toughness than the other two age groups. This may be due to their experience in the game.

Kumar and Kumar (2012) studied to compare and assess the Tae Kwondo players of Delhi University and Delhi Schools, who has obtained position at Zonal and inter-Zonal or participated in National Scholl Games (SGFI), Inter-College, Inter University in their respective sports competition on selected physiological and psychophysical parameters such as Body Mouth temperature, Heart rate, Breathing rate, Vital capacity, Force full exhalation or Peak flow.
ability, Mental Toughness, Psychomotor Ability (DBDA-PM) and Competitive sports Anxiety (SCAT) between the players of Tae Kwondo at college and school level. For the purpose of the study total 60 Tae Kwondo players 30 each at college and school level has been selected on purposively and randomly basis, who has won medal/position in Delhi Schools Zone, Inter-Zone, Inter college, Inter University and participated in Delhi School, National School Games or Inter College or Inter University during the 2010 and 2011. All the subjects were regularly practicing and competing in their respective sports competition in various training centres at Delhi. To find out the difference and trends between Tae Kwondo players of Delhi Colleges and Delhi Schools on their selected Physiological and Psychophysical variables the required statistical calculation were computed with the help of SPSS software in the computer. The difference among all the selected variables, the data were collected and analyzed using the descriptive statistics and „t‟ test and ANOVA. The level of significance was set at .05 level. When a two tailed equal group statistical significance mean comparison „t‟ test and „F‟ tests were employed on both the set of data of Tae Kwondo players on selected variables, the result found significantly different as evident in results in majority of the variables.

Bhambri et al (2005). studied the effect of psychological interventions such as general relaxation, imagery and combination of both on the mental toughness dimensions of table-tennis players. the study was carried out on 32 national level table –tennis players in the age group of 12-17 years. Loehr psychological performance inventory was administered to assess their mental toughness on seven variables viz. self confidence, negative–energy, attention control, visual and imagery control, motivational level, positive energy and attitude control. the data obtained was analyzed using ANOVA, t test and percentage distribution. the results indicate that all the 3 psychological interventions enhanced mental toughness dimensions of sports persons. however combined intervention consisting of both relaxation and imagery therapies showed the maximum effect on mental toughness dimensions.

Mohamad et al. (2009) explore the affect of higher score of mental toughness in the early stage of the league towards winning among Malaysian football players. The instrument used in this study was the questionnaire of Psychological Performance Inventory (PPI), Loehr, 1986. The difference between the mental toughness between the categories of elite and non elite,
professional and amateur players was measured. Other than that, the relationship between the players’ category, status and achievement with the seven dimension of mental toughness (Self confident (SC), Negative energy control (NE), Attention control (AT), Visual imagery control (VI), Motivational (MT), Positive energy control (PE) and Attitude control (AC) was evaluated. The results from the descriptive analysis showed that the mental toughness of Malaysian football players is at an excellence level. T-test had been conducted and the results who showed that there is no significant difference on the mental toughness from the aspect the players’ category, (p = 0.136 > 0.05), but there is a significant difference on the status of the players, (p = 0.02< 0.05). One way ANOVA and Pos Hoc test show a significant difference between the four dimensions of mental fitness among the players from various teams of different achievements. The results obtained are NE [(3,128) = 7.768, P < 0.05], AT [(3,128) = 8.828, P < 0.05], VI [(3, 128) = 5.789, P < 0.05] and PE [(3,128) = 4.896, P < 0.05]. There is no significant difference on the dimensions of SC, MT and AC (P > 0.05). Pearson Correlation analysis shows a low and significant association between the status and mental fitness of the players (r = -0.262, p = 0.02, < 0.01). The findings who the dimension of SC (r = -0.270, p = 0.002 < 0.01); NE (r = -0.175, p = 0.045 < 0.05); AT (r = -0.249, p = 0.004 < 0.01) and VI (r = -0.176, p = 0.043 < 0.05) have a low correlation and inversed relationship between the dimensions and the status of the players. Overall, this study shows that the mental toughness of Malaysian football players is at an excellent level. Status is seen as a factor that gives a lot of impact on the player especially in motivating them to attain their best achievement and also affect their mental toughness. This means that the mental toughness of the players could beenhanced if the players really understand the professionalism of the game and put it into practice.

Trudeau and Shephard (2005) studied the Contribution of School Programmes to Physical Activity Levels and Attitudes in Children and Adults. Although children and youth currently form the most active segments of the population in developed societies, there is a marked trend toward an increase in sedentary lifestyle among school-age children. The purpose of this review is to analyse the effects of school physical education (PE) programmes on: (i) the physical activity (PA) levels of participants as children and adults; and (ii) attitudes toward PE and PA in the same groups. Based on the literature analysed, it can be suggested that a sufficient quantity of a quality PE programme can contribute significantly to the overall amount of
moderate-to-intense PA of the school-age child. Schools also have the potential to influence the habitual PA of children by encouraging increased participation in extracurricular sports activities, by favouring active commuting to school and by providing exercise equipment and supervision for youth in their neighbourhoods. Most young children have a very positive attitude towards PE. However, as they grow older, their perception of PE as a positive experience seems to become more ambiguous. From the few studies available, it seems likely that quality PE programmes help to maintain initial positive perceptions. Future research should address factors influencing the change of perceptions as a child matures. In addition to offering a quality PE programme, schools should ensure that the total weekly amount of PE is sufficient not only to maintain but also to enhance a child’s physical fitness. More research is needed to determine the ability of school PE programmes to influence PA behaviour in adult life and to evaluate strategies that will make optimal use of the curricular time allocated to PE.

Fauzee et al. (2009) examine the reasons for using or not using the student recreational center (SRC) among a frequent users and non-users. The second purpose is to use the research findings in order to make same recommendations for attracting stronger patronage amongst student users. Two groups of college students that were identified by user and non-user were invited to attend a separate focus group discussion. A user group consisted of six students (5 male, 1 female) with a mean age of 20.33 (Sd=.82), and the non-user group consisted of eight students (6 male, 2 female) with a mean age of 20.38 (Sd=1.30). The discussion was lead by one of the authors and was tape recorded with permissions from the respondents. The recorded tape was transcribed verbatim and analyzed by using the content analysis method by the three authors. Separate analyses were conducted for both groups. Results show that three themes emerged as important for the User group using the facility: the wellness reason; good facilities; and reasons associated with socialization. On the other hand, four themes emerged for the non-user group not using the facility: inconvenience; personal inadequacy; poor accessibility; and lack of interest. On how to attract more students, the User group suggested that students themselves must be knowledgeable in exercise; SRC should create more competition; and the SRC should keep up with the maintenance. While the non-user group suggested that more email information sent to them; the SRC should train their staff (e.g. for weight room staff), and the SRC should build a bigger space (especially weight room); and more competition should be
offered. Furthermore, it is interesting to find that both the user and non-user have different opinions on how to promote more students usage. However, there appears to be a relatively good relationship between the two. This relationship has is in the conclusion and further recommendations are also suggested.

Rikard and Banville (2006) examined attitudes of high school students toward fitness and sports activities taught in physical education, and the perceived effectiveness of their physical education curriculum for improving their fitness and skill levels. Students from six high schools and 17 intact physical education classes agreed to participate. Data were collected using a questionnaire completed by 515 students, 159 of whom participated in focus group interviews. Results indicated student preference for a wider variety in sport and fitness activities, an increase in level of challenge in physical education classes, and an increase in student motivation for participating in activities outside of school. Student attitudes were accepting or tolerant of participation in fitness activities due to known health benefits. Most students liked physical education class that included some form of game play. In addition, they stressed the need for adding interesting activities that included active participation while having fun. Student recommendations included strategies for improving instruction and for grouping students by skill levels for appropriate challenge.

Forrester et al. (2006) Colleges and universities have generally been seen as environments where physical activity can be facilitated and promoted. Most colleges and universities offer programs and facilities that promote participation in recreational sports, physical activity, and overall physical health. This study was designed to examine the relationship between recreational sports involvement, satisfaction, interpersonal and group, physical health and well-being, and academic benefits of involvement and the importance of sports and fitness activities after graduation. Surveys were randomly distributed to students (N = 718) participating in a variety of recreational sports programs. Multiple regression was used to analyze the relationship between the predictor variables (involvement, satisfaction, and benefits of involvement) and the outcome variable (importance of sports and fitness activities after graduation). Only physical health and well-being benefits and the combined measure of recreational sports involvement were significant predictor variables in the regression equation.
Understanding the impact of campus programs devoted to influencing positive health behavior, including physical activity, is a critical component in understanding the benefits of recreational sports involvement. Suggestions for future research are made in the context of the limitations of the study.