

A Socio Psychological Study of Chess Players: Comparison between Chess and Other Sports Discipline

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The science of behavior and psychology of the modern day can well be described as a scientific study. There are a variety of features to this basic description. Firstly, psychology is a science and it uses the same scientific approach as others, for example chemistry, physics and biology. Psychologists perform experiments, establish psychological beliefs and test hypotheses, in other words. A variety of environments can be used for psychological studies. Others are carried out "on the ground" in daily settings under managed laboratory conditions. The course uses these various points of view as a basis for exploring some of the core fields of psychology. Because the nature of psychology is so different, this course is structured to presume little to no previous experience, from highly biological through to highly sociological.

Chess is a way of teaching critical thought. Chess is more important to learn how to think than to learn a solution to a specific problem. Via Chess, students learn how innovative solutions to problems can be created. They learn to evaluate a situation by focusing on the main factors. Chess is efficient because it motivates itself. The game is exciting and the strategies of attack and defense, which culminate in check-mates, inspire young people to develop their mental abilities.

Objective of the Study: The purpose of this research is to evaluate the socio-psychological evaluation of stress-related chess and other sports players. The aim of this research is to evaluate the socio-physical research in mental health for chess and other sports players. This thesis aims to evaluate the psychological social analysis of chess and other emotional intelligence sports disciplines. The aim of this research is to determine the socio psychological self-efficiency analysis of chess and other sports players.

Review of Literature: Reporting, reviewing and assessment of related research is part of the analysis of the linked research. In the present analysis, the researcher tried his best to collect information. This analysis offers new perspectives and promotes research process growth. The less anxious group of Carson & Study (1963) performed better at a nervous stabilometer than the very anxious group in the early stages of the study. In evaluating the level of stress in a learner's learning situation, the essence of the learner and his level of anxiety are also significant. Singer (1969), both the highest-ranked and the lowest-ranking competitors in both sports, compared basketball and tennis players to EPPS. On the interception variable, beless to the table tennis group of the output index, lower to the traditional autonomy group and less than the tennis group on supremacy, the baseball team scored significantly less than the other two groups. The hostility level was considerably higher in both the baseball and the tennis bands than the normal category. No differences between high and low-rated baseball players have been noted.

Sampling: 200 subjects from different colleges at Dr Babasaheb Ambedkar Marathwada University were selected for this research report. One hundred of these topics include chess players and 100 are non-chess players. Male players are again out of 100 50 and women are 50. Non Players from other games are picked.

The subjects 'age varies between 18 and 25 years. The selected subjects have various socio-economic backgrounds, complex customs, cultures and conditions of life.

Data Analysis:

Showing the Mean and Standard Deviation of Chess Players and Non Chess Players on General Mental Ability

Factor	Gorup	A1B1	A1B2	A2B1	A2B2
General Mental Ability	Mean	81.48	68.14	79.52	57.98
	Standard Deviation	3.84	2.38	5.5	7.57
	SE	0.54	0.76	0.78	1.07

A – Type of Players B – Gender A1 – Chess A2 – Non-Chess B1 – Male B2 – Female

The above table indicates that mean for mental capacities Chess Male Players is 81.48 and Chess Female Players 68.14 as compared with mean mental capacity Non Chess Male Players is 79.52, and Non Chess female Players 57.98. This shows that chess players have stronger analytical abilities relative to other non-chess players.

Conclusion: Male chess players 'intellectual capacities have been assumed to be highly large relative to non-chess men's players. It was also found that female players 'intellectual capacities in comparison to female non-chess players are highly important. It is believed that men's chess players have high intellectual skill relative to women chess players. The inference is that men's non-chess players 'mental ability is high relative to women's non-chess players. There is also a major disparity in intellectual ability between males and females. This is found that male chess players 'self-confidence is high relative to male non-chess players. There is a possibility that women's chess players have strong trust in themselves in contrast to women's non-chess. It is noted that male chess players have a high degree of self-esteem in contrast with female players of chess. It has been concluded that male non-chess players have high trust compared with female non-chess players. It is also concluded that there is a significant gap in self-esteem between men and women.

Recommendations: A similar research is carried out by incorporating other psychological variables, for example setting the goal, motivation for success, concentration and imaging. Make an individual and team game related analysis. Conducted a similar comparative study in other sports fields between elite and non-elite athletes male and female. The comparison between the elite and non-elite indifferent regions of anxiety and self-confidence. A similar study is carried out between team sports and individual sports female athletes. A comparative analysis of other teams and individual athletes is conducted similarly. Related research of young people and teens. The relationship between trait anxiety and self-confidence among elite and non-elite athletes is investigated. The relationship of feature anxiety and self-confidence among team games and players will be investigated. Investigate the relationship between state insecurity and state confidence between elite and elite men and women. Investigation of the relationship between state insecurity and the trust of the state between teams and games between men and women. Investigate the impact on the anxiety of non-elite team members and individual game members of stress reduction programs. Comparison of the levels of anxiety and confidence between male and female athletes in elite and non-elite team sports. Compare elite and non-elite athletes 'anxiety rates prior to different

competitions. Measure the time-specific patterns of anxiety production before and during a single competition in order to obtain a deeper understanding of athletes 'cognitive anxiety.

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