CHAPTER-I

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Hockey is a game that has existed in one form or the other for several hundred years. Evidence shows that in Ethiopia, it was played almost 4000 years ago. In Greece, there are evidences in the form of table-pictures that show young people playing field hockey. Other places like Rome, Ireland, Scotland, Egypt, and South America have evidences that reveal the history of hockey.

Persia (Iran) is known to be the birth place of hockey. The Greeks borrowed the idea of the game from Persians and then passed it on the Romans. It then travelled to France and eventually it found its way to Britain (Miroy, 1986; Lodhi, 1984; Singh, 1972).

The game was played in Olympics for first time held at London (1908), and only men were allowed to play. It was only in 1980 that women were allowed to play this game. Now, almost every country has a team and they compete not only in Olympics, but also in World Cup, Champions Trophy and other international tournaments as well.
Hockey was introduced in 3rd Asian games in 1958 held at Tokyo. The first-ever hockey world cup was organized in Barcelona (Spain) in October, 1971. The game has acquired global recognition and is being enthusiastically played in more than hundred countries of the world (Hendricks, 1988; Singh, 1972).

Hockey in India became popular with the coming of British. It was when the British army regiments played the game, the Indian regiments also picked up the game and then followed the tradition of playing the game of hockey. Then gradually this game was adopted by the masses. Hockey in India saw its roots first ever in house hockey club in Calcutta, which was formed in the year 1885-86, then followed the formation of hockey clubs in Bombay and Punjab. Slowly and gradually this game gained its importance amongst the masses and more and more people started playing it.

The Indian hockey federation (I.H.F.) is the central administrative body for the game of hockey in India until Hockey India came into existence. The Indian hockey federation was formed in 1925 with Clonel Bruce Turnbull as president and M.S. Ansari as secretary. The federation held its first national championship at Kolkata in 1928, where the united
provinces emerged winner and Rajputana as runner-up. So much did the game appeal to the people of India that it became its national game.

On 28 April 2008, Indian Hockey Federation was dissolve and an ad-hoc committee was formed by the IOA (Indian Olympic Association) to supervise the game in India. Aslam Sher Khan was appointed as the president of the ad-hoc body, the other members were Zafar Iqbal, Ashok Kumar, Dhanraj Pillay etc. Now Hockey India is an approved (by IOA and FIH) governing body of field hockey in India. Its first president was Olympian Aslam Sher Khan.

Hockey in India has a glorious past. The golden era of Indian hockey was in between the period from 1928 to 1956. During this period India won six consecutive gold medals in Olympic games. During that era India played a total of 24 matches and won all the 24 matches, it scored a massive number of 178 goals and conceded only seven. There were some legendary players in the history of hockey in India. Amongst them some were Dhyan Chand, K.D. Singh, Zafer Iqbal, Mohd. Shahid and Dhanraj Pillay. Dhyan Chand was the most legendary amongst all and he was known as the magician of hockey as well as “Hockey Wizard”. All these legendary players geared the position of hockey to new heights.
The performance of a player not only depends upon his physical abilities or efficiency of the skill rather it also depends to a great extent on his psychological training. It has been seen in number of cases and presented (reported) in newspapers and other sources of the media. In the contemporary period of sports competition the sports psychology has made a remarkable contribution in enhancing the performance of the sports persons.

The significance of psychological factors for improving the performance has been forcefully advocated by many experts (Nisar, 2008; Ali, 1996; Bull, 1995; Singer & Kane, 1975; Brooke & Whiting, 1975; Wein, 1973). They suggested that those individuals are affected not merely by their physical, technical and tactical qualities but also by their psychological make-up. Nohney (1983) reported that within the constructs of his or her ability, an athlete’s performance is significantly related to his or her psychological functioning. Sports performance is complex and multidimensional in nature. It is the process of tackling the given sports tasks.

Sports psychologists have emphasized the significance of personality characteristics attitudes, achievement motivation, self-concept, emotional intelligence and lots of other psychological factors
that influence performance of athletes (Porat, Lufi & Tenenbaum, 1989; Mann, 1988; Khan, 1986; Mohan, 1982; Singer, 1972; Kane, 1968; and Oglivie, 1968).

Researchers within the field of sport psychology have also evaluated the role of specific psychological skills in enhancing performance (Nisar, 2008; Ali, 1996). Overall, research in sport settings has provided evidence that psychological skills facilitate athletic performance with both team and individual athletes (Thelwell & Greenlees, 2001; Beauchamp et al. 1996; Smith, Schutz, Smoll & Ptacek, 1995; Mullen & Copper, 1994; Greenspan & Feltz, 1989). Psychological skills such as relaxation training, positive thought control, self-regulation, imagery, concentration, energy control, self-monitoring, goal setting, and cohesion have all been found to influence the performance and other outcome variables.

**Achievement motivation**

During the last 30 years, studies on motivation in sport have adopted a social cognitive approach. One approach, achievement goal theory, became one of the most important approaches to understanding sport motivation. Goals are cognitive representations of the different purposes people may have in achievement situations, and are presumed to
Introduction

guide behaviour and cognition, and affect academic, work, or sport situations.

Motivation is a frequently studied topic in various areas of scientific research such as education (Ames & Archer, 1988), business (Schwalb, Schwalb, Harnisch, Maehr & Akabane, 1992) and exercise (Duda, 1992). Specifically, motivation is a construct that describes why some people choose to participate in various activities, try harder, and persist longer than others. Within sport psychology, motivation is of central importance as researchers attempt to understand and explain human behaviour within the realm of physical activity via participation and discontinuation motives, intrinsic and extrinsic orientations, and achievement goals (Weiss & Chaumeton, 1992).

Motivation research in sport psychology has examined individuals' motives for participating and discontinuing participation in physical activity (Fung & Chan, 1994; Longhurst & Spink, 1987; Gould, Feltz & Weiss, 1985; Gill, Gross & Huddleston, 1983; Orlick, 1974). Children participated in youth sport activities to improve their skills, have fun, learn new skills, accept challenges and be physically fit Gill et al. (1983). Conversely, children's discontinuation of physical activity resulted from a
lack of playing time, the competitive emphasis of youth sport programmes, and the dislike of his or her coach (Orlick, 1974).

Motivation in physical education classes has been studied by many researchers, specifically the theories studying achievement motivation (Atkinson, 1977; McClelland, 1961), which considered it as a unitary construct. However, the basic pillar on which the study of motivation with regard to sport and physical education rests refers to the achievement goal theory (Ames & Archer, 1987, 1988; Dweck & Legget, 1988; Maehr & Nicholls, 1980; Maehr, 1974).

Motivational research in sport psychology has also been based on an achievement goal perspective. Nicholls' (1984, 1989) goal perspective theory proposes that achievement behaviour is the product of individuals' achievement goals. Goal perspective theory states that individuals strive to display high ability and to avoid demonstrating low ability. In addition, definitions of success and failure are based on two goal orientations. The task goal orientation is characterized by self-referenced perceptions of competence and emphasizes task mastery and performance improvement. An ego orientation is defined by norm-referenced perceptions of competence and an emphasis on winning and positive social comparisons with others. The majority of achievement motivation research in sport
psychology has primarily focused on individual differences (goal orientation) to explain, describe, and predict behavior. However, Ames (1984a, 1992a) and Nicholls (1989) contend that achievement motivation must be examined from a social cognitive paradigm in order for researchers to accurately grasp the true nature of one's need to achieve.

Motivation, as it relates to students, is very important. Students who have high motivation to achieve generally do well academically. Students with low motivation do not do well academically. But motivation does not guarantee achievement. Similarly, achievement does not reflect motivation (Keefe & Jenkins, 1993).

Motivational researchers share the view that achievement behavior is an interaction between situational variables and the individual subject's motivation to achieve. Two motives are directly involved in the prediction of behavior, implicit and explicit. Implicit motives are spontaneous impulses to act, also known as task performances, and are aroused through incentives inherent to the task. Explicit motives are expressed through deliberate choices and more often stimulated for extrinsic reasons. Also, individuals with strong implicit needs to achieve goals set higher internal standards, whereas others tend to adhere to the societal norms. These two motives often work together to determine the
behavior of the individual in direction and passion (Brunstein & Maier, 2005).

Achievement motivation can be defined as the athlete’s predisposition to approach or avoid a competitive situation. In a broader sense, it includes the concept of desire, or desire to excel. The desire to achieve success in sport is not an innate drive, such as hunger or thirst, but is likely one that is developed or learned in the sporting environment. The best explanation of approach–avoidance conflict situation for the athlete is provided by the McClelland–Atkinson model of achievement motivation. In its simplest form, it suggests that achievement motivation is a function of two constructs. These two constructs are (a) the motive to achieve success, and (b) the fear of failure. The motive to achieve success is believed to represent an athlete’s intrinsic motivation to engage in an exciting activity. The fear of failure is a psychological construct associated with cognitive state anxiety. According to this theory, a person’s desire to enter an achievement situation is a function of the relative strengths of these two constructs – the motive to achieve success and the fear of failure. If an individual’s desire to participate in the activity is greater than the fear of failure, then it is likely that the person will perform the activity.
Achievement motivation is an essential element of human personality. It directs a person’s activity and makes it more or less dynamic. Without the desire to succeed other psychological features and abilities do not provide nearly so much influence on performance. Achievement motivation influences other factors affecting performance in sport like: physical preparation, technique, tactics and even lifestyle (Gracz & Sankowski, 1995).

Personal investment theory appears to provide sport psychology researchers with the opportunity to examine achievement motivation that accounts for the influence of social incentives. This theory focuses on the study of motivation according to behavior and the meaning of the situation. The meaning of a situation involves three interrelated components: (a) personal incentives; (b) sense of self; and (c) perceived options. Personal incentives are defined as facets of the environment that are attractive or unattractive to an individual. The sense of self component is defined as "the more or less organized collection of perceptions, beliefs, and feelings about which one is" (Maehr & Braskamp, 1986). Finally, Maehr & Braskamp (1986) characterized perceived options as the alternatives that participants recognize as available and acceptable.
A term that plays a fundamental role in achievement goal theory is the concept of motivational climate, which was introduced by Ames (1984b, 1992b) and Maehr (1984) to refer to different environments created by adults in a success setting (Escarti & Gutierrez, 2001), which are related to the conception of ability and competence the students have and which can predispose individuals to adopt a particular personal goal perspective in that situation and, as a consequence, use adaptive or maladaptive achievement strategies (Morgan & Carpenter, 2002; Ames, 1984a, 1984b, 1992a, 1992b; Nicholls, 1989).

The individual’s perception of probability for achieving the task would cause a need to achieve and a fear of failure. Both are strong emotions that influence the individual’s decision on whether or not to attempt the task (Bar-Tal et. al., 1974). If a task simultaneously arouses an individual’s motivation to approach the task and motivation to avoid the task, then the sum of the two motivations will be the result. If the result is more positive to approach the task, then the individual will be motivated toward the task. If the result is more positive to avoid the task, then the individual will be motivated to avoid the task. The strength of motivation is also important. Different variables are taken into account for each task. Often this is done subconsciously. These variables factor into how much the individual is motivated to approach or avoid the task.
(Atkinson & Feather, 1966). In a person motivated to achieve, their behaviour is directed by a positive possibility. In a person motivated to avoid failure, their behavior is directed by an undesirable possibility. The same person may experience both motives at the same time depending on the situation. Which motive the person selects depends on the relative strength of the achievement motives, either to achieve success, or to avoid failure. An individual will find a task easy if they have a high probability of successfully completing the task. An individual will find a task hard if they have a low probability of successfully completing the task.

Achievement motivation is “conceived as a series of more or less independent motives, each reflecting general dispositional tendencies or traits that are relatively enduring over time and remain latent until engaged or aroused by particular tasks or situations” (Spence & Helmreich, 1983).

**Emotional Intelligence**

Sport performance has taken a great leap over the last 20 years. Technology has enhanced our level of performance greatly through improved equipment and nutritional products. Back in the 1980’s it was good enough to be fitter than your opponent, that would secure the win; it
was good enough to have more technical skills, it would ensure the upper hand; even having tactical skills would allow for an advantage. Today however, everybody is as fit, as technically and tactically advanced as their opponent. The playing fields have been leveled once again. What possibly could give us the edge that we are desperately looking for to give us the one up on our opponents?

Hockey is a sport that requires close personal interactions among team members, tolerance of stress and frustration, emotional restraint and emotional reactivity at various times - occupational requirements that are reflected in assessments of emotional intelligence. The situational demands of this occupation to reflect a balance of competitive and cooperative skills, physical abilities, and psychological traits, including interpersonal and intrapersonal qualities.

Intelligence constitutes the basic characteristic of human beings. The degree of intelligence is reflected by the clarity of purpose, thought and action in an individual’s behaviour. It involves understanding the specific situation in which the individual finds himself, and appropriately responding to it. It includes assimilation of information, processing of information, judicious selection of an alternative out of the multitude of alternatives presented, and rational decision making. Thus, intelligence
Introduction

consists in acting in a given situation with use of past experience, with
due regard to what is novel in the situation, and to the whole situation
rather than to some striking part of it. It denotes having insight into the
key to the whole situation or problem.

Emotions play a central role in sports performance. Sport is an
emotional experience for many athletes. An important victory can result
in happiness and joy, and a crushy defeat may result in despair and
disappointment. An athlete’s emotional state may also affect the outcome
of a competition by influencing performance both during training and
while competing (Butler, 1996).

Emotions contain information about a person’s relationship with
the environment and can be triggered when the person–environment
relationship changes (Lazarus, 1991). During social interactions, verbal
and non-verbal emotional expressions convey information about one’s
own and others’ thoughts, intentions, and behaviors (Keltner & Haidt,
2001; Buck, 1984; Ekman, 1973).

The term “emotional intelligence” was formally presented in 1990
with the publication of Salovey and Mayer’s (1990) article Emotional
Intelligence in the Journal Imagination, Cognition and Personality, where
they defined it as “a subset of social intelligence that involves the ability
to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and actions.”

Emotional intelligence is an array of skills and competencies that we develop throughout our lives to help establish and maintain a comfortable and meaningful existence. Without these skills it is very difficult to know what to do for enhancing our performance. Without emotional intelligence we will struggle to make informed decisions, we will not know how to plan the stages of the training. We might not have the self-belief and confidence that we can actually build a decent athlete. We find it difficult to manage good working relationships. When the pressure is on and we will not know how to deal with the stress and anxiety or when something small goes wrong like a failure to achieve the predefined goal, we fall apart.

Emotional intelligence is an ability to recognize the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them.
Emotional intelligence has been defined as an array of personal, emotional, and social abilities and skills that determines how well the individual functions in his or her given environment (Bar-On, 1997).

Emotional intelligence is also conceptually and empirically distinct from temperament and personality traits, such as neuroticism. Whereas neuroticism involves individual differences in thresholds of emotional reaction, latency, intensity, and recovery time (Rothbart, 1989) as well as the case with which emotions are activated or aroused (Eisenberget, Fabes, Murphy, Maszk, Smith & Karbon, 1995), emotional intelligence involves the accurate processing of emotion relevant information and the ability to use emotions in reasoning in order to solve problems.

Emotional intelligence as defined by Daniel Goleman, Goleman explains the chief characteristics of someone with high emotional intelligence; he or she is aware of emotions and able to regulate them and this awareness and regulation are directed both inward, to one’s self, and outward, to others. “Personal competence,” in Goleman’s words, comes from being aware of and regulating one’s own emotions. “Social competence” is awareness and regulation of others’ emotions.

Athletes must learn to recognize their own ideal performance states, and develop the skills to manage their emotions (Hanin, 1995).
Thus, energy control, like emotional intelligence, involves recognizing and managing emotions to maximize performance (Mayer & Salovey, 1997). One potential link between individualized zone of optimal functioning theory and emotional intelligence is that an athlete with high emotional intelligence may be more skilled at recognizing and utilizing their individualized zone of functioning theory in specific situations than an athlete with low emotional intelligence (Hanin, 1995). Finally, high levels of performance, particularly in team sports, require members of a group to communicate and work together to achieve common goals. In order to do so, it is important to be aware of the feelings of the other group members and to act accordingly so as not to disrupt the balance (Abraham, 1999; Mullen & Copper, 1994). Given the potential overlap between definitions of emotional intelligence and the aforementioned psychological skills, intuitively one might expect emotional intelligence to be significantly related to sport performance. Research exploring this relationship should include concurrent measures of performance outcomes to add validity to the hypothesis that psychological skills play a role in athletic performance (Rogerson & Hrycaiko, 2002; Smith et al., 1995).
Social Intelligence

Psychologists have been interested in social intelligence for a long time, dating all the way back to at least the 1920s. This interest is rooted in a powerful intuition that there are many educationally-relevant aspects of human abilities that are not accounted for by traditional conceptions of academic intelligence (Keating, 1978).

Thorndike (1920), the term referred the person's ability to understand and manage other people, and to engage in adaptive social interactions. More recently, however, Cantor & Kihlstrom (1987) redefined social intelligence to refer to the individual's fund of knowledge about the social world.

Social intelligence is the art of building, sustaining and managing the costs of those relationships through ‘vigilant trust’. This is not trust as a ‘warm fuzzy’ but trust set within a framework of mutual expectations and a shared understanding that each will keep an eye on the other.

Social intelligence encompasses our abilities to interpret others’ behaviour in terms of mental states (thoughts, intentions, desires, and beliefs), to interact both in complex social groups and in close
relationships, to empathize with others’ states of mind, and to predict how others will feel, think, and behave.

Social intelligence refers to the ability to read other people and understand their intentions and motivations. People with this intelligence are usually clued in to the differences between what others say and what they really mean. As a result, socially intelligent types may sometimes be accused of being mind readers. People who successfully use this type of intelligence can be masterful conversationalists. This can be due to a combination of excellent listening skills and the ability to meaningfully engage others. People who are socially intelligent can usually make the people around them feel comfortable and included. They also tend to enjoy interacting with a variety of people.

Social intelligence can be defined as the intelligence that lies behind group interactions and behaviours. This type of intelligence is closely related to cognition and emotional intelligence, and can also be seen as a first level in developing systems intelligence. One specific interest in studying social intelligence is in applying it to robotic systems and artificial animals (commonly known as 'animates' and 'agents'). The discipline of social intelligence enhances the field of artificial intelligence with a variety of theories from system theory, adaptive systems,
Social intelligence is the ability to get along well with others, and to get them to cooperate with you. Sometimes referred to simplistically as "people skills," social intelligence includes an awareness of situations and the social dynamics that govern them and knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. It also involves a certain amount of self-insight and a consciousness of one's own perceptions and reaction patterns. From the standpoint of interpersonal skills, Albrecht (2006) classified behaviour toward others as falling somewhere on a spectrum between "toxic" effect and "nourishing" effect. Toxic behaviour makes people feel devalued, angry, frustrated, guilty or otherwise inadequate. Nourishing behaviour makes people feel valued, respected, affirmed, encouraged or competent. A continued pattern of toxic behaviour indicates a low level of social intelligence - the inability to connect with people and influence them effectively. A continued pattern of nourishing behaviour tends to make a person much more effective in dealing with others; nourishing behaviors are the indicators of high social intelligence.
Other valuable skills that can come along with social intelligence are the ability to assert one's own needs, effective conflict resolution skills, and the gift of being able to solve most problems in a cooperative fashion. By being able to key in on others' needs, sometimes more clearly than those people can themselves, socially intelligent individuals can be highly perceptive.

Wechsler (1939, 1958) gave scant attention to the concept. Wechsler did acknowledge that the Picture Arrangement subtest of the WAIS (Wechsler Adult Intelligence Scale) might serve as a measure of social intelligence, because it assesses the individual's ability to comprehend social situations (Campbell & McCord, 1996; Rapaport, Gill & Schafer 1968). In his view, however, "social intelligence is just general intelligence applied to social situations" Wechsler (1958). This dismissal is repeated in Matarazzo's (1972) fifth edition of Wechsler's monograph, in which "social intelligence" dropped out as an index term.

Social intelligence has much in common with emotional intelligence. For example, both are concerned with awareness of emotions in oneself and others. However there are keen differences between the two. Goleman (2007) contends that emotional intelligence focuses on individual awareness and expression of feelings, while social
intelligence emphasizes what happens between people in relationships. Goleman’s social intelligence model identifies two key components: 1) social awareness, which includes empathy for and attunement with others and knowing how the social world works, and 2) social facility, which mediates effective social interactions by getting in sync with others and having the presence to shape social outcomes.

Many researches are conducted on field hockey in relation to psychology. The most common variables which contemporary used by the researchers are self-concept, hardiness, adjustment, achievement motivation, intelligence and others. These variables play a significant role in determination of the performance in any sports.

Hockey is a sports which require all above cited psychological qualities but the variables i.e. achievement motivation, emotional and social intelligence are foremost important at all levels of the participation. Little work has been done on these variables in the field of sports yet. Thus the investigator decided to work on these variables and tried to establish the fact that these variables really influence the performance at different levels of participation.
Statement of the Problem

Keeping in view the purpose of the study and after reviewing the available literature, the study had been stated as “Achievement motivation, emotional and social intelligence of hockey players at different level of participation.”

Objectives of the Study

To accomplish the purpose of the study following objectives had been stated:

1. To find out the difference amongst the players of different level on the variable of achievement motivation.
2. To find out the difference amongst the players of different level on the variable of emotional intelligence.
3. To find out the difference amongst the players of different level on the variable of social intelligence.
4. To find out the relationship between achievement motivation and social intelligence.
5. To find out the relationship between emotional intelligence and social intelligence.
6. To find out the relationship between achievement motivation and emotional intelligence.

Hypotheses

Keeping in view the objectives of the study, literature survey, experts’ opinion and investigator’s own understanding of the problem the following hypotheses were formulated.

1. There would be difference amongst the players on the variable of achievement motivation with the level of participation.
2. There would be difference amongst the players on the variable of emotional intelligence with the level of participation.
3. There would be difference amongst the players on the variable of social intelligence with the level of participation.
4. There would be relationship between achievement motivation and social intelligence.
5. There would be relationship between emotional intelligence and social intelligence.
6. There would be relationship between achievement motivation and emotional intelligence.
Limitations

Limitations are associated with any study and in the present study following limitations were observed:

1. The response of the subjects to the questionnaire might not be honest in all cases and this was recognised as limitation.

2. The general mood and environment factors at the time of responding to the questionnaire would have affected the response of the subjects and it was also recognised as a limitation.

3. The limitation of time to respond on questionnaire was considered another limitation of the study.

4. No sophisticated apparatus or equipments were used.

Delimitation:

The study was delimited to the intercollegiate, interuniversity and national level hockey players of Uttar Pradesh. The subjects of the study ranged between 16-25 years of age. The sample had not been taken from all institutions of Uttar Pradesh rather institutions had been selected randomly.
Definition of the Technical Terms:

The variables which are used in the present study have been defined as under:

Achievement motivation is relatively a new concept in the world of motivation (Mangal, 2000). Sharma (1998) pointed out that achievement motivation refers to the tendency to strive for success or the attainment of desired end. Achievement motivation is the desire to excel at tasks. This means that individuals with high achievement motivation tend to set goals that are neither too easy nor extremely difficult. According to Atkinson and Feather (1966), achievement motivation is conceived as a talent disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment.

Emotional intelligence refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while other claim it is an inborn characteristic. Salovey and Mayer (1990) define emotional intelligence as the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions.
Social intelligence is the mental ability to understand the motives, emotions, intentions and actions of other people and to motivate and influence the behavior of people. Social intelligence is one of the most fundamental components of human intelligence. It has enabled the human species to develop various kinds of social relations - from the intimate bonds between lovers and spouses to the caring relation between parents and their children and the relations between players and audience.

Moss and Hunt (1927) define social intelligence as the "ability to get along with others". Vernon (1933) provides the most wide-ranging definition of social intelligence as the person's “ability to get along with people in general, social practice or ease in society, knowledge of social matters, vulnerability to stimuli from other members of a group, as well as underlying personality traits of strangers.”

Significance of the Study

The study would be helpful to the physical education teachers, coaches, trainers, professionals and scientists in the field of physical education by letting them to understand the relationship between the psychological and sociological variables that may influence the performance of the athletes. The study would help the policy makers of sports in India as well as abroad to understand the importance of the
psychological as well as sociological variable undertaken for study. The study would open a new dimension in training the athletes. The study may motivate others to take similar studies in addition to different variables and at different levels so that Indian hockey may get its lost glory.