Chapter-I

INTRODUCTION
CHAPTER 1

INTRODUCTION

Human species is the most beautiful creation of GOD. Its activities are highly complex in nature and directed from within. He is a sort of mixture of body and mind.

To understand the behaviour of the human beings and other animals a science called Psychology originated. Derivation of *Psyche* meaning soul and *logos* meaning science, Psychology is the systematic study of human and animal behaviour. It is a natural instinct of a human being to indulge in physical activities or sports. In common parlance, *sports* means relaxation, fun, and pleasure. Too much emphasis on performance and excellence has made sports highly competitive professional or amateur. Since the revival of the Olympic Games in 1896 sports and games have increasingly become a warlike phenomenon requiring years and years of specialized training and practice with scientific and technological inputs.

To achieve excellence in competitive sports it is not only proficiency in skills and acquisition of physical prowess but also psychological attributes.

According to Barrow and Mcgee (1971) man can not be divided into separate components of body and mind.

Total fitness of the body is achieved only when the individual is both
physically and mentally fit. Ability to function depends, not only on physical fitness aspects of an individual but also largely upon mental, emotional, social and spiritual components of fitness.

There are two aspects of psychology, related to performance, one aspect relates to training and other to competition. In order for a person to train hard over a period of several months, he must keep himself psychologically prepared for the prolonged efforts. In the absence of psychological conditioning, the sports person become stale and uninterested. Improvement in performance, is impossible without manipulating some and controlling other related behavioural variables. The physiological response potential reaches the dead end of the road, the untraceable psychological processes seem to make the athletes click.

Moreover Psychology makes the teacher, coaches and sport psychologists aware of the fact that individuals, though alike in many respects are different from one another in personality make-up, capacities, abilities, innate and acquired traits. They respond to stimuli and situations differently and in their own characteristic ways. Like animals they cannot be driven with the same stick.

All other things being equal, an athletic event or game is won in the mind.

Many Psychologists and coaches believe that future records will be broken primarily because of equal attention to the psychological features of the personality besides the physical, physiological and mechanical aspects.
Although the psychological approach in achieving excellence in sports 
is still very much in infancy, still there is clearly an increase in interest in 
conducting research investigation in this area, with a view to tackle the diverse 
problems in the understanding of the sports behaviour.

The involvement of the psychology in sports has largely arisen from a 
traditional interest in areas such as personality, emotional state, motivation, 
aggression, anxiety etc. There are still a number of psychological dimensions 
which directly or indirectly have a great impact on competitive sports and are 
lying unexplored. The present researcher has made an attempt to explore non-
conventional dimensions of psychology which have direct influence on the 
makeup of a sports person.

These dimensions refers to the study i.e. study of participation motivation, 
Achievement motivation and body image of Delhi university Volley ball players 
in relation to gender and performance.

‘Motivation’ originated from a Latin word ‘Movere’ meaning “to move”.
It is viewed as an hypothetical variable believed to cause behaviour.

We may define motivation as a need, want, interest or desire that propels 
someone in a certain direction. This motivating mechanism can be called many 
things—a habit, a belief, a desire, an instinct, a need, an interest, a compulsion, or 
a drive—but no matter what its label, it is this motivation that prompts us to take 
action.
Motivation is said to be the art of learning, golden road to learning and potent factor in learning as all learning is motivated by one way or the other. Adequate motivation results in promoting reflection, attention, interest and efforts in individual and hence prompts learning. Learning cannot be successful, effective or efficient without persistence, purposeful and selective effort.

Motivation serves as the reinforcers of the behaviour. An individual with high level of motivation is likely to do better and show excellence than the one who is least motivated. Therefore it would be apt to define motivation “a condition that might energize and direct our actions” (Crooks and Stein 1988). Most motivation theorists assume that motivation is involved in the performance of all learned responses, that is a learned behaviour will not occur unless it is energized.

In general, motivation has been conceptualized and explained on the basis of internal forces or external forces. Internal sources comprises of feeling of well being, self esteem, confidence, indentify etc. and external motivation are recognized as attention, awards, rewards, status etc. Educationists and psychologists insist that intrinsic motivation is more valuable and effective since it brings more desirable and lasting modifications in the behaviour of an individual. Extrinsic motivation is considered to be less natural and inferior to the other because the attention is shifted to some material gain in lieu of the performance. However the extrinsic motivation is more of a reinforcer than a
natural stimulus for an activity. In competitive settings, extrinsic motivation in a number of cases have made sportsman achieve inconceivable standards in performance.

Motivation is a tool in the hands of physical educationists and coaches to bring about effective and needed changes in the behaviour of the learner. Motivational devices become more effective when there are greater chances of success than failure. Motivation as a broad base concept and a process in learning in sports connotes three aspects. -The motive, -The drive and the Need.

It is the motive which directs behaviour, energises behaviour and selects behaviour. A motive has two aspects-the inner(subjective) and the outer(objective). The inner aspect is characterized by tension caused by nonfulfilment of needs. Tension is also caused by frustration anxieties, worries, failures etc prevailing in social life situations. The outer aspect of motive is the goal which the individual seeks to achieve.

A drive is an impetus to action or a “Thrust forward” or a force impelling the organisms to move towards a predetermined goal. As a “propelling agent” or
a vehicle for action, the drive originates either in the internal stimulation (vital life force/élan vital) or the stresses and strains existing outside the body (environmental situations). A drive, therefore, is essentially “an energizer of action”. It vitalizes the action potential of the organism in a particular situation. The stronger the drive, the more intense the effort and more persistent the activity in which the individual is already engaged.

A need is a link between the motive and the drive (action). Psychologically, a need is a sort of vacuum which needs to be filled with same activity. According to Murray (1943) “Life itself is an unbroken chain of needs and the struggle to fulfil them. Needs are an inevitable result of internal stimulations and external events.

**Concept of Participation Motivation**

Participation motivation is recognized as motives of participation in competitive sports. It is a great concern of coaches, trainers and physical educationists to know why people participate in competitive sports even when they feel discomfort, face injuries and sometimes feel out of breath and face an agony of defeat. Participation motivation in sports has been examined using various approaches by Martines (1970) Sonstroem (1974), Weick (1975), Grill, Gross and Huddleston (1983), Gould, Feltx and Weiss (1985) and Singh and Sharma (1988). They conducted investigation on participation motivation of young athletes. From these studies it appears that the major motives that the
young athletes have for their participation are improvement in their skills, improvement in fitness, career making, fun and making new friends.

From these studies of participation motivation it appears that it is related to the acquisition of material gains have little deviations from achievement motivation that has more concern in the improvement of self image and goal of excellence in a particular field.

Achievement Motivation

Achievement motivation “The achievement motivation refers to person’s efforts to master a task, achieve excellence, overcome obstacles, perform better than other and take pride in exercising talent” (Murvek 1995) “Achievement motivation is a person’s orientation to strive for task success, persist on the face of flair and experience pride and compliment” Gill( 1995).

Achievement behaviour is defined as behaviour directed at developing or demonstrating high rather than low ability. It is shown that ability can be conceived in two ways, first, ability can be judged high or low with reference to the individuals own past experience or knowledge. In this context gain in mastery indicates competence, second, ability can be judged as capacity relative to that of others. In this context, gain in mastery alone does not indicate high ability. To demonstrate high capacity one must achieve more with equal effort or use less effort than do others for an equal performance.
Achievement, defined as the level of performance of a given task or in a sports contest in a part of the broader concept called Cumulative achievement (Atkinson, 1978). The concept can be determined by the athletes level of performance while engaged in training and competition in a sports discipline and the amount of time devoted to this specific activity rather than to other activities. Motivation is supposed to influence both the performance and time factors, and cumulative achievement can be illustrated by the degree of success or the personal best achieved during a career.

A number of studies have already been undertaken by number of researchers to understand the philosophy of motivation.

A very influential theory in sport psychology for understanding motivation is achievement motivation theory, conceptualized by McClelland and Atkinson in the 1950s and 1960s. The theory attempts to determine the direction, intensity and persistence of behaviour on performance in limited context of achievement settings which occurs only when the person knows the performance will be evaluated according to some standard of excellence and that he or she will either succeed or fail. In looking at these criteria it becomes obvious that sport competition can usually be classified as an achievement setting.

Nault (1982) investigated the effect of achievement motivation on risk taking behaviour and motor performance of 60 male high school students. The results revealed that high achiever obtained better performance than lower
achiever in preliminary phase.

**Blias (1982)** conducted a study of achievement motivation on basketball players. The result indicated that they exhibited wide variety and exceptions of success and failure and that equating the winning and loosing with success and failure may represent an erroneous assumption. The most frequent response to personal failure and team failure discouragement was most frequently evoked.

**Kaur (1992)** studied sports achievement motivation as one of the psychological variables. The results indicated a higher level of sports achievement motivation among the university athletes as compared to the college athletes. No significant results were found between male and female athletes on the variable sports achievement motivation. The results of the male athletes from the different team sports on the variable motivation did not show any significant difference, whereas in the female athletes, volleyball and handball groups differed significantly as compared to basketball and Hockey.

**Hayajneh (1989)** conducted a study on achievement motives for participating in and dropping out of youth sports in the United States and Jordan. The first purpose was to determine any difference between the American and Jordanian in their regions. The second purpose was to examine factors in terms of perceived competence, perceived control, extrinsic/intrinsic motivation and achievement goals.
Beera C.Nair (1992) studied the variation in achievement motivation based on reward and level of performance of the sports persons, tested 120 subjects who participated in various games and sports of Kerala state and were scholarship holders and non scholarship holders, position holders. Analysis of data revealed significant relationship of achievement motivation among position holders and non-position holders.

Sinha (1987) conducted a study on 52 successful 50 unsuccessful athletes on TAT measure as prepared by Mcdelland to measure the level of need achievement the unsuccessful counterparts.

Forgoing studies have also indicated that achievement motivation influence in improvement of self image and also in terms of thought and action of individual when the individuals see the motive as an improvement in himself.

**CONCEPT OF BODY IMAGE**

Body is the most material and visible part of the self a look at our hands in relation to what they can do at our eyes and mouth in terms of sense reception and behavioural expression, and some of us look at our skin in terms of the reception it will evoke in others. Broadly speaking, the term “Body “image pertains to how the individual perceives his own body what he thinks about his body and what others think about his body.

James (1890) has suggested that very young children experience the
world as a booming, buzzing, confusion any differentiation at this stage is likely
to be very restricted and one view of development would be in terms of progress
towards greater differentiation within the body concept and body function.” Thus,
an original ‘global impression of the body should give rise to an awareness of
the parts of the body, the way in which they interrelate in structure and function
and other potential for displacement within the environment. That is, towards
differentiation of inner structure and functions.

Kamlesh and Sangral (1980) quoted Greek philosopher Aristotle as saying,” The body is the temple of soul and to reach harmony of body, mind and
spirit the body must be physically fit. Body is the most material part of the self.
Broadly speaking the term Body image pertains how the individual perceives his
own body what he thinks about his body.

Fishes and Cleveland (1958) have clarified that “body image does not
bear much resemblance to the individual’s literal body characteristics,” because
the way in which an individual experience his body from the very beginning is a
function of his family and social milieu.

For Witkin (1965) “body concept is a systematic impression an
individual has of his body, cognitive and effective, conscious and unconscious
formed in the process of growing up”.

According to Fisher (1968) , Body image can be considered
synonymous with such terms as body concept and body scheme. It does not
imply that the individual concept of his body is represented by a conscious image rather it embraces his collective attitudes, feeling and fantasies about his body with regard to level of awareness.

As explained by Whiting (1973), body concept “is a global term embracing a diversity of information pertaining to mental representations of the body gathered from a number of different viewpoints. The relative generality of the term if further out ended by the connotations which different writers attached to the word ‘body’. Some adopt an integrated psycho-physical approach while others opt for an out mode mind-body dualism leading to a concentration on the physical attributes at the expense of the mental. Difference of this kind make it very difficult for their readers who are anticipating to derive a meaningful idea of the body concept”

There are several factors which initiate their influence on body image right from birth. Whiting (1973) who has elaborated on the development of body image has pointed out that first of all a child has a global impression of the body which in turn gives rise to an awareness of the parts of the body, the way in which they inter-relate in structure and function. Witkin et. Al (1962) have stated that this development is an appreciation of spatial concept such as ‘top and bottom, ’back and front’, ’right and left in relation to the body as a frame of reference.
Galloway and Beans (1974) have stated body image as the individual's awareness and knowledge of the physical and spatial characteristics of his or her own body including idea of knowing body parts and the relationship among body parts.

According to Barrow and Mcgee (1979) development of an acceptable body image with its accompanying moment in the part of the total process of developing self image which in turn is related to identification and internalization. Gorry (1984), Body image is the picture and evaluation of one’s body

The foregoing definitions of body image show that the common element in these definitions is that body image represents the manner in which a person has learned to organize and integrate his body experiences.

Statement of the Problem

The purpose of the study was to compare high and low male as well as female Volley Ball players of Delhi University on some selected psychological and sociological parameters. Another purpose was to compare high male performers with high female performers and also low male performers with low female performers on their participation, achievement motivation as well as Body Image variables. Therefore, the study has been stated as “A Study of participation motivation, achievement motivation and body image of Volley Ball players as related to gender and performance”.

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Limitations of the study

The questionnaire itself carries some limitations in terms of obtaining true and fair response from all the subjects. This limitation have to born by researcher.

Delimitations of the Study

The study has been delimitated to only few selected psychological-sociological parameters/variables as listed below :-

1. Participation Motivation
2. Achievement Motivation
3. Body Image

The study has been further delimitated to Volley Ball male and female players belonging to Delhi University who have participated in at least at inter college level Volley Ball competitions.

Objectives of the study

The study has been focused to achieve the following objectives:-

1. To compare male and female high performer volleyball players in their body image, participation and achievement motivation.
2. To compare male and female low performer volleyball players in their body image, participation and achievement motivation.
3. To compare the participation motivation between high and low male
performer volleyball players

4. To compare the participation motivation between high and low female performer volleyball players

5. To compare the achievement motivation between high and low male performer volleyball players

6. To compare the achievement motivation between high and low female performer volleyball players.

7. To find out relationship between participation motivation achievement motivation and body image of female volleyball players

8. To find out relationship between participation motivation achievement motivation and body image of male volleyball players

9. To find out relationship between participation motivation achievement motivation and body image of volleyball players (total sample)

**HYPOTHESES**

1. There would be no significant difference between male and female high performer volleyball players in their participation motivation, achievement motivation and body image.

2. There would be no significant difference between male and female low performer volleyball players in their participation motivation, achievement motivation and body image.
3. There would be no significant difference in participation motivation between high and low male performer volley ball players
4. There would be no significant difference in participation motivation between high and low female performer volleyball players
5. There would be no significant difference in achievement motivation between high and low male performer volleyball players
6. There would be no significant difference in achievement motivation between high and low female performer volleyball players.
7. There would be a significant positive relationship between participation motivation achievement motivation and body image of female volleyball players.
8. There would be a significant positive relationship between participation motivation achievement motivation and body image of male volleyball players.
9. There would be a significant positive relationship between participation motivation achievement motivation and body image of volleyball players (total sample).

DEFINITIONS OF THE TERMS

The functional definitions of the terms used in the title has been described as under:-
**High performer:** High performers are those players who have actually represented Delhi University Volley Ball teams in the Inter-University competitions or played for the Delhi state in senior nationals and women festivals or represented India.

**Low performers:** Low performers are those volleyball players who have played in the Inter college Volley Ball competition of the Delhi university and have never been selected or represented Delhi University in the Inter-university competition.

**Motivation** is considered as a process by which the individual is “inspired, goaded or coaxed to do something”. To motivate is to induce movement. It might be designated as the tendency for the direction and selectivity of behaviour to be controlled by the conditions to the consequences, and the tendency of this behaviour to persist until a goal is achieved.

**Participation Motivation**

It can be defined as motives of participation in games and sports. It attempts to find out the answer to important questions as to “why people participate in competitive sport even when they feel so much discomfort, pain, agony, injuries and face defeat.

**Achievement Motivation**

The achievement motivation refers to person’s efforts to master a task, achieve excellence, overcome obstacles, perform better than others and take pride in
exercising talent.

Achievement motivation is a person’s orientation to strive for task success, persist on the face of flair and experience pride in accomplishment.

**Body Image** means the way the body and its parts are perceived, that is, a sort of self picture. According to Witkin (1956), body concept is systematic impression an individual has of his body, cognitive and affective, conscious and unconscious formed in the process of growing up. According to Carry (1984) body image is the picture and evaluation of one’s body.

A person conception of and feelings about his or her body-its form, size shape and the way it feels society’s norms. Self esteem and sexuality are linked with body image.

- The concept and awareness of one’s own body as it relates to orientation, movement and other behaviour.
- Descriptive and evaluative beliefs about one’s appearance.
- A person’s perception of his own body. It consists of sensory images or “maps” of the body stored in the brain. May also be called body scheme or body percept.
- The concept and awareness of one’s own body as it relates to space, movement and other objects.
THE SIGNIFICANCE OF THE STUDY

It is a question of great interest to all of us as to know why do people wish to participate in physical activities? Why do they work so hard to pursue athletic excellence or perfection? The answer to many such questions can be sought after studying the behaviour of the players.

The study would unfold the influence of body image, participation motivation and achievement motivation of male as well as female volleyball players in their playing ability. The study would also reveal that whether body image has some bearing on the acquisition of motor skills and performance of Volley Ball male and female players. The results would further highlight whether male or female are more influenced by participation and achievement motivation. It would also make easy for the coaches and trainers to understand the motivating forces which makes the players to play in spite of the fact, they face lot of discomfort and agony of defeat.