Chapter I
INTRODUCTION

"Scientific truth is not a copy of an image passively received, but the print of laborious and endless dialogue between thought and reality."¹

The modern world appears to be much more concerned about sports. The hold of the sports has grown very strong on the mind of an individual in society. Sportsmen and spectators are very clear about the value and significance of sports and there is hardly an individual who has been left out of its impact. At present, winning competition involves national prestige as each nation strives to win. Certain nations even try to project the superiority of their political and social systems through achievement in the field of sports. They bring name, fame and laurels for their countries and raise their prestige high in the world.

In order to give the best possible performance at any of the competition, the assistance of scientific disciplines is sought. Induction of the basic principles of science, physical education and sports has become a subject of scientific research. Now various special branches of science such

as biomechanics, physiology of exercise, psychology of sports, sociology of
sports, test and measurements etc. have been established which are
connected with the physical education and sports\(^2\).

The female’s participation in sports has been a cultural concern with a
negative connotation. The socio-cultural milieu of each society somehow but
invariably has webbed out certain constraint systems which resist women
from participation in sports requiring physical power. In general, mostly it is
considered appropriate that women are born for feminine roles only and
sports fall out of this social orbit\(^3\).

Women are socialized to believe and encouraged to accept the
existing ideology of inequality, which is based on the beliefs rooted in
biology, philosophy, sociology and the like.

Scott (1975) has rightly said, sports are our civilized society’s most
prominent masculinity rite\(^1\).

Patterns of sport involvement for females have always been reflected
by the prevailing psycho –social beliefs. Recent researchers and efforts by
women’s Right Groups have encouraged women to become more
comfortable with and take sports more vigorously.

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Subhash National Institute of Sport, November, 1982).

Boutilier and Sangiovanni (1983) has supported the concept saying, "sport need not to be narrowly viewed only as an arena for the display of power and dominance behaviour, it also could serve as a show case for the valuable traits associated with females than males".

"Throughout history sports participation has been greater for men than women. Not only have fewer women participated but they have generally participated less often and in fewer sports events. Sports remained highly associated with the so called 'Masculine' element of our culture and the women in sports are still considered as outsiders in men's territory. In a traditional country like India, this problem is more acute due to various psycho – social biases and traditions prevailing in society. For Indian women, sports have been more of a myth than a reality.

In India some gross differences in sociological, psychological, economical and cultural areas are observed between tribal and non-tribal people. Further, in India various tribal communities are in different stages of socio-psychological and economical development, but they are still backward in comparison to those who are so called civilised people. These tribals are aborigines of our country. They have been studied from a number of angles. The active life with a lot of physical activities to earn their daily bread and butter is contributory to their physical development as well as
their sociological, psychological and economical development. The genetic potentiality in performing vigorous physical activity can be useful to excel in certain sports and games.

Through the process of hard labour, the tribals of our country usually keep themselves busy in order to earn their livelihood. Such functional aspects designed their special structure which is befitting for attaining such type of work successfully. These functional aspects based on the specific structure and physical and motor fitness components which are also considered to be pre-requisite factors for successful sports performance.

The historical perception of the form “Tribe” derived from a Latin root. The Middle English term ‘tribuz’ meaning the three divisions, into which the early Romans were grouped, come to evolve into the modern English ‘tribe’. Today, with the anthropologists and sociologists of western origin, the term means according to the latest edition of the Oxford Dictionary, “a race of people; now applied especially to a primary aggregate of people in a primitive or barbarous condition, under a lead man or chief”.

The purest of the tribal groups possess the following characteristics:

- They live away from the civilized world in the most inaccessible part of the both forest and hills.

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They belong any of the three stocks, Negritos, Astroloids and Mangoloids.

They speak in the same tribal dialect.

They prefer a primitive religion known as Animism in which the worship of Ghosts and Spirits is the most important element.

They follow primitive occupations such as gleaming, hunting, and gathering of the forest products.

They are largely carnivorous of flesh or meat eaters.

They have nomadic habits and a love for drink and dance⁵.

Sociology is the youngest of the recognized social sciences. Auguste Comte, a French Philosopher coined this term in 1839. The term sociology is the combination of Latin word societus meaning science or study. Thus the etymological meaning of sociology is the study of society and man’s behavioural pattern that enables a person to get along with his/her personal, academic, social adjustment and emotional demands of the society settings.

In other words, sociology is the study of man’s behaviour in groups or the interaction among human beings, of social relationship and the processes by which human group activity takes place⁶.

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Sociologists study behaviour in terms of the social conditions and cultural contexts in which people live their lives. Sociologists focus on the reality outside and around individuals. Therefore, sociologists deal with how people form relationships with one another and create social arrangements that enable them to survive and exert some control over their lives. Sociologists also ask questions about how behaviour, relationships, and social life are related to characteristics that are defined as socially relevant by people in particular groups. This is why they often deal with the social meanings and dynamics associated with age, social class, gender, race, ethnicity, disability, sexuality, and nationality.⁷

Sports psychology is the scientific study of behavior in sports or sports related context. It is an attempt to understand the how and why underlying sports behavior. Sports psychology is defined as the study of mental processes as they relate to human sports performance. It consists of theories and laws of learning the importance of reinforcement and the linking of perceptual abilities with motor performance contribute to the body of knowledge. Sports psychologists utilize the information when studying


topics such as achievement motivation, arousal, attribution and personality development.\(^9\)

Thus psychology entered physical education much earlier than it did sports. Now ‘psychological conditioning’, ‘psychological preparation’, ‘psychological training’ are the watch words in sports. No training in the sports field is complete without references to the study and psychological training of athletes.

Psychologists study behavior in terms of attributes and processes that exists inside individuals. Psychologists focus on personality, aggression, achievement motivation, and self-confidence. Psychologists also deal with interpersonal dynamics, and social influence, but they usually discuss these things in terms of how they affect attribute and processes that exist inside individuals.

Sports has become a psycho-social activity. Physical strength and skill are not the only factors determining the outcome of competition. The socio-psychological variables play an important role in inducing sportsmen to exhibit best possible performance during competition, such as conducting research in sports and in predicting success in sports. Variables such as personality, aggression, self esteem, achievement motivation, self

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confidence, social adjustment, locus of control and self concept may play a great role to shape up an individual of the society.

According to Allport, personality is that which permits a prediction of what a person will do in a given situation and it is also concerned with all behaviour of the situation both over and under the skin.¹⁰

The personality trait concepts is also very much a part of Eysenck’s (1967) theory of personality. In Eysenck’s view, personality consists of a hierarchy structure of personality factors. At the top of this hierarchy are broad, general dimensions called types. Personality composed of traits, which in turn are made up of habitual responses, which are composed of specific response, the behavior actually observed, Eysenck hypothesized three broad personality dimensions: neuroticism stability, extraversion – introversion and psychoticism, which are evaluated and measured through a personality inventory. The Eysenck personality inventory (EPI) is designed to measure the two pervasive and relatively independent dimensions of neuroticism stability and extraversion – introversion as identified by Eysenck. Neuroticism refers to general emotional instability and the individual’s predisposition to neurotic breakdown under stress, while


There is no denying the fact that many of the psychological aspects are very much weighted to the personality make-up of an individual. There is growing awareness about the personality being a dynamic concept and not a genetically determined construct. Talent and aptitude for athleticism are uniformly visible in all human races; arbitrary barriers and boundaries such as colour, caste, creed and language are no impediment for their expression and growth. Elite athletes have arisen from "white" races and come from "dark" African tribes, they have come from highly affluent societies and they have emerged from "underdog" dwellings, blue eyes.

Human aggression is as old as mankind itself. Within the framework of the history of Psychology, theorists and researchers have been attempting to explain, define and predict the performance of aggressive acts since psychology emerged as a science. Virtually all major personality theorists have made statements concerning the composition and casual factors involved in aggression as an inborn instinct, trait theorists analyze a trait called aggression, and behavior theorists' focus upon the operant and vicarious reinforcements that lead to the performance of aggressive acts.
Aggression is defined as the infliction of an aversive stimulus either physical verbal on gestural, upon one person by another. Aggression is not an attitude but behavior and most critically, it is reflected in acts committed with the intent to physical harm. This definition of aggression includes such wide ranging acts engaged in by athlete’s coaches and/or spectators –as physically hitting another individual and verbal abuse\textsuperscript{12}.

Most psychologist describe aggression in terms of behaviour. Aggressive behavior has been associated with destructive acts, sexual attacks, prejudiced, genital activities, drug and alcohol addictions, sports and exercise, crying complaining, waging war’s and so. Lorenz advocates that sport ought to be substitute for war. In other words, because all competitive sports situations hold some degree of hostility between opponents and participants in them which allows aggression to be dissipated in acceptable manner.

Because of the pervasiveness of violence and acts of aggression in our society generally considerable research, focusing on the origin, instigation and maintenance of aggression has substantially increased the understanding

of many of the processes mediating aggression but a sufficient explanation of why human has yet to be derived\textsuperscript{13}.

Social learning viewpoint (Bandura, et al, 1961) states that the actual performance of aggressive act is dependent upon the person's evaluation of reinforcements that will be presented on the basis of the responses which may be made to a given situation. Aggression has become an integral part of Contemporary sport society. Coaches have become sensitive to a player's ability to withstand and reply to physical coercion. It is acknowledged that some players progress upwards primarily because of their ability to fight. Toughness and willingness to fight have become important in establishing a positive identity. This aggressive attitude is not only present in body contact sports but, rather, has become an increasingly prevalent aspect of all competitive sports. The arousal, which results from even momentarily disturbing an opponent, may that such attitude suggest a high degree of aggressiveness in sports. Empirical research has identified tough mindedness and aggressiveness as a personality trait which coincide positively with athletic ability and success (Neal,1963; Ogilive,1970; Cooper, 1969) Psychologists have performed thousands of studies concerning

problems related to aggression in sports have rarely been studied on an empirical basis. Fehr (1983) state that athletes are aggressive because of vicarious and operant reinforcements. They see other players' regarded in terms of cheers and high monitory prizes and salaries for being aggressive and violent and they follow suit. Johnson, Hilton and Johnson (1954) found champion athletes to be significantly distinguished than other athletes as the former manifested high aggression. Kane (1965) indicated that aggression has been found to be significantly associated with success in athletic skill. Ogilvie, et al (1965) found that the gold medallist swimmers in Olympic Games were more aggressive than the non-medallist swimmers. Kumar and Verma (1989) found high achieving female athletes to be more aggressive as compared to low achievers. Sangwan (1990) found sprinters possessing high aggressive tendencies, performed better in competitive sports than the sprinters possessing low aggressive tendencies\textsuperscript{14}.

Self-esteem has been of central focus in researches examining human personality and yet conceptualization of this variable could not gain coherent and conclusive definition. There is little agreement in its definition (Demo, 1985). Self-esteem has been viewed both as an enduring personal disposition characterized by temporal consistency in its behavioral manifestation and as

a state of self evaluation regulated by environment events. Under the former view self-esteem is a quantifiable construct, which can be used for reliably discriminating individuals and predicting their behaviour. Because of the fluctuating nature of the self-esteem under the later view one cannot be confident in prediction of temporary remote events although the immediate consequences of experimentally manipulated self-esteem may be anticipated. Thus, we see that there are at least two points of view regarding the nature of self-esteem one considered it as a stable personality trait and the other taking it as a variable state. The two groups of theorists have defined self-esteem in various ways. The two viewpoints are being discussed here Coppersmith (1967) defines self-esteem “as the evaluation which the individual makes and customarily maintains with regard to himself. It expresses an attitude of approval and disapproval\(^\text{15}\).

Race plays a important role in self-esteem, although the findings are not entirely consistent. Early studies argued that minority status would lead to lower Self-Esteem. This finding led to the hypothesis — initially supported — that African Americans and Hispanics would have lower Self-Esteem than Caucasians. Another reason for overall similarity in Self-

Esteem levels between minority and majority adolescents is that teenagers in
general focus their preferences and priorities on those aspects of their lives
at which they are best. Finally, Self-Esteem may be influenced not by race
alone, but by a complex combination of factors. For instance, some
developmental psychologists have race and gender simultaneously, coming
the term 'ethgender' to refer to the joint influence of race and gender. When
individuals with unusually high Self-Esteem are challenged, they vigorously
seek to maintain their view of themselves as superior, frequently through
violent means. In contrast, people with lower Self-Esteem are less prone to
lash out at others when attacked or challenged, because such threats to their
self-worth are more in keeping with their more negative view of
themselves. In short, individual with unusually high Self-Esteem are
motivated to maintain their high level of self-regard. When challenged by
others or by various circumstances in which they find themselves, they
direct their anger towards other or towards the situation. In turn, this tactic
allows them to avoid revising their view of themselves in a negative
direction.

Of course, these findings do not mean that every person high in Self-
Esteem is likely to act violently. Nor do they mean that seeking to bolster the
Self-Esteem of perpetrators of violence is necessarily a poor strategy, for
many studies have found a relationship between high Self – esteem and several types of positive outcome. But they do suggested that raising Self – Esteem to level that are incongruent with reality may not be the best approach to dealing with individuals who are violent and aggressive\textsuperscript{16}.

Self- Esteem – a young women’s perception of self – worth - develops gradually as she matures and interacts with others. If parents, teachers, coaches and others communicate approval, liking and respect, a child develops positive feelings of self – confidence and self – worth. Conversely, if significant others belittle a girl and communicate that she is not worthwhile in her own right; she will tend to view herself as unworthy. While Self-Esteem is most strongly developed at a young age, individuals and society continue to affect and influence self – Esteem. Lower levels of Self – Esteem in young women may be the results of discrimination , sexism, inequities in all aspects of life, harassment , abuse, dysfunctional, family life, a lack of female role models , poor parenting or the portrayal of women in the media. Adolescent women with low self – Esteem are more likely to suffer mental health problems (such as depression and eating disorders ); to engage in high – risk behaviors ; to have problems in school and in their relationships ; to have negative body images and obsessions

with weight, body size and shape; and to drop out of physical activity. Young women with high level of Self-Esteem are likely to be happy and confident, to perform well in school, to be popular and to participate in physical activity.¹⁷

Motivation in general is a process which indicates why people participate in sports the way they do. The urge to run and play when young to excel when competing to struggle when hindered to prove something when challenged to escape when continued, to be aggressive when angered and to flee when frightened are typical of man as he matures and develops and moves through life's many dangerous and competitive situations.¹⁸

Achievement motivation actually combines two personality contracts: The motive to approach success in the capacity to experience pride or satisfaction in accomplishment and the motive to avoid failure is the capacity to experience shame or humiliation as consequences of failure. Every one has both characteristics. We all like to be successful, and we all feel good when we accomplish something. On the other hand, we all feel bad


when we make a mistake, perform poorly or are unsuccessful in our achievement efforts\textsuperscript{19}.

An understanding of the nature of achievement motivation is helpful in understanding in general as well as individually in terms of what they do; how well they do and how long they continue in sports. Once one comes to know as to what works as a “driving force” it becomes easier to guide the athlete into achieving excellence. When the desire for achievement becomes a dominant for the person, it is expressed in restless driving energy aimed at achieving excellence, getting ahead, improving upon past records, beating competitors, doing things better, faster, more efficiently and finding unique solutions to difficult problems\textsuperscript{20}.

Achievement motivation is an athletes predisposition to approach or around competitive situation. Research on Bandura’s self efficiency theory suggests that achievement motivation can be enhanced through repeated experiences of success. Coaches and teachers can help young people develop their achievement motivation by making sure that are not repeated failure. The young athletes who benefits from the passive outcomes associated with

\textsuperscript{19} Diane L. Gill, “Psychological Dynamics of Sport” (Champaign: Humen Kinetics Publishers Inc., 1948), p.60.

sports will enjoy increased to active and will contain his or her sports participation.

Confidence in sports is easy to recognize and difficult to change. Composure, timing, space and effortless rhythm are the performance hallmarks of confident athletes. They thrive on pressure. They look for challenges for that extend their limits and display their skills. Highly confident athletes rarely question their capabilities or their right to be successful. They think and act differently from athletes who lack confidence.

Doubt, uncertainty and anxiety plague the thinking of athletes who lack confidence. Compared to highly confident athletes, the less confident are likely to be less persistent, more hesitant, make more unforced errors and lack the time and space to execute their skills.

The personality pattern is a unified multidimensional structure in which the concept of self is the core or centre of gravity (Breckenridge & Vincent, 1965). Into this structure are integrated many patterns of response tendencies, known as ‘traits’ which are closely related to and influenced by the concept of self. Self-Confidence is one such personality trait. The self is a composite of a person’s thought and feelings, strivings and hopes, fears and fantasies, his view of what he is, what he has been, what he might

become, and his attitudes pertaining to his worth. Self -Confidence is a positive attitude of oneself towards one’s self-concept. It is an attribute of perceived self. Self-Confidence refers to a person’s perceived ability to tackle situations successfully without leaning on others and to have and to have a positive self-evaluation. In the words of Basavanna (1975), “In general terms, self-confidence refers to an individual’s perceived ability to act effectively in a situation to overcome obstacles and to get things go all right.” A self-confident person perceives himself to be socially competent, emotionally mature, intellectually adequate, successful, satisfied, decisive, optimistic, independent, self-assured, forward-moving, fairly assertive and having leadership qualities.

Social adjustment is very important for success in life. It is commonly defined as ‘change in habitual conduct or behavior which an individual must make in order to fit into the community in which he lives’ (Warren2). Emotional adjustment is a pre-requisite for social adjustment. It has been found that emotionally well-adjusted persons are quick to establish affectional relations with others (Schneider 4).

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The realisation on the part of modern physical educators and coaches that the active participation in physical education and sports in general depict unique type of adjustment. More precisely, the level of performance in sports has positive relationship with social adjustment. Sperling (1942) studied the relationship of personality adjustment to achievement in physical education and games between athletes and non-athletes and found significant differences in social adjustment in favour of athletes.

Locus of Control refers to the way persons perceive reasons controlling their behavior. Persons with an Internal Locus of Control, believe they are in control of their behavior, and have the skills, abilities and experience to be able to control their behaviour and affect events, whereas those with an external locus of control believe that events are the outcome of forces outside personal control and that the environment is under external control the theory of locus of control was developed by Rotter (1966)\(^\text{24}\).

Locus of control generally refers to the mechanism through which individuals determine or do not determine their actions and behavioral controls. Psychological characteristic which the player might have come across influenced and often are ‘Locus of Control’. This term was originally

introduced by Jean- Rotter while dealing with the problem of learning in the context of reinforcement. The concept “Locus of Control” derived by Rotter from his social learning theory refers to “generalized expectancy of reinforcement of behavior.

According to Rotter, apart from the reinforcement as such, what is more important or non-occurrence of reinforcement and expectancies associated with it.  

Locus of Control is a cognitive style or personality trait characterized by a generalized expectancy about the relationship between behavior and the subsequent occurrence of reinforcement (1) in the form of reward and punishment. People with internal locus of control tend to expect them to be the consequences of chance, luck, fate, or the actions of powerful others. Between these two extremes lies a continuum of intermediate cognitive styles Rotter also provided the internal external scale to measure it and called internal external control of reinforcement.

Concept of Internal – External control of reinforcement was developed from social learning theory which describes the degree to which an individual believes that reinforcements are contingent upon his own

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behavior. Internal control refers to individuals who believe that reinforcements are contingent upon his own behavior. External control refers to individuals who believe that reinforcements are not under their personal control but rather are under the control of powerful others, luck, chance, fate etc. Thus depending on his past reinforcement experiences, a person will have developed a consistent attitude tending toward either an internal or external locus as the source of reinforcement. The concept of locus of control, as derived from social learning theory (Rotter, 1966), provides a useful means for measuring individual differences in the extent to which reinforcement is viewed as a consequences of one’s own behavior or a consequences of such forces as ‘Chance’, ‘fate’ or ‘powerful others’. Since its introduction, the concept of internal–external control has proved to be a highly useful personality dimension for understanding the role of reinforcement in a wide variety of behavior situations. A comprehensive review of the work on the development, validity and reliability of the scale which measure attitudes of internal – external control has been reported in a monograph by Rotter (1966)\textsuperscript{26}.

Self-concept is a person’s perception of himself/herself (Shavelson, Hubner, & Stanton, 1976). “These perceptions are formed through

experience with, and interpretations of, one’s environment. They are especially influenced by evaluations by significant others, reinforcements, and attributions for one’s behaviour” (Marsh, 1990, p.83)\(^{27}\).

According to the encyclopedia of psychology, the totality of attitudes, judgments and values of an individual relating to his behavior, abilities and qualities is called self-concept.

In general self-concept means those perceptions, belief, attitudes and feelings, which the individual views as part of characteristics of him-self. It is own concept of his health and physique, intellectual abilities, mental health, habits and behavior, emotional tendencies and socio-economic status etc\(^{28}\).

Self-concept is the most important single key to understand the behavior of an individual, the importance of the role of self-concept as a determinant of human behavior and its acceptance as a concise measure and critical factors of personality is increasingly realized. Adjustment, academic achievement and general behavior are among the development features of an individual. It would seem to be interested to coaches and physical educators


to determine whether individuals who participated in specific aspects of sports have self-concepts, which distinguish them from others.\(^\text{29}\)

Each behavior of an individual, simple and complex is influenced by how he or she sees himself or herself. If an individual feels he is accepted socially, he will act friendly and comparatively. Research studies, from several areas of behavior, have shown that how self-concept built in early years of life and reinforced by later experiences, influences behavior and characteristics reactions to people and situations. Because self-concept is dominant element in personality pattern, the measurement of self-concept becomes very essential. If we want to understand personality of an individual and predict his life adjustment and his success and failure, we cannot proceed further without knowing this self-concept.\(^\text{30}\)

Although the relevant studies have been conducted on various tribal male groups, but the studies are not been conducted as far as female tribals are concerned, especially, no study was conducted to determine the differences in all selected socio-psychological variables of sports achievers, non-achievers, and non-participants female tribals included in the present study, that what makes the research scholar to select the study to determine


the differences in selected socio-psychological variables of sports achievers, non achievers, and non-participants female tribals. The review of the literature on the sports and its problems suggests a need for such investigations.

The literature search has revealed that major obstacle to the improvement of sports activities has been lack of understanding of an individual’s psychological and social characteristics. Thus it would be great theoretical as well as practical interest and importance to determine the differences in selected socio-psychological variables of sports achievers, non achievers, and non-participants female tribals.

**Statement of the Problem**

The purpose of the study was to find the “socio-psychological differentials between sports achievers, non achievers, and non-participant female tribals”.

**Delimitations**

- The study was delimited to the female tribals of Jharkhand state.
- The study was further delimited to age ranging from 18 to 25 years.
- The study was further confined to the following socio-psychological variables:
Personality
Aggression
Self esteem
Achievement motivation
Self confidence
Social adjustment
Locus of control
Self concept

Limitations

➢ Different ways of living, socio-economic conditions, nature of activity, daily routine & habits of different tribals groups which were not under the control of research scholar were considered as a limitation of the study.

➢ The educational and socio – economic back ground, which could have affected the ability of the subjects in answering the questionnaire were not taken into consideration in analyzing the results. This was another limitation of the study.

➢ The questionnaire in itself has its own limitations. As such any bias opinion that might be given by the subject in the form of responses that affect the result of the study might be considered as limitation of the study.
No special motivational technique was used during the test, therefore the differences that might have occurred in performance due to lack of motivation was recorded as the limitation of the study.

**Hypothesis**

On the basis of the literature reviewed, available research findings, expert’s opinion and scholar’s own understanding of the problem, it was hypothesized that there might not be significant differences in selected socio-psychological variables of sports achievers, non achievers, and non-participant female tribals.

**Definition and Explanation of the Terms**

**Personality**

Allport (1961) believed, “personality is the dynamic organisation within the individual of those psycho-physical system that determine his unique adjustment to his environment.

**Aggression**

Aggression is defined as the infliction of an aversive stimulus either physical verbal on gestural, upon one person by another. Aggression is not

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an attitude but behavior and most critically, it is reflected in acts committed with the intent to physical harm\textsuperscript{33}.

**Self Esteem**

Self-esteem as the evaluation which the individual makes and customarily maintains with regard to himself. It expresses an attitude of approval and disapproval\textsuperscript{34}.

**Achievement Motivation**

It is an athlete’s predisposition to approach or avoid a competition situation\textsuperscript{35}.

**Self Confidence**

Self-Confidence refers to a person’s perceived ability to tackle situations successfully without leaning on others and to have and to have a positive self-evaluation. In the words of Basavanna (1975), “In general terms, self-confidence refers to an individual’s perceived ability to act


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\textsuperscript{34} Ambika Prasad Pandey, “Canadian Self Esteem Inventory (CSEI)”(Mano vaigyanik Parikshhan Sansthan, Varanasi), p. 1-15.

effectively in a situation to overcome obstacles and to get things go all right\textsuperscript{36}.

**Social Adjustment**

Social Adjustment is commonly defined as “change in habitual conduct or behavior which an individual must make in order to fit into the community in which he lives\textsuperscript{37}.

**Locus of Control**

Locus of control generally refers to the mechanism through which individuals determine or do not determine their actions and behavioral controls\textsuperscript{38}.

**Self Concept**

Self-concept as a composite for numerous self-perception encompassing the values, attitudes and behavior towards one-self in relation to environment\textsuperscript{39}.


\textsuperscript{38} J. B. Rotter, “Generalized Expectancies for Internal versus External Control of Reinforcement” Psychological Monographs 80:1 Whole No.609, 1966.

Sports Achievers

Sports achievers are those who have participated in the District, State and National level sports competitions and have won medals.

Non Achievers

Non achievers are those who were first round losers in District level sports competition.

Non-Participants

Non-participants are those individuals who don’t have any type of involvement in any kind of organized sports.

Tribal

A tribal is defined by Dr. River as a social group of a simple kind, the member of which speak a common dialect, have a single government act together for such common purpose as warfare.\textsuperscript{40}

Significance of the Study

Human nature has undergone drastic changes in the last few years due to scientific and technological advancements. Even tribals too have been influenced by these changes specially with respect to socio psychological variables. Female tribals in Jharkhand state have excelled in sports because

\textsuperscript{40} River, “Tribe” Encyclopedia Britannica 10\textsuperscript{th} ed. S.V.
of fitness as well as socio-psychological characteristics of female tribals following in the category of sport: sports achievers, non achievers and non participants. An attempt has been made to investigate such sports oriented and sports matching potentialities of the Indian female tribals in this study. The study will contribute in the following ways:-

1. The findings of the study may be used to highlight the socio-psychological variables of sports achievers, non achievers and non participants.

2. The result of the study may contribute to learn the tribals characteristics which will be helpful for the physical education teachers and coaches in selection, manifestation and evaluation process of potential candidates to organize the physical education and sports programme successfully.

3. This study may act as an aid to the coaches and selectors to know the strong and weak points of the female tribals participants in relation to socio-psychological variables.

4. The results of this study will help the coaches, athletes, and sports psychologists to identify those socio-psychological factors which contribute
to sports performance and shall in turn help them to develop training programme on the same line and direction.

5. The findings of the study would provide a guide-line to the future research investigators in sports psychology and sports sciences to conduct further research in this field.

6. The result of the study will be useful for understanding the existing situation of tribal female’s participation in physical activity and sports.

7. The results of the present study will add to the existing body of knowledge in the respective areas.