CHAPTER  I
CHAPTER I

INTRODUCTION

The desire to do your personal best, to excel, to attain the highest standard of performance, to be supreme in one's chosen field is a worthy human ambition which has led and can continue to lead to increased standard and personal growth. Yet high levels of achievement and excellence in any area do not come easily. There are numerous obstacles to overcome and barriers to push aside. The greatest barriers we confront in our pursuit of excellence are psychological barriers which we impose upon ourselves, sometimes unknowingly. As the physiological make-up do not change rapidly, the psychological knowledge to what is possible can make the difference in one's performance. As man's beliefs about limits change, the limits themselves change.

Sports is a medium which can provide a sense of purpose, a sense of continuous challenge, as well as a range of emotion which is sometimes difficult to experience elsewhere. It can be rich and meaningful encounter especially if entered in accordance with terms. There are few occasions where we have such close contact with other people, with physical environment and with ourselves, as in sports. Great satisfaction comes from the actual experience of being competent and in control. There are numerous opportunities for personal growth and for stretching forth the limits of human potential both physically and psychologically.
It has been stressed more than once by several organisations both national and international including the UNESCO that the development of physical education and sports should form an essential part of educational planning of various countries, adapted to the requirements and needs of different ages from pre-school to the university. The role of sports in physical education for the optimum development of personality and for promotion of peace and mutual understanding among nations as envisaged in the olympic charter, has resulted in the formulation of motto "sports for all". But sports and physical education can only grow and develop through research. Interest in the psychology of sports is high in a number of nations throughout the world to assist players to attain optimum level of performance.

Psychological factors can affect the performance of an individual and of the whole team. Psychological stress associated with competition is likely to affect the performance. Alderman (1974) while emphasising the psychological factors comments, "One essential point which must be stressed is that regardless of how much ability, skill and fitness level a person possesses for a particular task or sport, the success or the quality of his performance will, in the final analysis probably depend on his particular psychological make-up".

The game of Volleyball was invented by William Margon, the Director of Physical Education of YMCA, Holylok in Massachusetts, U.S.A. International Volleyball Federation was formed in 1947. Volleyball was first included in the Pan American Games in 1955. Volleyball was first included in olympic games at Tokyo (Japan) in 1964. It has acquired global recognition being played in more than hundred countries now.
Volleyball came to India around the First World War. The first national championship was held in 1936 under the supervision of Indian Olympic Association (IOA). After this the Volleyball Federation of India was formed in 1951 and since then the game is under the supervision of VFI. In 1958 volleyball was included as a full fledged game in the Asian Games.

Successful play in volleyball is not the outcome of power alone but it is the product of the combined display of power, shrewdness and abilities. Modern game of volleyball is characterised by accuracy and differentiation which can be facilitated by absolute self control and maximum concentration. The emergence of fatigue from the psychological stress involving the critical nervous process which has often been found to be psychological rather than physiological in nature reflects in performance.

In several ball games a technical skill, anthropometric characteristics and a physical performance capacity of an individual player are most important characteristics that contribute to the competitive success of a whole team. However, volleyball is an aerobic sport having high alacrity anaerobic power productions performed with fairly long recovery periods. (Muller and Steinhofer, 1982). But in modern era's throat cutting competitions it is the bitter psychological make-up that helps athletes to overcome stress provoking situation and to give their best performance.

Anxiety is an emotion that is difficult to define and even more difficult to reliably detect in performance but the importance of anxiety as a powerful influence in contemporary life is increasingly recognised and manifestations of
current concern with anxiety phenomena are ubiquitously reflected in literature, arts and science facets of our culture.

According to Frost (1971) Anxiety is an uneasiness and feeling of foreboding often found when a person is about to embark on a hazardous venture; it is often accompanied by a strong desire to excel.

A detrimental role that anxiety plays in athletic performance has become a major concern to sports psychologists. To the one and the same stimulus, individuals respond differently and their anxiety level also varies, while there seems to be an interaction effect between the amount of anxiety necessary to maximally perform certain specific task, all theories seem to agree that maximum performance is reduced by too much anxiety. Excellence is housed in all kinds of shapes, sizes, colours and cultures. It comes from all sports and systematic programmes and even from non-systematic programmes. Performance has become a major topic of concern to sports psychologists.

Self-concept means what an individual thinks about himself, it is his own conception of his health and physique, intellectual abilities, academic status, behaviour, temperamental qualities, mental health, emotional tendencies and socio-economic status. Labenne & Greenee (1969) put forth a comprehensive definition wherein they say that self concept is the person's total appraisal of his appearance, background and origins, abilities and resources, attitudes and feelings which culminate as a directing force in behaviour. This implies that an individual's conscious awareness, his thinking and feeling are the guiding forces of his actions.
Self-concept has been referred to by Lowe (1961) as one's attitude towards self, and by Paderson (1965) as an organised configurations of perceptions, beliefs, feelings, attitudes and values which the individual views as a part of characteristics of himself. Rogers (1951) defined self concept as "an organised configuration of perceptions of the self which are admissible to awareness. It is compared of such elements as the perceptions of one's characteristics and abilities, the percepts and concepts of the self in relation to others and to the environment, the value qualities which are perceived as associated with experiences and objects and the goals and ideas which are perceived as having positive or negative valence.

Self-Concept which directly relates to self-esteem and self-awareness is considered to be a direct source of courage and confidence to an individual to perform one's personal best in a sports competition. As the success is considered to be the prime source that develops the positive self-concept, its bearing on sports performance is an issue to be probed further.

Adjustment is the individuals ability to harmonize his or her own needs with those of the environment while another may stress the extent to which the individuals behaviour conforms to the dictates of his or her society and still another may define adjustment in terms of the individual subjective state of well being and happiness.

Adjustment and success, particularly in team sport, go hand in hand, social and emotional adjustments are considered to be the constant sources of inspiration to a player to adjust himself / herself to the changing conditions that competitions present and to regulate his/her emotions to contribute to team's
success. A well adjusted individual can meet his needs with the resources available in his/her emotions to contribute to team's success. A well adjusted individual can meet his needs with the resources available in his/her environment, Mann (1990) and Sharma (1984) have found successful players better adjusted ones when compared to unsuccessful and non-sports persons.

Anxiety, self-concept and adjustment included in the study as psychological parameters may reveal the relationship of these variables with sex, area and performance of volleyball players of various colleges of Haryana state. Some important studies dealing with Anxiety, Self-Concept and Adjustment are discussed in the pages to follow.

ANXIETY

The sports competition anxiety test constructed by Martens (1977) was based on the notion that an athlete's perception of threat in a competitive situation is measurable through self report. It should therefore, be understood that sports competition anxiety is nothing but situational or episodic anxiety very specific to sport competition situations. A few sport psychologists have also attempted an assessment of situational anxiety before, during and even after sports completion, and termed it as pre-competition, in-competition and post-competition anxiety. In order to have scholaristic view of anxiety level in an athlete it is but natural and appropriate to assess all the three types of anxiety and not one alone. Interestingly, it is still not very clear despite extensive
studies as to how to trait anxiety interacts with situational and competitive anxiety. Any study on the psychological make-up of an athlete is likely to remain incomplete if the level of anxiety is not given due place in the scheme of psychological parameters related to excellence in sports.

No doubt, anxiety occupies a very important place in the study of human personality and a multitude of activities of mind. It has been found that the circumstances in which failure is experienced or in which an individual's intelligence is evaluated, are particularly threatening to the individual resulting in high Trait anxiety (Spielberger and Smity, 1966).

Spielberger (1960) defined anxiety as a 'State of arousal' caused by threat of well being. Here 'State' refers to the condition involving the entire organism and 'Arousal' refers to a condition of tension, unrest or uneasiness or a readiness to act in response whereby 'Threat' refers to anticipation of pain or danger or serious interference with goal seeking activities.

It is clear to most people involved in the various strata of competitive sport that intense competition creates varying level of anxiety among players. What else is becoming more obvious is the fact that same performers react adversely to the competitive situation by reaching states or hyper-anxiousness which often results in the inability to achieve optimum levels of performance (Martens, 1977).

In recent years psychologists, coaches and athletes have become increasingly aware of the detrimental role that anxiety play in an athlete's performance in competition. This awareness has been followed by an increased interest in assessing anxiety responses and analysing the sources. In athletic
performance nearly every concern of human endeavour is thought to be affected somehow by anxiety (Levitt, 1967).

Sport through its very pre-occupation with competition and combat, encourages man to live with anxiety as opposed to the Psychiatric School advocating the "Cure" of anxiety. It must be recognised that nothing exists as a priority to man. As it is in most aspect of life, anxiety is also present in sport. Rather than a negative force, anxiety can be seen to bring about basic satisfaction inherent in sport. Each time man "takes the fields" he lives his life in performance. Each and every time he faces the reality of Extinction. He is constantly in a process of survival. Always protecting and defending that which he believes to be his "territory". The performer not only lives with anxiety, he embraces it. It allows him and, in fact, motivate him toward greater realization of his skill in the contest

Martens et al (1975) indicated The theory of competitive stress is to predict levels of state anxiety among different people in various competitive settings. The theory is based on an individual's perception of threat (those psychological and physical dangers which may be present). The degree of threat in a competitive setting is theorized to be a function of the uncertainty of the outcome and the importance of the outcome. Uncertainty is determined by the probability of success; and uncertainty decreases as the probability of success deviates from an intermediate range. The probability of success is determined on the basis of content and the availability of information, as perceived by the competitors, about the discrepancy between the standard in
the comparison process and the competitors ability and the actual performance outcome.

Klavora (1977) utilized boys high school basketball teams and designed these investigation as a test of inverted-U hypothesis. State anxiety was measured prior to each game and performance ascertained by coaches ratings, for each athlete, across eight to 14 games. State anxiety scores ranged from 10 to 40, While performance was categorised by coaches as outstanding, average or poor. Tabulation procedures resulted in average anxiety scores for five points along the horizontal (anxiety) axis. A configuration of means strangely supportive of a bell shaped curve were displayed.

Senstroern & Bernards (1982) utilized a design incorporating repeated state anxiety measures on the same people. Subjects were female college basketball players from eight teams who participated in a double elimination tournament. Pre competitive state Anxiety was measured for each athlete 20-30 mts before each game of tournament. Basketball performance was assessed as total points (T.P) scored and an over all performance measured as a function of shooting percentage total points, rebounds, assists, steals, turnovers and personal fowls. Resultant SA scores for each athlete were ranked from low to high. Thus three categorical levels of pre- competitive SA were formed (low, Moderate & high) performance scores associated with each anxiety score were than averaged according to anxiety level orthogonal polynomials were employed to test the within subject SA variance for trend. The results showed that both linear and quadratic trends components contributed significantly to total point variances across the three SA levels. For over-all
performance, a significant quadratic component was obtained. Thus in terms of over-all performance, the results provide support for the inverted U relationship between pre-competitive anxiety and Basketball performance. Scalan & Passer(1978) suggest that anxiety can be experienced at any point during the competition process that a person perceives including:

(a) Prior to Competition if the person anticipates an inadequate performance.

(b) During competition if the person perceives the ongoing performance to be inadequate and therefore, anticipates future failure. This could account for the high anxiety.

For the productive study of anxiety, the elaboration of several theoretical and methodological positions is a matter of primary importance. First of all, the experimental investigations of recent years have shown the role of a precise conceptual differentiation of the understandings of the state of anxiety and anxiousness as characteristic properties of an individual, to be an important one. (Imedadze, 1966, Spielberger, et.al., 1972).

Since many mental mistakes can be traced back to an inappropriate focus of attention, coaches and physical educators need to be sensitive both to the attentional demands of their sports and the attentional styles of their individual athletes. In addition, if coaches and physical educators can reduce
the anxiety inherent in many learning and competitive situations this will help
the athlete focus on the relevant clues in the environment. For example, when
teaching a new skill, many times the learner is being watched by others. This
can increase anxiety because the learner does not want to look like a fool in
front of his/her friends. So the learner worries about failings and this prevents
him/her from attending to the relevant task demands. If the learner (especially
an early learner) can instead be placed in a situation where social evaluation
is minimal, he or she will have a better opportunity to focus on the task itself,
rather than on the consequences of his/her behaviour.

Morgan and Hammer (1979) tested wrestlers from four colleges with the
IPAT scale. The test was administered in the early part of the season, after the
weigh-in in the state tournament four hours before competing, one hour before
the first match, and 15-30 minutes after the tournament. Increases in anxiety
were observed one hour before the match and a considerable reduction in
anxiety was noted after the tournament. The post tournament anxiety level was
below the initial early season level.

Speilberger (1966) differentiated these two types of anxiety as state
anxiety and trait anxiety. According to him state anxiety refers to situational
anxiety or the tendency to become fearful only in a specific situation. State
anxiety may vary in intensity and fluctuate over time. State anxiety is a
temporary condition caused by one's immediate perception of the environment
whereas trait anxiety is a relatively stable individual difference in anxiety
proneness.
Among the social and psychological factors, self-concept is an important variable that has attracted considerable research attention. More recently, a body of research is beginning to emerge that indicates a positive relationship between the concept of a person and his achievement in life. The major premises of this information are that the manner in which a person sees himself is a product of how others view him and that these perceptions are the major products in his achievement behaviour that is if you think you are good, and you perceive others as thinking you are good, then you will be good (Alderman, 1974).

Perhaps the most extreme case of a process of dissimilation would be for an individual own concept of himself to become untenable in terms of one or more Major schemata. This might result from the feeling that one is losing his or her grasp on reality or is going crazy. In such a case the flood of newly unassimilated material might lead to an overwhelming degree of Anxiety. This positive phenomenon appears to be similar to Goldstein’s (1951), conception of Anxiety as the subjective reaction of perceived catastrophe. Anxiety, he wrote is "the experience of the catastrophic situation, of danger going to pieces, of losing one's existence". The significance in Anxiety of disturbances in the integrated concept of the self is also emphasized in the Anxiety Theories of May (1950), Rojers (1951) and others.

For several decades investigators have studied self-concept in a variety of sports/clinical settings and for a diversity of student groups. In 1976
Shavelson, Hubner and Stanton reviewed empirical research on self-concept and proposed a theoretical model that indicates self-concept as a multifaceted hierarchically ordered construction (Shavelson et.al., 1976). In the Shavelson et. el., (1976) model, general self concept was differentiated into academic and non-academic components, with each component subdivided into smaller, more sub-specific sub-strata. Non-academic self-concept entails social self-concept, emotional self-concept and physical self-concept. Academic self-concept was defined as the behaviour in which one indicates to himself (Publicly or Privately) his ability to achieve in academic tasks as compared with others engaged in the same task. It was sub divided into specific subject areas e.g. Mathematics self-concept, English self-concept etc.

The self awareness that the child develops in the process of interaction with people and environment leads to comparing himself with his peers in competition and also the feelings of confidence and courage as a result of success or failure in his endeavours. According to Kane (1968), it should be noted that it is the success that develops the positive self-concept and in Physical Education especially in developing or improving physical fitness, there is a large repertoire of activities for experiencing success and thus enhancing self-concept.

Riley (1983) has conducted a research on the inter-relationship between self-concept and physical performance from the perspective of symbolic interaction theory and the results show a significant positive relationship between self-concept and physical performance.
Morris et. al. (1981) reported that the self-esteem scores of age group competitive swimmers were positive and higher than the normal population.

Schultz (1973) has conducted a research on self-concept by using Resenberg's self-esteem scale. He has not found any significant difference between the positive and the negative self-concept group on their performance of a gross task. However there was an observable trend for the positive self-concept group to achieve higher scores during the performance of the motor task.

Bunnel (1978) stated that the basketball players had a significant higher positive self-concept than non players.

Saraswat and Gaur (1981) described self-concept as the individual's way of looking at himself. It also signifies his way of thinking, feeling and behaving.

Ibrahim and Morrison (1976) have given a concise definition of self-concept as a composite of numerous self perceptions encompassing the values, attitudes and beliefs towards one-self in relation to environment.

These studies have shown that self-concept is multifaceted and stable over time (Bachman and O'Malley, 1977) Shavelsan & Bolus, 1982, Byrne, 1982). In support of the validity of self-concept construct, many investigators have explored the relationship between general self-concept, academic achievement, academic self-concept and non-academic self-concept. Most studies found the relationship between academic self-concept and academic achievement to be stronger than the relationship between general self-concept and academic achievement, with the later being weaker than the relationship between general self-concept and academic self-concept (Byrne, 1984). Non-
academic (Physical and Social) self-concepts were found to be significantly correlated with general self-concept (Sonstroem, 1984, Marsh, Smith and Barnes, 1985).

According to Hall & Lindzey (1957) self-concept has two different meanings. It is used frequently to refer to a person's attitude and feelings about himself. Kay et.al. (1973) and French (1977) reported a significant positive relationship between self-concept and sports ability on a sample of school children. In a related investigation Riley (1983) studied the inter-relationship between self-concept and physical performance from the perspective of symbolic interaction theory and findings revealed a significant positive relationship between self-concept and physical performance.

Ever since the recorded history of man one finds the evidence that he has been seeking to understand the cause of his conduct. In the primitive religions we find the meta-physical discussion of the inner forces, corresponding to the super natural force. But, in modern scientific psychological discussion, of `Self' the old concept of psychic agents are discarded and now self-concept is being considered as a hypothetical construct inferred from behaviour.

Symanda (1951) defines the self as the ways in which the individual reacts to himself. The self consists of four aspects:

(a) How a person perceives himself.
(b) What he thinks of himself.
(c) How he values himself.
(d) How he attempts through various actions to enhance or defend himself.

**ASPECTS OF SELF:**

1. Perceived Self.
2. Real Self.
3. The Social Self.
4. The Ideal Self.

1. **Perceived Self:**

   This is an individual concept of the kind of person he is. It is influenced by his physical self. The physical appearance, dress and grooming, by his abilities and dispositions, his values, by the perceived self is meant the aspects of one's nature which has been detected and integrated into a pattern. It constitutes the concept or idea one entertains about one self.

2. **The Real Self:**

   By the real self is meant one's nature with all its potentialities. A person is aware of some aspects but unaware of others of his own self. The real self includes what he is aware of and what he is not aware of. It is the perceived self plus unconscious self.

3. **The Social Self:**

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This is the self as the person thinks others see it. This concept may not correspond with other people's perceptions of him; nevertheless it has an important effect on his behaviour.

4. The Ideal Self :-

That the individual is able to order his self perception along a continuum of value from "what I like to be" to what I would least like to be.

ADJUSTMENT

The achievement of desirable life adjustment is dependent upon the recognition of significance of inherited potential and environmental conditions as those effect his way of life. Adjustment may be refereed to as a continuous process of maintaining harmony among the attributes of individual and the environmental conditions which surround him. The individual potential and characteristics are in-born but are also modified through experience. The effective adjustment will involve both personal and social criteria and value judgement.

The term "adjustment" has two meanings. In one sense it is a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. The direction of his effort may be towards modifying his own behaviour and attitude or towards changing the environment or both. Others may contribute towards this adjustment process either by helping to change the environment or by helping to change
the person's outlook on his environment. In other sense adjustment is a state
i.e. the condition of harmony arrived at by a person whom we call "well
adjusted". Descriptively this person is relatively efficient and happy in an
environment which we judge to be reasonably satisfactory.

Sidhu (1974) conducted a study on a group of 100 male students,
players and non-players between 19-26 years of age, who were randomly
selected from N.I.S., Patiala and from a college at Patiala. The social and
emotional adjustment scores of the subjects were measured on the basis of
their scores obtained on the social and emotional scales of "Bell's Adjustment"
inventory. He found no significant differences on social adjustment among
Basketball; Badminton, Hockey, Football and volleyball players, while there
were significant differences in emotional adjustment between Hockey and
Basketball players. When the players were compared to non-players for social
adjustment there was no difference, but there was significant difference in
emotional adjustment between players and non-players.

The concept of adjustment is as old as human race on earth. Systematic
emergence of this concept starts from Darwin. In those days the concept was
purely biological and he used the term adaptation. The adaptability to
environmental hazards goes on increasing as we proceed on the Photogenic
scale from the lower extreme to the higher. If you examine the various activities
of the individual life, you will find that most of them involve adjustment of the
individual to his Vocational, social and economical problems. The process of
adjustment starts from the birth of the child and continues till his death.
Arkoff (1968) says that adjustment can be defined as a person's interaction with environment. Each person constantly strives to meet his need and reaches his goals. At the same time he is under pressure from the environment to behave in a certain way. Adjustment involves the interaction of personal and environmental demands.

Psychologists use the term adjustment for varying conditions of social or inter personal relations in the society. Thus, we see that adjustment means reaction to the demands and pressures of social environment imposed upon the individual. The demand may be external or internal to which the individual has to react. Observe the life of a child, he is asked to do this and not other things. He has to follow certain beliefs and set of values which the family follows. His personality develops in the continuous process of interactions with his family environment. There are other demands which may be termed as internal as food, water, oxygen and sleep etc. If we do not fulfil these internal demands, we feel uncomfortable. With the development of the child, these physiological demands go on increasing and become more complex.

An individual, adolescent or infant spends whole time attempting to satisfy his physical, social and personal needs. Whenever a pupil is restless, aggressive, impudent, co-operative, delinquent or infact doing anything, he is making an adjustment to life. The adjustment he makes may not be a good one so far as the society is concerned, but it is an adjustment just the same, and its purpose is to satisfying organic or personality need of the individual. A well adjusted individual can meet his needs with the resources available in his environment. In evaluating the adjustment we must consider all the habits and
attitudes which are used to satisfy organic, social and personal demands (Mackinney, 1949).

Sharma (1984), using the Cattell 16PF Questionnaire reported that personality factor E+(Aggressive) had been retained by Basketball, Football and Volleyball sports groups excepting Hockey sportmen. Similarly, factor C+(Emotional Stability) had been observed in the personality profiles of football, hockey sports groups but the same factor was not retained by Basketball and Volleyball sports groups. Factor Q3+ (Socially precise), appeared in the personality structure of football, hockey and volleyball sportmen. Group dependent factor Q3- emerged in the personality profiles of Basketball players.

He had also found that the sportmen representing universities are emotionally stable, aggressive, conscientious, trusting, practical and group dependent.

Maxiner (1983) reported that successful volleyball players were more emotionally stable (Factor C+) than the lower level players. Morgan & Johnson (1978) using MPI found that successful athletes possess more desirable social traits than the unsuccessful athletes.

**STATEMENT OF THE PROBLEM**

The study will be focused on the selected psychological parameters of volleyball players. It may attempt in finding out the difference among different performance groups with regards to the selected psychological variables. Further, the study will attempt to compare the performance of College and University level men and women volleyball players on the selected physical
parameters. The study will also investigate the difference if any among rural and urban volleyball players on the chosen psychological variables. The study is titled:

"Anxiety, Self-concept and Adjustment as related to Performance of Volleyball Players".

OBJECTIVES OF THE STUDY:

The study has the following objectives:

1. To find out the differences in their performance on adjustment between college and university players.

2. To find out the differences in self-concept between college and university players.

3. To find out the differences in the level on selected psychological variables between the male and the female college and university players.

4. To find out the differences in the levels on selected psychological variables between the urban and rural college and university players.

5. To find out the differences in state-Trait anxiety between the college and university volleyball players.
HYPOTHESIS:

The hypotheses of the study are as follows:

1. University level volleyball players will significantly differ from college level volleyball players with regards to the adjustment (Home, health, social, emotional, educational and total adjustment).

2. There will be significant differences between University and college players with regard to state and trait anxiety levels.

3. There will be significant differences between University and college volleyball players with respect to self-concept (physical, social, temperamental, educational, moral and intellectual self-concept).

4. There will be significant differences between male and female volleyball players in the variables of adjustment (Home, Health, Emotional, Educational, Social and Total adjustment).

5. The female volleyball players will differ significantly from male volleyball players in the variables of self-concept (physical, social, temperamental, educational, moral and intellectual self-concept).

6. The players of Volleyball (male and female) will differ significantly from each other with regard to state-trait anxiety.

7. Urban and rural volleyball players will differ significantly on selected psychological variables i.e. Anxiety, Self-concept and Adjustment.

8. Urban and rural volleyball players will differ significantly on anxiety, adjustment and self-concept variables.
LIMITATIONS:

1. The investigator will face similar limitations which are faced by the researchers who use the scales reflecting the responses of the subjects.

2. No special technique will be used to motivate the subject during the test.

3. No sophisticated equipment will be used in this study, which has been considered another limitation of the study.

4. There appears to be time and economic restraint which may be considered another limitation of the study.

DELIMITATIONS:

1. This study will be delimited to the administration of Dr. Romapal and Dr. Govind Tiwari's (1984) STATE-TRAIT Anxiety Inventory, Saraswat's (1984) Physical, Social Temperamental, educational, moral and intellectual aspect of self-concept and Sinha & Singh's (1980) Adjustment Inventory.

2. This study is delimited to the investigation of Anxiety, Self-concept and Adjustment as psychological parameter.

3. The study is delimited to the student population both male and female at the college and university level volleyball players.

4. The study will be delimited to the age group of 17 to 24 years.

5. The study will be delimited to the volleyball players studying in various colleges and universities of Haryana State.
6. This study will be further restricted to the population from the affiliated colleges of the three universities, namely Kurukshetra University, Kurukshetra; Haryana Agricultural University, Hissar; and Maharishi Dayanand University, Rohtak.

OPERATIONAL DEFINITION OF TERMS:

ANXIETY: According to Frost (1971) "Anxiety is uneasiness and feeling of foreboding often found when a person is about to embark on a hazardous venture. It is often accompanied by strong desire to excel."

COMPETITIVE ANXIETY: Competitive anxiety has been defined as the tendency to perceive competitive situations as threatening and to respond to these situations with feeling of apprehension or tension.

STATE ANXIETY: Tendency to become fearful only in specific situations.

TRAIT ANXIETY: Trait Anxiety is a relatively stable individual difference in anxiety proneness.
PLAYERS:

COLLEGE PLAYERS: Those players who represent their respective colleges in the Inter-college competitions conducted by the University, but could not make grade to represent the University.

UNIVERSITY PLAYERS: Players of various colleges who represent their respective Universities in the All India Inter-University competition.

TEAM GAMES: Games in which a specific number of players compete collectively against equal number of opponents.

SELF-CONCEPT: An individual perception of himself is known as self-concept.

ADJUSTMENT: According to Gates, et al. (1964) "Adjustment refers to the relationship-specifically the degree of harmony between the individual and his environment".

According to Luzurus (1963), "Adjustment consists of psychological process by means of which individual manages to cope with various demands and processes of life".

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SIGNIFICANCE OF THE STUDY:

The game of volleyball is one of the most popular games played in the state of Haryana. In this study an attempt has been made to study the behavioural aspects of personality, socio-psychological aspect of adjustment and self-concept of volleyball players of various colleges and universities of Haryana State. The analysis of data of the study on selected psychological variables may provide a useful tool for identification, placement, selection and preparation of volleyball players for competitions. The comparative analysis of psychological characteristics may provide a precise understanding of the college and university level volleyball players of both sexes. Further, this understanding may lead to the facilitation of the techniques to develop those characteristics which have some bearing on performance.