CHAPTER I

INTRODUCTION

Today, sports and exercise psychologists have begun to research and provide information in the ways that psychological well-being and vigorous physical activity are related. This idea of psychophysiology, monitoring brain activity during exercise has aided in this research. Also, sport psychologists are beginning to consider exercise to be a therapeutic addition to healthy mental adjustment.

Modern man lives in a mental world in which the important skills of success are based on his psychological activities. Increasing pressures on human mind in the pursuit of materialistic philosophy are making inroads into the happiness of life.

Moreover, the twentieth century is a revolt against the traditional practices prevalent in the past. To keep pace with the fast and vast changes that are taking place in the various disciplines, there is a tremendous demand and responsibility cast on the training system to meet the challenges of preparing men and women to achieve tasks with success and excellence. Sports are no exception to this and so emphasis is placed on psychological aspects of a player to attain success (Mohan et.al. 1986).

1.1 SPORTS

Sport is an activity that is governed by a set of rules or customs and often engaged in competitively. Sports commonly refer to activities where the physical capabilities of the competitor are the sole or primary determinant of the outcome (winning or losing), but the term is also used to include activities such as mind sports (a common name for some card games and board games with little to no element of
chance) and motor sports where mental acuity or equipment quality are major factors. 

Sport is commonly defined as an organized, competitive and skillful physical activity requiring commitment and fair play. Some view sports as differing from games based on the fact that there are usually higher levels of organization and profit (not always monetary) involved in sports. Accurate records are kept and updated for most sports at the highest levels, while failures and accomplishments are widely announced in sport news.

The term sports are sometimes extended to encompass all competitive activities in which offense and defense are played, regardless of the level of physical activity. Both games of skill and motor sport exhibit many of the characteristics of physical sports, such as skill, sportsmanship, and at the highest levels, even professional sponsorship associated with physical sports.

Sports that are subjectively judged are distinct from other judged activities such as beauty pageants and bodybuilding shows, because in the former the activity performed is the primary focus of evaluation, rather than the physical attributes of the contestant as in the latter (although "presentation" or "presence" may also be judged in both activities).

Sports are most often played just for fun or for the simple fact that people need exercise to stay in good physical condition. Although they do not always succeed, sports participants are expected to display good sportsmanship, standards of conduct such as being respectful of opponents and officials, and congratulating the winner when losing.
1.2 PSYCHOLOGY

Psychology is an academic and applied discipline involving the scientific study of mental functions and behaviour. Psychologists study such phenomena as perception, cognition, emotion, personality, behaviour, and interpersonal relationships. Psychology also refers to the application of such knowledge to various spheres of human activity, including issues related to everyday life (e.g. family, education, and employment) and the treatment of mental health problems. Psychologists attempt to understand the role of these functions in individual and social behavior, while also exploring the underlying physiological and neurological processes. Psychology includes many sub-fields of study and applications concerned with such areas as human development, sports, health, industry, media, and law.

1.3 PHILOSOPHICAL AND SCIENTIFIC ROOTS OF PSYCHOLOGY

The study of psychology in philosophical context dates back to the ancient civilizations of Egypt, Greece, China, and India. Psychology began adopting a more clinical and experimental approach under medieval Muslim psychologists and physicians, who built psychiatric hospitals for such purposes.

Though the use of psychological experimentation dates back to Alhazen's Book of Optics in 1021, psychology as an independent experimental field of study began in 1879, when Wilhelm Wundt founded the first laboratory dedicated exclusively to psychological research at Leipzig University in Germany, for which Wundt is known as the "father of psychology". The year 1879 is thus sometimes regarded as the "birth date" of psychology. The American philosopher William James published his seminal book, Principles of Psychology, in 1890, while laying the foundations for many of the questions that psychologists would focus on for years to
Other important early contributors to the field include Hermann Ebbinghaus (1850–1909), a pioneer in the experimental study of memory at the University of Berlin; and the Russian physiologist Ivan Pavlov (1849-1936), who investigated the learning process now referred to as classical conditioning.

1.4 PSYCHOANALYSIS

From the 1890s until his death in 1939, the Austrian physician Sigmund Freud developed a method of psychotherapy known as psychoanalysis. Sigmund Freud was a neurologist whose understanding of the mind was largely based on interpretive methods, introspection and clinical observations, and was focused in particular on resolving unconscious conflict, mental distress and psychopathology. Freud's theories became very well-known, largely because they tackled subjects such as sexuality, repression, and the unconscious mind as general aspects of psychological development. These were largely considered taboo subjects at the time, and Freud provided a catalyst for them to be openly discussed in polite society. While Freud is perhaps best known for his tripartite model of the mind, consisting of the id, ego, and superego, and his theories about the Oedipus complex, his most lasting legacy may be not the content of his theories but his clinical innovations, such as the method of free association and a clinical interest in dreams. Freud also had a significant influence on Carl Jung, whose analytical psychology became an alternative form of depth psychology. Other well-known psychoanalytic thinkers of the mid-twentieth century included Erik Erickson, Anna Freud, Melanie Klein, D.W. Winnicott, Karen Horney, Erich Fromm, and John Bowlby.

Philosopher Karl Popper argued that Freud's psychoanalytic theories were presented in untestable form. Psychology departments in American universities today
are scientifically oriented, and Freudian theory has been marginalized, being regarded instead as a "desiccated and dead" historical artifact, according to a recent APA study.

Contemporary psychoanalysis comprises diverse schools of thought, including ego psychology, object relations, interpersonal, Lacanian, and relational psychoanalysis. Modification of Jung's theories has led to the archetypal and process-oriented schools of psychological thought.

1.5 SPORTS PSYCHOLOGY

In this modern era of competition the psychological preparation of a team is as much important as teaching the different skills of a game on the scientific lines. The teams are prepared not only to play the games, but to win the games. And for winning the game, the spirit of the players with which they play and perform their best in the competition is more important rather than the proficiency in the skills which bring victory.

Within a short span of time, sports psychology has taken giant strides. Not that it does claim to be a full-fledged discipline in the sense that no training of sportsman is considered complete without adequate emphasis on "psychological conditioning" which plays an extremely important role in competitive sports. Competitive sports reflect cultural aspirations of the people and they have now become an inextricable past of all civilizations. Recreational sports are mainly concerned with man's well being whereas competitive sports aim to measure and enhance human "potentiality and performance". All other things being equal in two opponents, in sports, the one with better "psychological training or mental conditioning will always have an upper edge over the other" (Kamlesh, 1988).
Psychology of sports is an application of psychology in the field of sports and games. In other words, it is the psychological approach to sports and games, in order to make them efficient, fruitful and interesting. (Mohan et.al. 1986)

1.6 MEANING OF SPORTS PSYCHOLOGY

Sport psychology is the scientific study of people and their behaviours in sport contexts and the practical application of that knowledge. Sport psychologists identify principles and guidelines that professionals can use to help adults and children participate in and benefit from sport and exercise activities in both team and individual environments. Sports psychologists have two objectives in mind: (a) to understand how psychological factors affect an individual's physical performance and (b) to understand how participation in sport and exercise affects a person's psychological development, health and well-being. Sport psychology deals with increasing performance by managing emotions and minimizing the psychological effects. Some of the most important skills taught are goal setting, relaxation, visualization, self-talk, awareness and control, concentration, confidence, using rituals, attribution training, and periodization.

Psychology of sports is a branch of psychology that examines various aspects of activities and physical culture. It also studies the psychological aspects of athlete's personality.

It develops diagnostic techniques for selecting persons for specific sporting events and effective training methods. Sports psychology examines the athlete's "psychic state" in various complex situations.

Perhaps one of the most significant contributions of sports psychology in recent years is the attempt by many sports psychology educators, researchers and
clinicians to more clearly define, explain and refine psychology as involved in sport and exercise settings.

The vagueness of the field is being replaced by a more solid structure and the ability to communicate more intelligently about its role and function. Research efforts from all parts of the world are helping to create scientific foundations for sports psychology.

In the words of Yuri Hanin,(1996) Keynote speaker at the first IOC world congress emphasized that sports sciences, applied sports psychology today, Nationally, Internationally and cross culturally has a great potential to solve the most complicated problems as related to athletic performance at the Olympic level of competition.

1.7 SPORTS PSYCHOLOGY AND ITS IMPORTANCE

The application of psychological principles to the improvement of performance in sports has received greater attention in these days. There are certain accepted psychological principles which have to be applied, so that the athletes and players are able to show their best in their performances. Coaches, physical educationists and sports scientists have always expressed a great thirst to know more about those psychological principles, which are helpful in improving the motor skills of the players. It is important to know about the role of reaction time, movement time, emotional phenomena like competitive anxiety and some personality traits like extroversion and neuroticism of the players during training as well as in competitive situations (Ayajit Singh, 1996).

Psychology of sports encompasses many topics. National and International sports psychology conferences usually focus on subjects such as motivation,
aggression, anxiety, and personality. Of this personality has received the most attention in recent research.

Charles A. Bucher and Deborah A. Dvest, (1982) say that psychology as a behavioural science has made its contributions for improving sports performance. It has helped coaches to coach more efficiently and athletes to perform more proficiently. This psychological aspect on sports is gaining much attention among sports administrators. A rapidly growing area of interest in sports psychology concerns the same of stress management, procedure such as bio feedback and relaxation training to enhance athletes’ performance by reducing the stress and anxiety.

Kamalesh (1983) says psychology is the science of the activities of an individual in relation to the environment. The activity of the soul or the mind in other words is the internal behaviour manifested through the physical or the outer self for thinking and doing point on the same stretch and is inseparable struggle for survival.

Preponderance of scientific evidence obtained from different investigations have revealed that apart from somatic and physiological variables, techniques and tactics etc. high level performance of sportsmen depends upon his psychological makeup. Different psychic abilities play a decisive role in achieving performance in track and field events. Winning an International sports competitions highly depends on the psychological abilities. Therefore psychological fitness and training of individual are important factors which help in achieving outstanding performance.

The psychology can help the sports achieve excellence through the sportsman. Role of psychology in selection, training materials and rehabilitation would definitely help in achieving sports excellence. The emphasis has been laid on pointing out that
psychology and sports coverage at the point and excellence in sports can be optimally obtained by developing appropriate strategies.

1.8 ANXIETY

In recent years the understanding and implementation of real relationship between the “psyche” and the “soma” in various disciplines as a new avenue has been opened for physical educationist to devise suitable physical education programmes to prevent and cure those disorders that appears to result from disturbances in the relationship between the “psyche” and “soma” which are usually called psychosomatic disorders. In these disorders ‘anxiety’ appears to be the root cause which may result from any of the several Psychological disorders like hate and conflict. Anxiety is manifested in different forms and in varying degrees of intensity affecting the behavioural patterns of individuals.

In view of the growing importance of anxiety in the diverse fields of human activity, psychiatrists, educationists and physical educationists depend on the method of measuring individual anxiety level in most of their investigations. As accurate diagnosis and prognosis in different psychosomatic disorders depend on the exact measurement of the intensity of the disorders and the nature of anxiety, an investigation into the various methods of measuring anxiety is necessary.

Anxiety is both a trait and state. As a trait, anxiety is more or less permanent inborn characteristic of human personality and as a state; it is a universal, environmental phenomenon.

“Axiety is one of the important psychological factors influencing sports performance. Anxiety, a complex emotional state, may be characterized as a general
fear or forbidding usually accompanied by tension. It is related to fear of failure, either real or anticipated". (Sivaramakrishnan, 1994)

1.9 AGGRESSION

In psychology, as well as other social and behavioral sciences, aggression refers to behaviour between members of the same species that is intended to cause pain or harm. Predatory or defensive behavior between members of different species is not normally considered "aggression." Aggression takes a variety of forms among humans and can be physical, mental, or verbal. Aggression should not be confused with assertiveness, although the terms are often used interchangeably among layman, e.g. an aggressive salesperson.

There are two broad categories of aggression. These include hostile, affective, or retaliatory aggression and instrumental, predatory, or goal-oriented aggression. Empirical research indicates that there is a critical difference between the two, both psychologically and physiologically. Some research indicates that people with tendencies toward affective aggression have lower IQs than those with tendencies toward predatory aggression. If only considering physical aggression, males tend to be more aggressive than females. One explanation for this difference is that females are considered physically weaker than men, and so need to resort to other means. Females of different cultures have a variety of non physical means to cause harm to their husbands. On Bellona Island, a culture based on male dominance and physical violence, women tend to get into conflicts with other women more frequently than with men. When in conflict with males, they rarely use physical means. They instead make up songs mocking the man, which spread across the island and humiliate him. If a woman wanted to kill a man, she would either convince her relatives to kill him or
hire an assassin. These are both forms of indirect aggression since the aggressor (female) is trying to hurt someone without putting herself in direct danger.

1.10 ACHIEVEMENT MOTIVATION

The term ‘motivation’ in education means inculcating and stimulating interest in studies and other such activities in the students. The term motivation has been derived from ‘movere’ which means to move. Motivation is the process of arousing action, sustaining activity in process of arousing action, sustaining activity in progress, regulating and directing pattern of activity through energy transformation within the tissues of the organism. It is a variant form of ‘motive’ which represents urges, drives, will determination, incentives and the like. Anything that moves an individual to action may be described as a motive. Motives are of two kinds, natural motives and the acquired motives.

There are a number of functions of motives in learning and performance. Motivation directs, energizes and selects the behaviour. It is helpful in capturing attention, developing interest in character formation and progressing according to individual differences. It develops social qualities and sense of discipline.

The motivation is termed as the urge to push towards a specific goal. Motivation is a concept invented to describe the psychological state of the organism as it is affected by various influences. A person is motivated when he desires some goal, a goal that will meet his need or satisfy his interest. Many psychologists believe that all behaviours are motivated, although it is extremely difficult to isolate specific motivational variables.
According to Bryant Crathy (1989) Motivation is a personality characteristics related to the general state of arousal and subsequent level of attention paid to a problem or task facing of an individual.

Motivation depends not only on environmental manipulations and the individual's personality, but on the nature of the task also. For simple skills high or low motivation create the same effect. The level of motivation will affect the performance of the complex skill.

Level of achievement motives is positively related to success. Achievement related motives may be more successful in predicting behaviour in sports selling.

In the field of sports the achievement motivation is more important because in this area the goals always remain first priority. McClelland and Atkinson (1985) have defined this term. According to them “Achievement motivation may be associated with a variety of goals, but in general the behaviour adopted will involve activity which is directed towards the attainment of some standard excellence”. Hence it can be said that achievement motivation is an expectancy of finding satisfaction in mastering challenging and difficult performances. In the process of goal oriented achievement a number of motivational factors play important role. The incentives, the facilities, the moral boost, the soothing environment, future success, praise & popularity social esteem etc. are the motives which move the athletes go ahead and make his action worthy of commendation. Motives are thus acquired in the same way as new reflexes are acquired. The interaction of an individual with his environment provides a constant source of modification of his old motives and acquisition of new ones.
1.11 STRESS

In day to day life we are subjected to a wide range of pressures. We also have a wide range of resources and strategies for coping with the pressure. In sometimes we will cope well and will not feel that the pressure is having any adverse effect upon us. Some other times we will have difficulty in dealing with the situation and that is when we may use the term “stress”.

In reality any situation that puts us under pressure is technically “stressful”. Stress is not necessarily unpleasant or harmful. When we are able to cope satisfactorily with the stress and find it to be positive in its effect, we tend to use other words such as “stimulation” or “challenge”. For the purpose of this introduction, we will use the term “stress” to mean the reaction we have to those pressures which are harmful, unpleasant or disabling.

Stress is an internal experience that creates psychological or physiological imbalances within an individual and results from the factors in the external environment, the organization or the individual. People in different settings differ in perceiving the stressful situations, and how they cope with stress producing situations. It is important for each individual to find ways to manage stress effectively, because constant stress or over stress may lead to disease or illness (Selye 1956).

Man has always yearned to excel and to attain the ultimate aim in his life; one way to excel is through sports. Thus people turned to sports for the achievement of greatness, apart from other benefits. Sports therefore have become an ever expanding avenue of human life and today sports in its various forms have played vital role in life of mankind. Sports and games are competitive in nature and meant for a specific age group. The participation is mainly enjoyed by the talented and gifted youngsters.
So the process of channelization of athletes into various sports and games should be according to their ability and interest.

1.12 TEAM COHESION

There are many group dynamics that take place within a sporting team. One of the most important one is cohesion. One is always hearing about how important it is for a team to "gel" or "bond" or "have good chemistry." Cohesive teams can achieve dramatic and awesome things. The way players interact has a tremendous impact on the way a team performs. As Hall (1960) put it, "The fittest to survive and succeed are those who are able to find their strength in cooperation, able to build teams based upon mutual helpfulness, and responsibility for one’s fellow teammates." (Hall, 1960)

The more cohesive a team is, the more it encourages peak performance in its members. If cohesion is lacking it can often prevent the team from reaching its’ potential. Shouldn’t teams spend time and energy developing a cohesive environment? The problem is that many teams aren’t sure what cohesion is and how to go about developing and maintaining a cohesive environment. To often the unspoken attitude is, "If it happens, that’s great, but if not, well, we don’t have a close group this year and there’s not much that can be done."

In the past, the concept of cohesion has been defined in many ways. In the sporting world, one definition is most widely used and accepted, and it is the one that is used here. Cohesion is the total field of forces which act on members to remain in a particular group. People will usually refer to their team as cohesive one, if the members get along, are loyal and are united in the pursuit of its goals.
Merely being together at workouts and games doesn’t necessarily guarantee a team to be cohesive and successful; it simply means that they are occupying the same space at the same time. A cohesive team can be distinguished from a noncohesive team by many characteristics. A cohesive team has well-defined roles and group norms, common goals, a positive team identity, a good working relationship, shared responsibility, respect, positive energy, trust, a willingness to cooperate, unity, good communication, pride in membership, and synergy. Another indicator of the amount of cohesiveness in a team is the frequency of statements of *we* and *our*, in contrast to statements of *I*, *me* and *mine*. *We* are just as important as the *me*. Developing cohesion is something that takes time and effort, but it is a worthwhile investment.

To establish cohesion, everyone needs to be on the same page when it comes to team goals. If everyone is striving towards the same thing this will help cohesion to develop. Productivity must be established by setting challenging and specific goals. Making sure the members know what the individual goals are, for themselves and their teammates, is very important. If you know what your teammates are striving for, many times you can aid them in their endeavor, which will lead to a more cohesive relationship. There can be no hidden agendas by any of the members; their goals must coincide with team goals. What is good for the team has to be good for the individual and vice versa.

### 1.13 SELF CONCEPT

The self concept is now used to understand the way in which personality and its various aspects as organized. Self concept is the most important single attribute and key to understand the behaviour of an individual.
Alderman (1974) defined that the important role of self concept as determinant of human behaviour and its acceptance as concise measure and critical factor or personality has increasingly arisen.

Confidence is generally described as a state of being certain either that a hypothesis or prediction is correct or that a chosen course of action is the best or most effective. Self-confidence is having confidence in oneself. Arrogance or hubris in this comparison, is having unmerited confidence-believing something or someone is capable or correct when they are not. Overconfidence or presumptuousness is excessive belief, in someone or something, succeeding, without any regard for failure. Scientifically, a situation can only be judged after the aim has been achieved or not. Confidence can be a self-fulfilling prophecy as those without it may fail or not try because they lack it and those with it may succeed because they have it rather than because of an innate ability.

Hubris mythology is a term used in modern English to indicate overweening pride, superciliousness, or arrogance, often resulting in fatal retribution. In ancient Greece, hubris referred to actions which, intentionally or not, shamed and humiliated the victim, and frequently the perpetrator as well. It was most evident in the public and private actions of the powerful and rich. The word was also used to describe actions of those who challenged the gods or their laws, especially in Greek tragedy, resulting in the protagonist's downfall.

Hubris, though not specifically defined, was a legal term and was considered a crime in classical Athens. It was also considered the greatest sin of the ancient Greek world. That was so because it was not only proof of excessive pride, but also resulted in violent acts by or to those involved. The category of acts constituting hubris for the
ancient Greeks apparently broadened from the original specific reference to mutilation of a corpse, or a humiliation of a defeated foe, or irreverent "outrageous treatment" in general.

The meaning was eventually further generalized in its modern English usage to apply to any outrageous act or exhibition of pride or disregard for basic moral laws. Such an act may be referred to as an "act of hubris", or the person committing the act may be said to be hubristic. Ancient Greek for "ruin, folly, delusion," is the action performed by the hero, usually because of his/her hubris, or great pride, that leads to his/her death or downfall.

1.14 GAME OF VOLLEYBALL

The game of Volleyball was invented by William G Morgan in the year 1895 in Holyoke, Massachusetts YMCA when Morgan went to Holyoke after leaving Springfield School in 1894, where he found that many people didn't want to play Basketball. So a game was needed which was more recreational than anything else and which involved more people. The game of Volleyball was invented as a recreational game. At first a Basketball was used without a net, one group throwing the ball to another. The net was used at seven feet height. Since the Basket ball was quite heavy a ball made of soft cliff skin that did not last long. The first demonstration of Volleyball was given at Springfield School in 1896. The rules were given by Morgan written in long hand. The first printed sales of the game appeared in the first hand book of Athlete League of YMCA of North America in the year 1897. In this year, the game was taken all over the world through YMCA. J H Gray brought the game to India in 1920s. YMCA College of Physical Education, Madras took this
game seriously and students trained there have taken the game to other parts of the country.

Physical education can be a major contributing factor in the development of an individual in all aspects of life: physical, emotional, mental and social. The primary aims of physical education vary historically, based on the need of the time and place. Often, many different types of physical education occur simultaneously, some intentionally and others not. Most modern school systems claim that their intent is to equip students with the knowledge, skills, capacities, and values along with the enthusiasm to maintain a healthy lifestyle into adulthood. Some schools also require physical education as a way to promote weight loss in students. Activities included in the program are designed to promote physical fitness, to develop motor skills, to instill knowledge and understanding of rules, concepts, and strategies, and to teach students to work as part of a team, or as individuals, in a wide variety of competitive activities.

With Physical education experience of an individual has the opportunity to understand the importance of obtaining and maintaining a high level of physical fitness, participate in a wide variety of physical activities to foster the desire to maintain an active lifestyle, enhance physiological and motor skill development, and develop fair play, teamwork and socially desirable behaviour, enhance self-esteem.

1.15 GAME OF BASKETBALL

Basketball is a team sport, the objective being to shoot a ball through a horizontally positioned basket to score points, while following a set of rules. Usually, two teams of five players play on a marked rectangular court with a basket at each
Basketball is one of the world’s most popular and widely viewed sports. Basketball started with 18 men in a YMCA gymnasium in Springfield, Mass has grown into a game that more than 300 million people play worldwide. The man who created this instantly successful sport was Dr. James Naismith. The credit for the invention of the game Basketball as played today, however must go to Canadian born Dr. James Naismith, a leader at the International YMCA Training School at Springfield, mass team game from a group of students working YMCA, Secretarial qualifications who had become disenchanted with compulsory formal gymnastics. Dr.Naismith formulated his first rules in December 1891 and on 20th January, 1892, organized the first game of Basketball at the YMCA gymnasium in Springfield. The first intercollegiate conference was organized in 1901 and in same year the game was featured in the Pan American exposition at Buffalo New York. A campaign to have Basketball included in the Olympic Games was soon launched in 1904 at the Saint Louis Games. The joint effort and influence of Athen and Jones succeeded in getting Basketball accepted for the program of the Olympiad in Berlin in 1936 where with 22 Nationals campaigned. Meanwhile the sports got, throughout the world principally through the YMCA leader from Springfield and by the U.S.servicemen established in May parts of the world. There are fundamental skills in Basketball, both offensive and defensive skills. Offensive skills- shooting, passing, pass receiving and defensive-sagging positions, screening out, and defensive rebounding.

1.16 NEED OF THE STUDY

Mental toughness is a psychological edge that helps one perform at a high level consistently. Mentally tough athletes exhibit four characteristics: a strong self-belief (confidence) in their ability to perform well, an internal motivation to be
successful, the ability to focus one’s thoughts and feelings without distraction, and composure under pressure (Jones G, Hanton S and Connaughton D, 2002). Self-efficacy is a belief that one can successfully perform a specific task. In sport, self-efficacy has been conceptualized as sport-confidence. (Vealey RS, 1986) However, efficacy beliefs are specific to a certain task, for example, “I believe I can successfully make both free throws”, whereas confidence is a more general feeling, for example, “I believe I will have a good game today”. Arousal refers to one's physiological and cognitive activation. While many researchers have explored the relationship between arousal and performance, one unifying theory has not yet been developed. However, research does suggest perception of arousal being related to performance. (Jones G, Hanton S and Connaughton D. 2002) Motivation can be defined broadly as the will to perform a given task. People who play or perform for internal reasons, such as enjoyment and satisfaction, are said to be intrinsically motivated, while people who play for external reasons, such as money or attention from others, are extrinsically motivated. (Duda, J.L. & Treasure, D.C. 2006)

Thus, the theoretical foundations laid to find out the influence of sports psychological parameters were uncertain to say which of the psychological variables contributes for the successful performance and under which conditions of play. In this research, the investigator was interested to find out the differences among high, medium and low achievers of men and women Volleyball and Basketball players. For this purpose, among many psychological variables, the investigator selected anxiety, aggression, achievement motivation, stress, team cohesion and self concept.
1.17 OBJECTIVES OF THE STUDY

The aim of this study is to make a study on the present status of psychological variables such as anxiety, aggression, achievement motivation, stress, team cohesion and self concept of men and women Volleyball and Basketball players.

Further the study is dedicated to find out the differences on the selected psychological variables among high, medium and low achievers of men and women Volleyball and Basketball players.

1.18 STATEMENT OF THE PROBLEM

The purpose of this research is to make a study on selected psychological variables, such as anxiety, aggression, achievement motivation, stress, team cohesion and self concept, among high, medium and low achievers of men and women Volleyball and Basketball players.

1.19 SIGNIFICANCE OF THE STUDY

Sport psychology consists of instructing athletes, coaches, teams, exercisers, parents, fitness professionals, groups, and other performers on the psychological aspects of their sport or activity. The goal of applied practice is to optimize performance and enjoyment through the use of psychological skills. In view of this extensive application of sports psychology, the significance of this study is traced as detailed below.

1 The study will help us to find out the different levels of anxiety, aggression, achievement motivation, stress, team cohesion and self concept of men and women Volleyball and Basketball players.
The study will help to find out the differences between Volleyball and Basketball players on selected psychological variables.

The study will help to find out the differences among high, medium and low achievers of men and women Volleyball and Basketball players.

The findings of this study would be helpful to Volleyball and Basketball players to know the levels of their psychological status.

The findings of this study would be helpful to players and coaches to involve in suitable psychological preparations to improve their performance in sports and games.

This study will add to the quantum of knowledge in physical education and sports especially in the areas of sports psychology.

1.20 HYPOTHESES

It was hypothesized that “there would be significant difference in the selected psychological variables such as anxiety, aggression, achievement motivation, stress, team cohesion and self concept among men and women Volleyball and Basketball players”.

It was hypothesized that “there would be significant difference in the selected psychological variables such as anxiety, aggression, achievement motivation, stress, team cohesion and self concept among high, medium and low level achievers of Volleyball and Basketball players”.

It was hypothesized that “there would be significant interaction effect in selected psychological variables such as anxiety, aggression, achievement motivation, stress,
team cohesion and self concept among high, medium and low achievers of men and women Volleyball and Basketball players”.

1.21 DELIMITATIONS

1 For the purpose of the study, the players who competed at Inter-National level competitions representing the Country are considered as high achievers in the respective game. Hence, the Investigator selected 25 men Volleyball players, 25 women Volleyball players, 25 men Basketball players, 25 women Basketball players who represented the Country during the years 2009-2011.

2 For the purpose of the study, the players who competed at National level competitions representing the State are considered as medium achievers in the respective game. Hence, the Investigator selected 25 men Volleyball players, 25 women Volleyball players, 25 men Basketball players, 25 women Basketball players who represented the State during the years 2009-2011.

3 For the purpose of the study, the players who competed at State level competitions representing the District are considered as low achievers in the respective game. Hence, the Investigator selected 25 men Volleyball players, 25 women Volleyball players, 25 men Basketball players, 25 women Basketball players who represented the District during the years 2009-2011.

4 Thus the study covered a total of 300 players consisting of 75 men (25 high, 25 medium and 25 low achievers) and 75 women (25 high, 25 medium and 25 low achievers) Volleyball players, and 75 men (25 high, 25 medium and 25 low achievers) and 75 women (25 high, 25 medium and 25 low achievers) Basketball players.
The age of the subjects was between 19 to 26 years.

The study was restricted to six psychological variables namely anxiety, aggression, achievement motivation, stress, team cohesion and self concept.

The study was restricted to randomly selected 75 Men Volleyball Players, 75 Women Volleyball players, 75 men Basketball players and 75 women Basketball players as Factor A (Independent variable 1). Among the 300 selected there were 100 high achievers, 100 medium achievers and 100 low achievers as Factor B (independent variable 2)

Standardized questionnaires were used to collect data on selected psychological variables.

1.22 LIMITATIONS

1. The subjects selected for the study were from different states in India and their different socio-economic status, study habits, life style, nutritional status were beyond the control of the investigator which could be a limitation of the study.

2. Questionnaire research has its limitations. As such any bias that may enter into the subject’s response in his account may be considered as a limitation of the study.

3. The influence of vigorous academic activity of students could have discouraged or motivated the subjects during training and during testing period.

4. The heterogeneous characters of the subjects in hereditary and environmental factors were recognized as a limitation.
5. Anything and everything that fits this limitation can be considered a genuine limitation.

1.23 DEFINITION AND EXPLANATION OF THE TERMS

1.23.1 Psychology

“Psychology is the science of the activity of an individual in relation to his environment” (Kamlesh, 1988).

1.23.2 Sports Psychology

Sports psychology is an interdisciplinary science that draws on knowledge from the fields of Kinesiology and Psychology. It involves the study of how psychological factors affect performance and how participation in sport and exercise affect psychological and physical factors. In addition to instruction and training of psychological skills for performance improvement, applied sport psychology may include work with athletes, coaches, and parents regarding injury, rehabilitation, communication, team building, and career transitions. (www.en.wikipedia)

1.23.3 Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they are often designed for statistical analysis of the responses, this is not always the case. Questionnaires have advantages over some other types of surveys in that they are cheap, do not require as much effort from the questioner as verbal or telephone surveys, and often have standardized answers that make it simple to compile data. However, such standardized answers may frustrate users. Questionnaires are also
sharply limited by the fact that respondents must be able to read the questions and respond to them. Thus, for some demographic groups conducting a survey by questionnaire may not be practical. (www.en.wikipedia).

1.23.4 Anxiety

Anxiety is an unpleasant state of inner turmoil, often accompanied by nervous behaviour, such as pacing back and forth, somatic complaints and rumination. It is the subjectively unpleasant feelings of dread over something unlikely to happen, such as the feeling of imminent death. (www.en.wikipedia).

1.23.5 Aggression

Aggression is a behaviour and action that usually seek to inflict psychological and/or physical harm, either on another person or an individual’s possessions or dear ones (Bryant J. Cratty, 1989).

1.23.6 Achievement motivation

Achievement motivation as viewed by the cognitive model is the capacity or the ability to think and to interpret the causes of success or failure in achievement related tasks. In an achievement related context, the causes perceived as most responsible for success and failure are ability, effort, task difficulty and luck (Weiner, 1979).

1.23.7 Stress

Stress is a biological term which refers to the consequences of the failure of a human or animal body to respond appropriately to emotional or physical threats to the organism, whether actual or imagined. It is "the autonomic response to environmental stimulus". (www.en.wikipedia)
1.23.8 Team Cohesion

The term cohesiveness has long been associated with the amount of ‘togetherness’ displayed by a team both on and off the field. Team cohesion is commonly defined as a dynamic process that is reflected in the tendency of a group to remain united in the pursuit of its goals and objectives (Carron, A.V. 1982).

1.23.9 Self concept

One's self-concept is a collection of beliefs about oneself that includes such things as academic performance, gender roles and sexuality, racial identity, and many others. Self-concept presupposes but is distinguishable from self-awareness, which is simply an individual’s awareness of their self, and is also more general than self-esteem, which is a function of the purely evaluative element of the self-concept. (www.en.wikipedia)

1.23.10 High Achievers

Volleyball and Basketball players who competed in International competitions, representing the Country are considered as high achievers for the purpose of the study.

1.23.11 Medium Achievers

Volleyball and Basketball players who competed in National competitions, representing the State are considered as medium achievers for the purpose of the study.
1.23.12 Low Achievers

Volleyball and Basketball players who competed at State level competitions, representing the District are considered as low achievers for the purpose of the study.