CHAPTER 1
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Research has demonstrated that socio-psychological traits influence behaviour of athletes in competitive sports. However, there is a possibility that inter-sports variations exist that demand specific psychological behaviour from participants to perform better. Some efforts have been made to attribute certain traits in specific sports events which are critical to performance of the athlete. However, such studies are limited and their scope appears to be quite narrow. Nasib Singh (1988) investigated the difference among athletes from individual and team events as well as the successful and unsuccessful performers in selected events in sports. He has revealed that elite athletes have shown differences with non-elite athletes on some of the psychological variables.

In a similar study Nirmaljeet (1992) demonstrated that events as well as the gender of athletes was critical to their scores on team cohesion, adjustment and achievement motivation. Singer (1972) states “perhaps some day the coach will select the team not only on the basis of demonstrated skills and physical characteristics, but according to personality traits as well”. If two players have similar ability, deciding factor may be the presence in one of them of a desirable combination of personality traits to be associated with success in a given sport. There are several questions which are specific to the situation, e.g. does athletic competition shape personality traits of a participant? Can we accept differences in male and female athletes as different athletic groups competing
at different levels? These are some of the questions which the investigator will try to answer through this study.

An individual is usually the focal point in the social context, while participating in competitive sports. These social forces are bound to interact with his inner faculties and traits to influence the behaviour and subsequently the effect in a given situation. This appears to be a relevant issue to be considered for planning the development of athletes. This is perhaps the rationale of this study which is going to focus on the variables of sports performance motivation, team cohesion and self concept.

SPORTS PERFORMANCE MOTIVATION

Motivation has been considered an important variable from the athletic performance point of view. Its role in training as well as in competition is well established through empirical studies. The expert observers are able to differentiate between motivated behaviour from the behaviour which lacks motivation. It energises behaviour, a force that reflects in outcome of an effort. Butt (1976) asserts, “Two people engaged in the sports activity may behave in a similar fashion overtly, but each may reach differently under the stress of winning or losing and may have different feelings”. When talking about his participation in sports the difference between the two lies in the degree or the extent to which each has been motivated. Cratty (1968) stated that motives can be defined as factors or conditions which influence conditions or objects that are selected for attention. They reflect the intensity with which a person is engaged in some activity. However, motivation is a complex phenomenon because the laws that deal with motivation
do not operate in a uniform manner because of the individual
differences among people. In a vast field of human environment
the situation and internal factor of the individual appears to interact
to produce motivated behaviour in the individual.

Sports motivation needs for best results varies with the individual
but each individual has tolerance level beyond which performance
depends, which indicates that individuals are sometimes inclined
to put too much pressure on themselves. Oxendine (1968) sums
up motivation as “an aid to learning”. High level motivation is
advantageous for gross motor performance but may interfere with
fine motor coordination.

One of the important questions in research studies revolves
around what conditions and incentives are likely to produce intrinsic
motivation in contrast to extrinsic motivation. It is generally believed
that people who are intrinsically motivated do better in athletic
competition, business, education and industry than those who depend
on outside sources of motivation. However sometimes it is important
to use external sources of motivation to alter intrinsic feelings
of individuals. However, rewards on one hand may be perceived
as controlling behaviour and on the other hand they may provide
feed back to the athlete. However, the danger of external rewards
is that they might undermine intrinsic motivation of an individual.
ALDERMAN and WOOD (1976) discovered the strength of various
incentive systems of young hockey players. These include affiliation,
stress, excellence, success, aggression, power and independence. Alderman
(1978) reported that his motivational system was consistent when
his inventory was employed on several thousand athletes. According
to Ryan and Lakie (1965) achievement need often interact with competition in positive ways. This may also produce excessive task related anxiety. Achievement motivation scores are not always highly predictive of superior athletic performance but do provide psychological indicators with which an overall pattern of behaviour may be assessed.

Jagdish Kaur (1994) in her study on assessment of motivation for sports participation and performance of Punjabi athletes developed an inventory relating to motivation for sports performance and motivation for sports participation. Through factor analysis she has identified the items from a vast pool of motivational data which are instrumental in sports performance. These items have some similarity with the incentive systems discovered by Alderman (1976).

**TEAM COHESION**

The term ‘Cohesion’ often gives impression of team unity reflected in the sports-slogan ‘there is no ‘I’ in the team’. Cohesion is a dynamic process which is reflected in the tendency for a group to stick together and remain united in pursuit of its goals and objectives (Carron, 1982). Team cohesion reflects the tendency of the individual with regard to his attraction to the group and his perception of his feeling of togetherness with other members of the group. It is vital for successful team functioning and ultimate success. Cohesion is a dynamic social binding within the group that is essential to its maintenance (Widmeyer, Brawley and Carron, 1985).
Research has demonstrated that the cohesion performance relationship can be moderated by the structure of the team. The interacting teams, such as lacrosse, bb, where success depends upon the combined efforts of all the team members. Cohesion appears to enhance team performance Bird (1977). Cohesion appears to be positively related to the success of interacting teams.

A study by Williams and Widmeyer (1991) indicated that greater task cohesion in female golf teams was a predictor of enhanced performance. It has been reasoned that in interacting teams, the interdependent nature of the task results in greater cohesiveness and subsequent success.

The team as a sport group is more than the sum of the traits of its members. It is social psychological entity that displays qualities and characteristics that are unique to groups. The social environment of the team have been considered an important factor with regard to the performance of individuals and teams in competitive sports.

Team cohesion is important both in individual events and team events. Even in individual events an athlete representing a particular team has trained alongwith other members of the sports group. His personal feelings in his relationships with fellow athletes and the coach is bound to determine his attitude and effort while performing in sports. In team sports it is perhaps more perceivable because the interaction among the member of the team is more intense and frequent compared to the individual events.
Cohesion represents an ideal dependent variable for two principle reasons. First, a valid and reliable instrument is available to assess the construct (Carron, Widemeyer and Brawley 1985). Second cohesion is the most important group property. For example, higher level of cohesiveness have been associated with increase in group performance, role clarity and role acceptance, a tendency to share responsibility for a favourable outcome, satisfaction, resistance to group disruption, attendance and punctuality.

Studies conducted over time indicate that good performance causes greater cohesion. Lenk (1969) found that despite conflicts and sharp differences in sub groups, the erstwhile West German rowing team won the European Championship and got a silver medal in 1964 Olympics.

Arnold (1972) and Petley (1973) studied the cohesiveness of high school basketball and wrestling teams. Arnold's investigation of high school basketball team showed that winning teams were significantly more cohesive than losing teams. Arnold found that members of successful teams were more closely knit, more task motivated and exhibited more leadership or power than members of less successful teams. The researchers concluded that cohesiveness appeared to be a prerequisite for success in varsity high school basketball competition.

Williams (1981) reported that students at a secretarial college who combined their typing outputs with those of friends were more productive than those who pooled their efforts with strangers. Athletes who feel closely bound with their teammates are more likely to be concerned with the happiness and satisfaction that
their teammates achieve in sports. Thus they would be expected
to contribute to collective (team) efforts in such a way as to
maximise the chances for group success. Conversely, we would
expect athletes who experience little or no team cohesion to
be less concerned with group success and thus, less likely to
exert maximum effort. The relationship between group cohesiveness
and social loafing has to be studied within a competitive sports
environment since sports constitute a useful real life context in
which to study these phenomena.

William et. Al (1989) state that social loafing occurs in
competitive swimming, under conditions of low identifiability. Individual
differences in perceptions of group cohesion with other team members
were studied in relation to discrepancies between individual and
group performance. It was assessed that (a) identifiability would
reduce social loafing efforts, resulting enhanced group performance
and (b) group cohesion would be negatively related to social loafing.

Widmeyer, Brawley and Carron (1985) developed a tool to
measure cohesion consisting of an individual’s feelings of involvement
for both task and social reasons and the individual’s feeling about
the groups closeness and bonding, as reflected in both task and
social objectives. This tool has been extensively used all over
the world.

SELF CONCEPT

Self concept is an antecedent of good performance which
appears to be very important in every area of human activity.
One who thinks that he can achieve something, he definitely can.
In sports good performance of a person influences his perception
about the self. The self concept is involved in the formation of hierarchy of concepts of self and the perception about the self. The self concept is involved in the formation of hierarchy of concepts of self and the perception of it. Self has a standard in whose light other things are judged or felt. It is the cluster of the most personal meaning a person attributes to the self (Kehas, 1962). Research has indicated that the self concept is an antecedent and consequent variable. While it is predictor of behaviour in a certain way it also is consequent on a person’s experience and achievements.

The development of the self through the different stages has not been studied empirically on a longitudinal basis like intelligence. However, the studies in this regard confirm the fact that self concept is a developing construct which though stable over a period is yet amenable to changes. Self concept has so many facets that it becomes increasingly difficult to study it as a whole. Self concept influences and is in turn affected by the behaviour that takes place in the process. It can actually under go changes over a time span.

Synonda (1951) defines the self “as the way in which the individual reacts to himself”. The self consists of four aspects:

(i) How a person perceives himself?

(ii) What he thinks of himself?

(iii) How he values himself?

(iv) How he attempts through various actions to enhance or defend himself?
The self is divided in the following four dimensions, namely perceived-self, ideal-self, real-self and social -self, which are being discussed below :-

1. **Perceived-self**

Sutherland et.al. (1956) explain it as the individual as known to the individual. The self-perception are not based upon all or none principle rather in Smith's (1961) words, "- - - Our traits and our behaviour is organised in layers, like those of an onion, some being external and peripheral and some being internal and central".

2. **Ideal-self**

Ideal-self means what we would like to be. Butler and Heigh (1954) define it as "the organised conceptual pattern of characteristics and emotional status which the individual consciously holds as desirable (or undesirable) for himself".

3. **Real-Self**

Real self means what we actually are. Both conscious and unconscious processes together make a person’s real-self. Epstein (1956) demonstrated the influence of the unconscious self in an experiment on schizophrenics and normal subjects.

4. **Social-self**

His conceptions of other peoples view may not correspond with their actual perceptions, yet it has an important effect on a person’s behaviour.
These dimensions appear to relate to different areas of human activity and may exert motivation influence to make an effort in a particular direction. The variables of self concept are significant and need to be studied both from the theoretical and practical point of view. The knowledge about these variable is important for the coaches to take decisions in their work with young athletes taking part in competitive sports. It appears that there is inadequate research in this field. It is therefore essential that efforts should be made to provide the information based on data to be utilised in the field of sports coaching.

Caruro and Gill (1992) studied the effects of 10 week aerobics and strength training and physical activities on the Physical Self Conception of 34 female under-graduates. In their first study, they reported the Physical self-perception changes over the 10 weeks, improvements in Physical self perceptions occurred independent of exercise/ activity group. In the second study, Caruro and Gill (1992) compared the effect of weight training and physical education activities and physical self-perceptions and body image perceptions of 37 males and 28 females. The results of the second study revealed no significant changes in physical self perception and body image over the 10 week programme. Page, Fox, MC Manus and Armstrong (1993) examined the effect of participation in an 8 week aerobic training programme of female subjects. They found that significant improvement occurred in the group mean scores for physical self worth subscale of the PSPP, but not the body attractiveness aspect of self-concept.

Jupinder Kaur(1998) studied self concept of female athletes in relation to their performance and age. She found that self
concept has a bearing on sports performance and there is a possibility that it undergoes certain changes with the advancement of age in the years of adolescence and adulthood. However, her study is limited to the female athletes of selected team sports.

Research in the above mentioned variable in relation to sports performance is still incomplete. There are several issues which are to be undertaken to be resolved. There is no such evidence which provides the resolution of the contentious, issue of sports performance in relation to these variables. These variables which include sports performance motivation, team cohesion and self concept are also required to be studied in specific sports events since they certainly influence the behaviour of the participants on the play field. The reason of selecting the present problem is based on the fact that this study may reveal the information about these psychological variables in the field of competitive sports. While designing the study the significance of these variables in the field of sports psychology has been taken into consideration.

STATEMENT OF THE PROBLEM

The problem relates to the study of sports performance motivation, team cohesion and self concept in the context of male and female athletes participating at two different levels of performance. The problem is stated as “SPORTS PERFORMANCE MOTIVATION, TEAM COHESION AND SELF CONCEPT AS RELATED TO GENDER AND PERFORMANCE OF TEAM ATHLETES”.

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OBJECTIVES OF THE STUDY

The study had the following objectives:

1. To find out how the team athletes with varying levels of performance (college and university) would differ from each other on the sports performance motivation variables.

2. To find out how the two performance groups would differ from each other on team cohesion variables.

3. To find out how the two performance groups (college and university) would differ from each other on self concept variables.

4. To find out difference between male and female athletes on sports performance motivation variables.

5. To find out difference on team cohesion variables between two groups of male and female athletes.

6. To find out the differences between male and female athletes on self concept variables.

7. To find out interaction effects (performance x gender) on the above mentioned variables.

HYPOTHESES

The following hypotheses were formulated:

1. The university athletes would significantly differ from and would be better than the college athletes on the sports performance motivation variables.
2. There would be significant difference between college and university athletes on the team cohesion variables, i.e. university athletes would be better cohesive than the college athletes.

3. There would be significant difference between the two groups with varying levels of performance on self concept variables, that is the high performance group would be significantly better than the low performance group on self concept variables.

4. Male athletes would significantly differ from the female athletes on the sports performance motivation variable.

5. Male athletes would significantly differ from the female athletes on team cohesion variables.

6. There would be significant differences between the male and female athletes on self concept variables.

7. The performance x gender interaction would be significant.

OPERATIONAL DEFINITIONS OF TERMS

Sports Performance Motivation

Sports Performance Motivation refers to behaviour that is instigated by the need within an individual directed towards the performance of a specific sports skill.

Team Cohesion

Team cohesion is considered as the degree to which the member of a group (team) desires to remain in the group.
**Self concept**

Self concept includes attitudes, perceptions, traits, thoughts, feelings and other characteristics which an individual perceives to be a part of himself.

**LIMITATIONS OF THE STUDY**

1. No special technique was used to motivate the subjects during administration of tests.

2. It will not be possible to control other variables such as home environment, daily routine which is another limitation of the study.

3. Questionnaire study itself is a limitation of the study.

**DELIMITATIONS OF THE STUDY**

The Study was delimited as follows:

1. It was delimited to the state of Punjab and Union Territory of Chandigarh.

2. The study was delimited to the following team games:
   (i) Volleyball  (ii) Basketball  (iii) Hockey  (iv) Kabaddi

3. The study was delimited to the age groups of seventeen to twenty three years.

4. The study was delimited to the male and female students of the college and University level of performance.

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5. The study was delimited to the following variables:

i) Sports performance motivation

ii) Team cohesion

iii) Self concept

6. The study was delimited to college and University levels of performance.

SIGNIFICANCE OF THE STUDY

Psychological variables have been considered important from the educational and sports performance point of view. Motivation in any form plays a vital role in bringing out the best talent of a sportsman. It builds confidence in him which helps him sometimes to perform beyond physical and physiological limitations. It is believed that athletes have reached their physical limitations in the competitive sports. Would future records will be broken, beyond these limitations, with the help of psychological preparation in general and motivation in particular? In sports the role of motivation, self concept and group cohesion is important. Competitive effort cannot be separated from the feeling of affiliation and strength of lending among the members of the team. Cohesion therefore appears to be an important variable from the performance point of view.

Similarly motivation is the basis of human achievement. It is therefore relevant to study the motivational patterns of athletes.
participating at various levels of performance. It is also significant to know this phenomenon prevailing among the males and females. This might reveal some information to the coaches working with the male and female teams.

Self concept is another important variable which is related to an individual's achievement in life. In competitive sports the traits such as will power, confidence and persistence cannot be separated from self concept. It is therefore, important to study this variable as it is both directly and indirectly related to the performance of athletes.