CHAPTER - I

INTRODUCTION

"All work and no play makes Jack a dull boy". This statement stands true in the practical life too. Not only children but also people of all stages starting from an infant to old aged involve in some kind of play.

Sports not only provides us platform to remain physically and physiologically fit but at the same time it is a multi dimensional phenomenon which also leads to alertness as well as relaxation of mind, provide options to make people more social and interactive, emotionally balanced and last but not the least develops neuromuscular co-ordination. Hence it upgrades the overall personality of an individual and helps in making him a completely well developed citizen.

Sports are as old as the man himself. He has been indulging in various physical activities, which bring joy as well as strength to him. The global interest in sports is due to the fact that people around the world have acknowledged the significance of indulging in games and sports.

The performance of the players of a particular country at international sports competitions, especially in Olympics and World Cup is a matter of great pride for their respective country. According to Renewas (1972) "Performance is a very note of all the sports. It is the basic principle as the sports has become prestigious aspect to prove ones superiority over others."

Scientific evidences have revealed that competitive performance depends upon several factors such as body types, anthropometrical variables, fitness, biomechanical and psychological factors. It has become quite apparent that psychological investigations have been involved in every performance oriented sports. The individual or team
performance does not depend merely on physical, technical and tactical qualities but also on psychological considerations.

To train an athlete for a long period for achieving specific goal, one should be psychologically prepared for the prolonged-efforts. In the absence of psychological conditioning, the stage of plateau can occur in the player where the athlete gets slightly de-motivated. The ability of a player may get limited by his physical characteristics but the psychological factors play a decisive role and keep him going.

Various psychologists, coaches, and trainers believe it that increased attention to the psychological factors more than physical, physiological and mechanical aspects will help in getting the desired competitive performance. Top performance in sports is characterized by a strong reliance upon understanding the psychological make up of the performer.

There are a number of psychological attributes which influence the sports performance in one-way or the other, but among them motivation is the far most important factor which plays a crucial role during all stages of the training and competition.

**Concept of Body Image**

Body is the most material and visible part of the self-look. Broadly speaking the term 'body image' pertains as to how the individual perceives his body, what he thinks about his body and what others think of his body.

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

Among other areas of self-concept, physical-self concept has direct link with the body image. According to Fisher (1968) body image can be considered as synonymous with such terms as 'body concept' and 'body schema'. It does not imply that the individual concept of his body is represented only by conscious image rather it embraces his collective attitudes, feelings and fantasies about his body with regard to his awareness. Keeping in view the relevance of the body images and its relationship with achievement and participation motivation, the research scholar included body image as one of the variables to study the difference in relation to gender and performance.

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

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

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

There are several factors, which initiate their influence on body image right from birth. Whiting (1973) who has elaborated on the development of body image and has pointed out that first of all a child has a global impression of the body, which in turn gives rise to
awareness of the parts of the body, the way in which they inter-relate in structure and function. Witkin et. al. (1962) have stated that this development is an appreciation of spatial concept such as 'top and bottom', 'back and front', 'right and left' in relation to the body as a frame of reference.

According to Barrow and McGee (1979) development of an acceptable body image with its accompanying movement is the part of the total process of development of self-image, which in turn is related to identification and internalization.

Gorey (1984), body image is the picture and evaluation of one's body.

According to Carey (1984), "body image is the picture and evaluation of one's body." In the present study the main aspects of body image, which has been explored, includes 'real body image' and 'ideal body image'. In the present study, real body image implies the image a person has or his body is whereas an 'Ideal body' image is what the person would like his body to be.

**Motivation:** Motivation is a broad term and encompasses many aspects of individuals as well as collective behaviour. Whatever field it may be, either academics, cultural or sports, motivational factors whether it may be participation, performance or achievement, motivation is required to strive and respond to the upcoming stimuli.

Motivation is said to be the reinforcer of behaviour. Butt (1976) assess. "Two people engaged in the same sports activity may behave in a similar fashion overtly, but each may react differently under stress of winning or loosing and may have different feeling when talking about his participation in sports." The gap here lies due to the intensity of motivation in each.

Motivation is a major determinant of behaviour and performance. It acts as a strong force, which energizes a man to act and to make constant efforts in order to satisfy his basic motives.
The study of motivation traditionally had to do with analysis of various factors, which indicate and direct an individual's action. "How behaviour gets started, is energized, is sustained, is directed, is stopped and what kind of subjective reaction is present in the organization while all this is group on." Jones (1955).

Behaviour is the result of different motivational factors (conscious and unconscious). Some are of biological nature, others of psychological and still others draw their specific characteristics from the socio-cultural context. Motivation is the product of internal and external factors. External sources are the basis of extrinsic motivation, which could be in the form of praise, grades, prizes and the like. In fact our culture seems to encourage this type of motivation. Frequently, the individual is motivated to achieve higher levels of skills development because social status or prestige is attached in a peer group. The incentives a person receives from the basis of intrinsic motivation could be in the form of satisfaction, self-fulfillment or just plain joy of participation along with self-respect and pride in achievement. Most sports and games provide their own motives. Since in skill performance a great deal of motivation comes from the consequences of the skilled movement itself, the periodic feedback from knowledge of results and progress becomes an active source of motivation. The feedback from internal sources such as proprioceptive sensitivity and knowledge of results as judged by a success criterion, such as hitting the target or goal is generally useful to influence motivation. This type of feedback should be follow immediately after the response if it has to be the most effective.

In general, motivation has been conceptualized and explained on the basis of internal and external forces. Internal sources comprises of feeling of well-being, self esteem, confidence, identity etc. whereas external motivation is recognized as attention, awards, rewards, status etc.

Educationists and Psychologists insist that the intrinsic
motivation is more valuable and effective since it brings more desirable and lasting modifications in the individual's behaviour.

Extrinsic motivation is considered to be less natural and effective as compared to intrinsic motivation because the attention has shifted to some material gains of the performer. However in many cases, extrinsic motivation is more of a reinforce than natural stimulus for an activity. In competitive settings, motivation has made sportsman achieve unbelievable high standards in performance.

Motivation is a tool in the hands of physical educationists and coaches to bring about effective and needed changes in the behaviour of the learner.

The amount of motivation needed for best results varies within the individuals but each individual has their own tolerance levels beyond which performance declines. This indicates that individuals can put too much pressure on themselves. No doubt, the very nature of performance skill provides the basis for high-level motivation because of their emotional arousal. 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.

Sport motivation is described as evolving on four levels; the biological, the psychological, the social and the secondary reinforcement level. The first and the fourth levels provide two major influences on biological energy or life forces common to all living things and a set of learned reinforcements. The reinforcement may be extrinsic, i.e. in the form of overt reward or intrinsic, i.e. in the form of feeling of well-being and personal growth.

White (1959) formulated a process in human functioning, which he called competence motivation. According to his view, a significant process in personality functioning is the motivation towards dealing competently or effectively with the environment. Individuals appear to
take pleasure in increasing tension or excitement and in trying out new behaviour. As individuals mature, more of their behaviour appears to be involved with developing skills, merely for the sake of mastery or for dealing effectively with the environment and less of their behaviour appears to be exclusively in the service of reducing tension.

Maslow (1954) suggests that at times the individual is stimulated by physiological and psychological needs and seeks to reduce tension. At other times he is stimulated by self fulfilling tendencies, and at yet other times is stimulated by social needs for praise and respect such an integrated view is possible, but theorists have tended to use one or another model to account for the most momentary, fluid aspects of human behaviour.

The major motivational factors are performance motivation, participation and achievement motivation. In the study we have discussed about participation and achievement motivation and their effect on performance of basketball players.

**Participation Motivation**

Participation motivation is recognized as motives of participation in competitive sports. We can also say that certain needs, derives or unaccomplished goals which further take the form of motives and force a person to participate for some specific reason is known as participation motivation. Participation motivation acts as a force, which energizes a man to act and to make constant efforts in order to satisfy his basic motives. The motive behind the participation of an athlete may be to achieve the external sources which are the extrinsic motivational factors such as praise, grades, prize and like whereas the incentives a person receives from the intrinsic sources basis of intensive motivation could be in the form of satisfaction, self-
fulfillment. Both the factors will increase to participate in sports activities with self-respect and pride.

The periodic feedback becomes an active source of participation motivation.

It is of great concern to coaches, trainers and physical educationists to know why people participate in competitive sports even when they feel discomfort, face injuries and sometimes feel out of breathe and face an agony of defeat.

Participation Motivation in sports has been examined by various approaches of Martins (1970), Sonstroem (1974), Gill, Gross and Huddleston (1983), and Singh and Sharma (1987). They conducted investigation on participation motivation of young athletes. From these studies it appears that the major motives that the young athletes have for their participation are improvement in their skills, improvement in fitness carrier making, fun and making new trends.

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

Till date, information on participation motivation in youth sports is limited. In fact information on participation motivation at any level is limited. Participation motivation in sports has been examined using various approaches (Martins, 1970; Sonstroem, 1974; Sonstroem and Kampper, 1980), but these studies provide little guidance for investigations with youth sport populations. Martins (1970) related the general participation motivation categories of affiliation and task orientation to success and satisfaction with University, intramural participants and noted that high affiliation motivated teams were less successful but more satisfied than low affiliated motivated teams whereas high task motivated teams were more successful and more satisfied than low task motivated teams.
Sapp and Hauben-Stricker (1978) reported that ‘having fun’ was the most frequently identified reason for participating in youth sports, with ‘learning new skill’, ‘becoming physically fit’, and ‘friends play’ also cited as important reasons.

Butt (1980) proposed a schematic representation of sports motivation according to biological, social, psychological and reinforcement levels that interact to determine and shape extrinsic motivation for the individual in sports. Aggression, conflict and competence composed the psychological level, while competition and cooperation defined the social level.

Some research studies have been conducted in an attempt to identify the needs, objectives and reasons for participation in sports and related physical activities by athletes and non-athletes. The following motivational factors have been identified as most important to the populations surveyed: to develop skills in various sports, learn lifetime activities, having fun, getting regular exercise, keeping good health and physical condition and challenge.

While a number of different views of motivation have prevailed in the past, contemporary sports psychologists have found it most useful to view motivated behaviour as a continuous interaction between the athlete and the situation in which he or she is placed.

Alderman (1978) found that an athlete’s level of motivation results from the interaction or personal factors such as one’s personality needs and motives and situational factors such as importance of the game or event, one’s opponent and the approach utilized by one’s coach. Thus to maintain and increase motivation in young athletes and the athlete’s motives for participation should be recognized and that the athletic situation should be structured to fulfill these motives.

Alderman and Wood (1976) conducted one of the first investigations designed to assess the motivational factors among the young athletes sports participation, specifically, 425 Canadian male
ice-hockey players, ages 11 to 14 completed a survey which assessed seven incentive motives for participation in hockey. These included independence incentives (e.g., doing things without the help of others), power incentives (e.g., controlling others), affiliation incentives (e.g., making friends with others), arousal incentives (e.g., seeking excitement), esteem incentives (e.g., prestige, status) excellence incentives (e.g., doing something very well) and aggression incentives (e.g., intimidating others). The results revealed that the players rated affiliation, excellence and arousal as the most important incentives with independence and power incentives being rated as least important. In a subsequent investigation of several thousand young athletes, ages 11 to 18, Alderman (1978) has reported similar results, with affiliation, excellence and arousal being rated as the most important incentives and aggression and independence being rated as least important. Moreover, the young athletes were found to have the same incentives regardless of their age, sport, sex or culture.

From these studies, it appears that the major motives, young athletes express for their participation are fun, to improve skill, to be with friends or make new friends, seek arousal, thrills and excitement, and to become physically fit. However, many questions remain only partially answered or unanswered altogether. For example, do athletes of varying ages, abilities and levels of experience differ in their participation motives? To what degree do male and female athletes differ in their motives for participation? Do children participating in one game have the same motives as have been found in children involved in other sports?

While participating in games and in tournaments and gaining mastery over the skills, the spirit to achieve certain goals, to attain higher positions, to achieve name, fame, money etc at national/international level is directly related with achievement motivation. Without participation, achievement is not possible and even participation in competitive sports is itself an achievement.
Achievement Motivation

Achievement Motivation (abbreviated as n. Ach.) is the tendency to strive for success, persist in the face of failure and experience pride in accomplishments. Achievement motivation refers to the behaviour of an individual who strives to accomplish something to do his best, to excel in performance. This involves competition with a particular standard of excellence of performance with himself or other. This very characteristic of achievement distinguishes it from other motives.

First of all, Murray gave the concept of achievement motivation, but it is through the Lud Lebour of Mc Clelland and his co-workers that this topic has assumed practical importance in the field of education. Murray (1938) defined achievement motivation as follows. “To accomplish something difficult, to master, to manipulate or organize physical objects, human beings or ideas, to do this rapidly and as independently as possible; to overcome obstacles and attain a high standard; to excel oneself and to rival and surpass others and to increase self regard by the successful exercise of talent.”

Mc Clelland and his colleagues (1955) stated, “Clearly the expectations are built out of universal experiences with problem solving, with learning to walk, talk, read, write and so forth. The expectations also involve standards of excellence with respect to such tasks. The tasks can be done quickly and efficiently or clumsily and slowly. The child must begin to perceive performance in terms of standards of excellence so that discrepancies of various sorts from this perceptual frame of reference can produce positive or negative effect. The surest sign of such a frame of reference is evaluation of performance.”

Achievement motivation has been defined by Heckausen (1967) as “Striving to increase or keep as high as possible one’s own capability in all activities in which a standard of excellence is thought to apply and where the execution of such activities can therefore
either succeed or fail. The standard of excellence may be task related, self related or others related. When it is task related, the person compare his achievements with own previous achievements and when it is others related, the person compares his achievements with those of others. Whether the standard of excellence is task related, self related or others related, it consists of two parts – one signifying success and the other signifying failure.

According to Grandall, Solomon and Kallaway (1955) “Achievement behaviour is any behaviour which is directed towards the attainment of approval or the avoidance of disapproval for competence of performance in situations where standards of excellence are applied.”

Studies conducted by Mc Clelland and Freedman (1952) and Mc Clelland (1955) indicate that achievement motivation is developed in early relationship between a child and his parents. In the early stage of life, if the growing child receives good amount of recognition, praise and reward for his accomplishments, he develops some feeling of personal worth and sense of achievement. It is important for the development of achievement motivation that the child is exposed to a high standard of excellence and is encouraged for his performance and independent efforts.

Most of the research studies indicate that the multidimensional nature of n-ach, but they are not unanimous on the nature and number of dimensions. Anyway, whatever may be the nature of this motive, it is non-controversial that individuals possessed of this motive involve themselves in a lot of thinking and actions related to competition with certain standard of excellence or are at least ready to do something when occasion arises. Achievement need is learned motive, to compete and to strive for success. Because almost any activity from gardening to managing, an industrial organization can be viewed in terms of competition and success versus failure, the need to achieve influences behaviour, it is learned that motive wide difference
occur among individuals in their past experience and hence in their motivation with respect to achievement.

Achievement motivation is the process of achieving the goals or targets, so may be in the form of economic security, wealth, health, fame, recognition, happiness, peace of mind etc. It lays a vital role in life, and acts as a mover for individual's energies. It is quoted as a move in any condition in the organism that affects its readiness to initiate and continue any activity, in the use of terms like, want, need, interest etc. Achievement motivation is basically a desire to do well. It refers to the behaviour of the individual who strives to accomplish something remarkable. This involves competition in a particular standard of excellence of performance. Achievement motivation can be best defined as expectancy of finding satisfaction in mastering, challenging and difficult performance. In the education era sometime call it the "Pursuit of Excellence."

Atkinson (1964) states the theory of achievement motivation attempts to account for the determinants of the direction of magnitude and persistence of behaviour, in limited but very important domain of human activities.

Murray (1964) "It is social motives to master, manipulate or organize physical objects, human beings or ideas."

Heckhausen (1967) defines the concept of achievement motivation as striving the increase of deep as high as possible, ones own capacity in all activities in which a standard of excellence is thought to apply and where the execution of such activities can therefore, either succeed or fail.

Good (1973) defined achievement motivation as a combination of psychological forces, which initiate, direct and sustain behaviour towards successful attainment of some goals which provide a sense of significance. No single measurable factor seems to account for it.
Decharms (1986) concluded that achievement motivation, was disposition to strive for something and had satisfaction derived from success in competition in some standard of excellence.

Stuart (1989) achievement motivation is the drive to succeed or to master difficulties thought by Mc Clelland and others to vary from person to person and from culture to culture and depend in part on upbringing.

Mc William (1991) defines that achievement motivation is a drive to succeed or to master difficulties. Achievement motivation has come to be regarded as one of the major domains of psychology and education. It constitutes an integral part of the scientific endeavor to interpret human and inter human behavior.

Coaches, exercise leaders and teachers have an interest in achievement motivation these are the precise characteristics that allow athletes to achieve excellence, exercises to gain high levels of fitness, and motivate students to maximize learning.

As achievement motivation have been considered as a personality factor, sports psychologists have viewed it like personality, progressing from a treat oriented view that emphasize more changeable achievement goals and how these affect and are effected by the situation. Achievement motivation and sports is popularly called competitiveness.

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

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

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

Hayajnah (1989) conducted a study on achievement motives for participatory in and dropping out of youth sports in the United States and Jordan. Her first purpose was to determine any differences between the American and Jordanian in the regions. The second purpose was to examine factors in terms of perceived competence, perceived control, extrinsic/intrinsic motivation and achievements goals.

Need for achievement refers to motivation for accomplishment and excellence. It refers to the energy or derive that pushes the individual towards a certain goal. In general achievement motivation expects satisfaction in mastery of difficult and challenging performance whereas in education it stands for the pursuit of excellence.

When desire for achievement becomes a dominance concern for a person, it is expressed in restless driving energy aimed at attaining excellence, getting ahead, improving on past records, beating competitors, doing things better and finding unique solutions to difficult problems. Achievement motivation aims at developing among student’s motivation, curiosity and adaptability.

So we can conclude that achievement motivation is setting a goal as well as standard in the learning and performing activities from academic point of view and then working towards it.

**Statement of the Problem**

The purpose of the study was to find out the influence of body image, participation and achievement motivation as related to gender
and performance of Panjab University, Chandigarh basketball players. Therefore, the problem has been stated as “Body Image, Participation and Achievement Motivation as related to gender and performance”.

Limitations of the Study

1. No special technique has been used to motivate the subjects before or during the administration of tests.

2. The players subjected to investigation belonged to both categories, residential and non-residential and they had different living and working conditions, difference in diet and rest. These differences might serve as limitations of the study.

Delimitations

The study has been delimited to the male and female basketball players aged between 18-25 years of inter-college level belonging to Panjab University, Chandigarh only.

The study was further restricted to the motor skill and psychological variables:

**Motor Skill Variables**

1. Speed spot shooting from ‘9’ feet’s, ‘12’ feet’s and ‘15’ feet’s.
2. Lay up Shot
3. Dribble Control
4. Defensive Movement
5. Passing

**Psychological Variables**

1. Body image
2. Participation motivation
3. Achievement motivation
Objectives

The study has been focused to achieve the following objectives:

1. To find out comparative differences between high performer male and female basketball players in their body image, participation and achievement motivation.

2. To find out comparative differences between low performer male and female basketball players in their body image, participation and achievement motivation.

3. To find out comparative differences between total sample of male and female basketball players in their body image, participation and achievement motivation.

4. To find out comparative differences between high and low performer male basketball players in their body image, participation and achievement motivation.

5. To find out comparative differences between high and low performer female basketball players in their body image, participation and achievement motivation.

6. To find out comparative differences between the total sample of high and low performer basketball players in their body image, participation and achievement motivation.

7. To find out inter co-relation among performance, body image, participation and achievement motivation pertaining to male basketball players.

8. To find out inter co-relation among performance, body image, participation and achievement motivation pertaining to female basketball players.

9. To find out inter co-relation of the total sample (including male and female) among performance, body image, participation and achievement motivation.
Hypothesis

1. There would be a significant difference between high performer male and female basketball players in their body image, participation and achievement motivation.

2. There would be a significant difference between low performer male and female basketball players in their body image, participation and achievement motivation.

3. There would be a significant difference between the total sample of male and female basketball players in their body image, participation and achievement motivation.

4. There would be a significant difference between high and low performer male basketball players in body image, participation and achievement motivation.

5. There would be a significant difference between high and low performer female basketball players in body image, participation and achievement motivation.

6. There would be a significant difference between the total sample of high and low performer basketball players in body image, participation and achievement motivation.

7. There would be significant positive relationship between performance, body image, participation and achievement motivation pertaining to male basketball players.

8. There would be significant positive relationship between performance, body image, participation and achievement motivation pertaining to female basketball players.

9. There would be significant positive relationship between performance, body image, participation and achievement
motivation pertaining to total sample (including male and female) basketball players.

**Operational definitions and explanations of the terms**

**Performance:** The efficiency of the players to show the level of their skills is termed as performance.

**High Performer:** High performers are those who achieve high scores in their skill tests.

**Low Performer:** low performers are those who achieve low scores in their skill tests.

**Body Image:** The physical appearance of the body looks of a person which forms an image in the eyes of others as well as of the person himself is what we term as body image.

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

**Participation Motivation:** Certain needs, derives or unaccomplished goals which further take the form of motives and force a person to participate for some specific reason is known as Participation Motivation.

According to Sapp and Hauben-Stricker (1978) reported that 'having fun' was the most frequently identified reason for participating in youth sports, with 'learning new skill', 'becoming physically fit', and 'friends play' also cited as important reasons.

**Achievement Motivation:** It refers to the spirit of a person participating in order to achieve some specific goals with some motivation behind.
“Achievement Motivation is a person's orientation to strive for task success, persist on the fare of flair and experience pride and compliment.” Gill (1995)

**Significance of the study**

The study would unfold the influence of body image, participation and achievement motivation of male as well as female basketball players in their playing ability. The study would also reveal that whether body image has some bearing on the acquisition of motor skills and performance of basketball male and female players. The results would further highlight whether male or female players are more influenced by participation and achievement motivation. Further it would also study the following points:

1. **The study would unfold the body image differentials as related to performance of male and female basketball players.**
2. **The study would reveal the participation motivation differences between high and low performer basketball players of Panjab University, Chandigarh and also between male and female basketball players.**
3. **The study would unfold the achievement motivation differences as related to the performance of male and female Panjab University basketball players.**
4. **The study would help in getting the knowledge about various motivational factors, which would help the teacher and coaches while providing training to the students.**