CHAPTER - I

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Psychological determinants are important in the study of human performance in any field. Achievement situations in sports demand a specific behaviour from an individual. These situations vary, depending on the type of sport a person has chosen to specialize.

Team games fall in the category of open skills which demand that the movement should suit the changing environments. The performer in such events must have the ability to assess the situation, select the response and decide quickly to implement it.

There have been some studies in the field of sport and physical activity that relate to the psychological characteristics of different athletic groups. Singer (1972) states: "perhaps some day the coach will select the athlete not only according to demonstrated skills and physical characteristics but according to personality traits as well. If two players have similar ability, the deciding factor may be the presence in one of them, of a desirable combination of personality traits known to be associated with success in a given sport".

There are several questions with regard to the identification of stable personality traits in athletes,
such as, can one find a desirable collection of traits that correspond to a given type of athletic event? Does athletic competition tend to mould and change the personality traits evidenced by participants? Are there differences in male and female athletes or different athletic groups competing at different skill levels? These are some of the questions which the researchers should try to answer. The socio-psychological area encompasses all other psychological areas relevant to sports. According to Hollander (1971) there are two features which underlie social psychology. The first is its interest in the individual as a participant (within a social situation). The second is the emphasis placed upon understanding the underlying processes associated with the impact that the social situation has upon an individual's behaviour.

An individual participating in sport or physical activity (in the presence of team mates, competitors, coaches, officials and spectators) becomes the focal point in a social context. Each of them has an influence upon the individual's behaviour. The focus of this research study is on the athlete in team sports and how he is influenced by the social forces which affect behaviour and performance.

Most coaches are aware that some players are more stable, better adjusted, more cohesive and very different in achievement motivation as compared to others.
It seems important to study these socio-psychological factors from the performance and developmental point of view. To achieve the best performance of an individual, one should understand the dynamics of team cohesion, adjustment and motivation.

Hypothetically it appears that cohesion, adjustment and achievement motivation are not only important factors from the educational point of view but also relevant to the maturing of athletes to which the competitive system of the world has provided a strong backing of the political and social systems prevalent in each country.

Athletic teams constitute a unique kind of group. Unlike some other collections of people striving to solve problems, teams have clear-cut goals and well defined roles for both coaches and athletes to adhere to. The relative success of an athletic team is usually far easier to evaluate precisely than is true for other groups whose efforts are often less visible to others.

While performing, the athletes have to interact and that facilitates inter-personal effort. This inter-active quality has been researched for decades (Comrey, 1953; Comrey and Deskin 1954a, 1954b; Weist, Porter and Grisselli, 1961). In these studies, motor tasks were used that measured both individual effort and performance involving the cooperation of at least two people. A few studies have been conducted concerning the relationship between individual and
group effort in athletics. These studies have involved correlating the scores obtained from single subjects with scores produced when those subjects interacted with others on some task. Jones (1974) compared individual statistics in tennis, football, baseball and basketball with the results of team efforts in the same sports.

The team, like most work groups, is more than a simple sum of the personalities and abilities of its members. It is a social psychological entity that displays qualities similar to those exhibited by an individual, such as motivation and goal setting, as well as characteristics that are unique to groups, such as cohesion, dynamics of inter-personal communication and an overall climate that often reflects just how effective group performance is likely to be.

Team Cohesion

According to Cratty and Hanin (1989) the concept of cohesion has something to do with how strongly individuals are attached to a group as well as their tendency to remain part of a group or to "stick together". According to Festinger, Schachter and Back (1950) cohesion is "the total field or resultant of forces acting on members to remain in a group". Recently Yukelson, Weinberg & Jackson (1985) recognizing the need for a better measure of cohesiveness and believing that the construct was multidimensional, proceeded to develop a 22 item questionnaire. Factor
analysis of the items revealed four factors, which the researchers labelled, attraction to the group, unity of purpose, quality of team work and value roles. This technique of empirically deriving factors is in direct contrast to the approach where a theoretical model is proposed on a priority basis. The Yukelson et al. instrument which is specific to the sport of basketball was shown to have good internal consistancy. Even though cohesion was recognised as a multi-dimensional construct, it is difficult to advance testable predictions for validating the Yukelson et al. measures because the instrument is without a theory upon which to develop hypothesis.

Sports such as basketball (Arnold and Straub, 1972; Carron & Chelladurai, 1982; Gosset and Widmeyer, 1981), field hockey (Hacker & Williams, 1981), and baseball (Landers & Crum, 1971) have produced data substantiating positive relationship between successful performance and scores from tests of cohesion, by using the sports - cohesiveness questionnaire (Carron & Chelladurai, 1981).

However, this positive correlation does not always hold true for teams whose members are either more role differentiated or whose effort are parallel (rowing). In earlier studies of cohesion in rowers (for example Lenk, 1969), no correlation was found between team success and cohesion. In more recent investigations of bowling teams, cohesion did not appear to be important to success (Landers
& Lueschen, 1974). Thus it seems important first to ascertain the interactional requirement of the sports and the goals of the team (task or social) before trying to pair the measures of cohesion with success. The model by Steiner (1972), for example is one in which sports may be classified relative to type in ways that are likely to interact with cohesive requirement. Greater group cohesion is necessary in teams requiring close interacting group effort whereas in sports requiring parallel efforts and in which the means to the end are not interdependent, cohesion may not be an important variable.

Studies conducted over time correlating successive measures of performance and cohesion seem to indicate that good performance causes greater cohesion. However, it is more probable that cohesion and performance are mutually influenced and that they are further influenced by the stability of the personnel of the team, as well as the physical and cognitive abilities the members display in a team situation.

A classic study of team cohesiveness was completed by Lenk (1969) on West German Olympic rowing crews. Lenk found that despite sharp sub-groups and leadership conflicts, these crews won the European Championship and received a silver medal in 1964 Olympic competition. According to Lenk: "the development of conflict paralleled increment in performance." On the basis of this four year
Long investigation, Lenk concluded: "the premises that only small groups which are low in conflict can produce highly integrated performances is untenable." In fact the result of Lenk's study suggests that high conflict groups can achieve high levels of performance.

Long (1972) studied the cohesiveness of three high school baseball teams. Oddly enough, he found, through linear regression analysis, that cohesion was a better predictor of team success, measured by games won, than skill. In a comparison of club and varsity athletic teams for men, Seagrave (1972) found that a greater degree of group cohesiveness was present in sports clubs (soccer and rugby) than in varsity baseball and track and field teams. He concluded that the sports club organisation appeared to be more effective than the varsity organisation in achieving group cohesiveness.

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 at post-season 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 researcher concluded that cohesiveness appeared to be a prerequisite for success in 'varsity high school' basketball competition. Petley (1973)
found the same thing to be true for 'high school varsity' wrestling team. Arnold's and Petley's findings were supported by the results of Peterson and Marten's (1972) investigation of intra-mural basketball teams at the University of Illinois. They found that cohesiveness was an important determinant of team success. Landers and Crum (1971) concluded, following their study of high school basketball teams, that team cohesiveness was a necessary factor for team success.

Tutko and Richards (1971) offered the coach a practical suggestion for the development of team cohesion. Unfortunately, there is little hard data to support their assertions. They have also admitted by stating that "the development of team cohesion is one of the most difficult tasks facing a coach." Before a team becomes a cohesive unit, the players must place the welfare of the team ahead of their own personal goals. In other words, there must be (i) mutual respect among the players and coaches, (ii) effective communication, (iii) the feeling of importance, (iv) common goals, and (v) fair treatment. Coaches who desire to develop a particular image for their team should study the self fulfilling prophesy. Building confidence is undoubtedly one of the most important responsibilities of a coach. The coach may manipulate this variable through the scheduling of appropriate opponents.

The study of Martens and Peterson (1971), one of the
most carefully conducted and extensive investigations, involving over 1200 male intra-mural basketball players on 144 teams, provide perhaps the strongest support for a positive cohesiveness-performance relationship. This study examined pre-season cohesiveness as a determinant of team success. High cohesive teams (identified by ratings of value of team membership, team work, closeness) won significantly more games than low cohesive teams.

One of the most common generalisations about team cohesiveness is that it is sports-specific, i.e. cohesiveness is important to team success in some sports but not in others. This generalisation seems like a valid conclusion but research evidence is lacking to support strongly the sports specific hypothesis.

Adjustment

It is interesting to note that all of the man's predecessors - the missing links between himself and present day primates - are extinct. In time, these species failed to adjust to physical and social environments and were selected out. If man is to avoid a similar fate, he must shift his behaviour pattern, which is still reminiscent of a pre-historic world, to one that can meet the rapidly accelerated social changes that are taking place today and will continue to take place in the future and the pace will be ever more accelerated. Man's whole history has pointed to the fact
that, because he is intelligent, he can always adjust, although in the socio-cultural arena, sometimes less than less than perfectly.

However, his adjustment in the past have been made over long periods of time and his power to adapt have never been challenged to the extent that they are now being challenged by unprecedented change over relative small amounts of times.

According to Barrow (1971): "One of the challenges of education is to teach for transfer. In addition to passing on knowledge of one's culture, education must aid the individual in adjusting his behaviour to the demands of these knowledges." Education must, therefore transmit both knowledge and behaviour since the ultimate test is not the knowledge but life performance. This has always been a challenge in education.

Dewey (1916) recommended progressive education on pragmatic lines. Dewey defines education as "that reconstruction or reorganisation of experience which adds to the meaning of experience and which increases the ability to direct the course of subsequent experience." It brought into focus the idea of life adjustment education, the concept of the whole child and the child centered approach.

No child is ever born with a personality any more than he is born as socialized being. While he is born with biological heritage, culturally he must start from the
scratch. He has to learn the behaviour which will enable him to adjust to the society and to become a functioning and an accepted member of it.

The important issue facing the development of human personality appeared to be the development of adjustment as one of the most essential traits that determine human behaviour.

Since man does not have long period of time to adapt as a species (according to Barrow, P. 219) he faces a crisis. He must adapt rapidly or run the risk of extinction. He must recognise the fact.

Layman (1968, 1972) conducted an extensive review of the literature that focuses on emotional - social development as a consequence of sports participation and motor development. She concluded that physical fitness and sports do have a positive influence on emotional and social well-being. According to Tanner (1964), Hirrata (1966), Carter (1984) and Sodhi and Sidhu (1984) the acquisition of typical characteristics is of fundamental importance for sportsmen of many sportive activities. The lack of such characteristics is likely to limit their performance during competition, especially those of adjustive nature.

It has been found that sports activities have a significant effect in controlling emotional disturbance, developing healthy attitudes, personality adjustments and other personal characteristics. According to Robinson and
Shaver (1969) sports participation in general, is positively related with psychological and physiological well-being and that people who are active in variety of ways in such activities tend to report a higher degree of emotional stability, life satisfaction, perceived happiness, social adjustment and desire the progress in life.

Coakley (1978) commenting on the importance of the sports said that it is popularly believed that sports build character and provide outlet for aggressive energy. Sports team serve as the basis for group unity and solidarity, sports open the door for formation of amicable relationship between players, communities, social groups and even nations. It seems logical to believe that differential experiences of the athletes reveal physiological, social, emotional and psychological changes within the participants.

Coleman, et al. (1963), in a study of relationship between motor performance and social adjustment among boys experiencing serious learning difficulties, found a strong positive relationship between motor performance and social adjustment of the subjects.

Wilson (1969) conducted a research study, the purpose of which was to find out the relationship between specific factors of personality adjustment and levels of motor achievement in a selected group of junior and senior high school boys. Pertinent scales from the 16 personality factor questionnaire and the Guilford survey
were administered to 154 subjects for the purpose of determining existing personality characteristics. The motor achievement data was collected from administration of the McCloy General Motor Ability and Motor Capacity Test. The data was statistically analysed through the use of the Pearson Product Movement correlation technique, the t-test and the multiple regression technique. The study concluded that (a) individual group dependence was a factor in extent of exhibited motor achievement, and (b) that levels of motor achievement were predictable on the basis of measured personality characteristics and adjustment.

Chand (1974) conducted a study on fifty male athletes to find out the relationship of adjustment to performance in 800 meters race. He found that participation in 800 meter race brought more adjustment among participants. He further added that performance in 800 meters race was influenced by the participants health, emotional and social adjustment.

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

Dass (1983) conducted a study on a group of 400 male secondary school track athletes who were selected from the State of Punjab during the inter-district athletic meets which constituted the sample. To measure school adjustment, Bhagia’s School Adjustment Inventory was used. The statistical analysis of the data disclosed that school adjustment of athletes was positively related to their performance. In short, high performers in track events were well adjusted in schools as compared to the low performers.

Singh, Nachattar (1988) conducted a study in which performance of senior school athletes in throws was investigated in relation to their adjustment. The purpose of the study was to establish the relationship between performance and social, emotional, educational and total adjustment of the throwers. The subjects were 300 male students between 14-16 year of age, participating in throwing events at the zonal & inter-zonal school athletic meets in the State of Punjab. To measure adjustment, the inventory for school students constructed by Sinha and Singh...
(1984) was used. Performance of the athletes was measured in meters & centimeters, the distance was then converted into points with the help of the International Conversion Tables for male athletes. Coefficient of correlation, multiple correlation of performance scores and adjustment scores were worked out separately and jointly to find out the relationship of performance to adjustment in different areas. The results revealed that the performance in throws was significantly and positively related to adjustment in different areas. He found that in all the areas of adjustment, the Javelin and Shot-put athletes compared to discus athletes, were better adjusted.

Achievement Motovation

The theory of achievement motivation which originally emanated from the work of McCelland (1958) was developed to account for behaviour in all achievement related situations. According to Atkinson (1964), an achievement situation comprises those instances where an individual knows that his performance will be evaluated by himself or by others in terms of some standard of excellence and that the consequences of his actions will be either a favourable evaluation (success) or unfavourable evaluation (failure).

The pursuit of excellence is inherent part of many cultures. According to Weiss (1969) one of the few ways in
which youths may exhibit excellence is through physical endeavours, using their bodies as the vehicle for acquiring a measure of greatness not usually attainable by youths in intellectual endeavours, requiring broad experience.

The achievement of excellence for its own sake usually implies that athletes are motivated to do well because they possess the skill or the physical qualities needed to perform a given sport. In other words, they are intrinsically motivated. The presence of achievement or the mastery motives in the human personality has been studied by several teachers. Murray (1938) listed the need to exercise power as an important "psycho-genic" need. This type of theorising marked the first breaking away by those studying human motivation from more mechanistic and behaviouristic angle. Some experts have defined achievement oriented behaviour as behaviour directed toward the attainment of approval or the avoidance of disapproval for competence of performance in situations to which standards of excellence are relevant (Weiner 1972).

The theory is based on the premise that within a person's dimension there are two dependent personality dispositions (traits) reflecting individual differences in motivation towards achievement situations. One of these is the need to achieve, which is represented \( n_{\text{Ach.}} \) and \( M_s \) is a measure of the strength of an individual's motive to enter into and achieve success in achievement situations.
The second personality disposition towards achievement situation which is present in all individuals is the motive to avoid failure (M_{af}). As the name implies, it is a disposition to delay or avoid entering into achievement situation.

Ryan and Lakie (1965) have obtained results which suggest that competition is essential in order to obtain performance differences between individuals differing in achievement motivation. T_{s} & T_{af} subjects were initially tested along on a ring-peg task, given success oriented feedback and then placed in a competition situation against an experimental accomplice (an expert on the task). Consistent with their prediction, Ryan & Lakie found that T_{af} were superior to T_{s} - individuals under the neutral non-competition condition, but inferior under the competition condition. It was observed that the more anxious individual (T_{af}) appears to do well in a non-competitive situation when he is not threatened or under pressure, but when placed in competition, his anxiety or fear of failure tends to interfere with the performance. In contrast, the competitive situation seems to motivate the individual with a high desire to succeed (T_{s}), energising and improving his performance. Carron (1980) comments that there is a parallel between Ryan & Lekie's explanation (as mentioned above) and the emotional reactivity hypothesis advanced by Spence & Spence (1966), which proposes that a threatening or noxious
stimulus is necessary in order to bring out the differences between high and low anxious individuals. In turn, a competitive situation may serve to magnify the difference between high & low (n.Ach.) individuals in their tendency to approach an achievement task. The tendency to approach an achievement oriented goal ($T_s$), is the general motivation an individual has to enter into achievement activity. It is a multiplicative function of three factors; (i) the strength of the individual's dispositional motive for success - ($M_s$) - which is assessed through the $T_{af}$ personality test, (ii) the perceived probability for success in the task ($P_s$), and (iii) the incentive value of success ($I_s$). This is expressed as: $T_s = M_s \times P_s \times I_s$. The outcome of an achievement situation will evoke pride and pleasure if it is favourable. However, it is also possible that the goal may not be achieved and the result of that outcome would then be shame and displeasure. Consequently, while achievement situations produce a motivation to approach or engage in the activity ($T_s$), they also produce a tendency to avoid the activity. This is referred to as the tendency to avoid failure ($T_{af}$).

Carron (1980) points out that the tendency to avoid failure ($T_{af}$) is the motivation to avoid or delay entering into an achievement situation. It is the product of three factors: (i) The strength of the individual's personality disposition to avoid failure ($M_{af}$) - which is assessed
through the TAQ personality test; (ii) The perceived probability of failing (\(P_f\)); and, (iii) the incentive value attached to failure (\(I_f\)). This is expressed as: \(T_{af} = M_{af} \times P_f \times I_f\).

Individuals high in achievement needs, generally seek to perform in a superior manner in most motor task situations, and are often seen to do so (Atkinson, 1958). However, superior effort and motivation is often seen only during the initial stages of learning by those exhibiting high achievement needs. During the later stages of learning, the individual who is highly motivated to succeed may be plagued by boredom and be forced to depend on actual physical attributes rather than be sustained by a high level of motivation (Carron, 1980).

According to Fodero (1980), achievement motivation scores are not always highly predictive of superior athletic performance, but do provide a psychological tool with which an overall pattern of behaviour may be assessed.

Winter Bottom and Rosen et al. (1953) conducted classic studies in the area of achievement motivation. They focused on parental roles in the development of achievement needs in children. The study examined parent-child interactions around tasks in which the parents had roles in goal setting difficulty. Moreover, these researchers recorded the directions and types of variable interactions between parents and boys who were evaluated as either high or low in
achievement needs. They found that boys high in achievement need were characterized by;

1. Seeking to master tasks rather than to achieve absolute scores. They thus welcomed difficult goals in which scores might not be too high.

2. Seeking and receiving only general, rather than specific help from parents.

3. Generally achieving higher scores than the low achievement boys. They had parents who tended to "pull them from ahead" rather than exerting inordinate pressure by "pushing them from behind."

Using the stabilometer performance of forty men, Ryan (1962) found that the experimental group, which was highly motivated, performed significantly better than the control group. In the case of complex activities requiring little complex decision making, high anxiety or a high motivation level may not deter performance. Complex decision-making is certainly not necessary for successful performance of the stabilometer.

Thus, under modern conditions, especially related to training for games & sports with focus on superior performance, emphasis is laid on personality characteristics including cohesion, adjustment and motivation of individual participants. Hirrata (1979) even suggested that selection of Olympic athletes be based on
particular characteristics and should be done at least two years before the Olympics so that the superior performance can be explored through hard training.

The above discussion indicates that results of investigations are controversial and inconclusive. Moreover, there is no research study in which these variables i.e. team cohesion, adjustment and sports achievement motivation have been studied together in relation to the performance of athletes. This study is an effort in this direction which has emerged from the need to replicate some of the variables and in addition to that, to study those variables which have not been studied by the Indian researchers in situations specific to team sports.

STATEMENT OF THE PROBLEM

The study was focused on how performance and gender of athletes influenced the subjects on the selected socio-psychological variables. Further, it was aimed at finding out the differences among different sport groups on the selected socio-psychological variables.

The problem was titled as "Team Cohesion, Adjustment and Achievement Motivation as Related to Performance and Gender in Team Sports."
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 variables relating to social and task cohesion.

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

3. To find out how the college and university athletes (two performance groups) would differ from each other on achievement motivation.

4. To find out the differences between the male and female athletes on cohesion variables.

5. To find out the gender differences on adjustment variables.

6. To find out whether the male athletes would differ from the female athletes on Sports Achievement Motivation.

7. To find out interactions between performance and gender with respect to the variables of Cohesion, Adjustment and Sports Achievement Motivation.
8. To find out the differences among athletes taking part in different team sports: Basketball, volleyball, handball and hockey.

9. To find out the implications of this research on the training process.

HYPOTHESES

The following were the hypotheses of the study:

1. The university athletes would significantly differ from and would be better than the college athletes on the cohesion variables.

2. There would be significant differences between college and university athletes on the adjustment variables, i.e., university athletes would be better adjusted than the college athletes.

3. The better performance group would be significantly different from the other group on Sports Achievement Motivation, i.e., Sports Achievement Motivation would be significantly higher among the university athletes as compared to the college athletes.

4. Male athletes would also significantly differ from the female athletes on the Cohesion
variables.

5. Male athletes would also significantly differ from female athletes on the Adjustment variables.

6. There would be significant differences between the male and female athletes on Sports Achievement Motivation.

7. There would be significant interaction effect (gender x performance) on all the studies variables.

8. There would be significant inter-sports differences on the variables of:
   (a) Cohesion
   (b) Adjustment
   (c) Sports Achievement Motivation

DEFINITION OF THE TERMS

The operational definitions of the important terms used in this study are as follows:-

Achievement Motivation:

(a) Achievement Motivation relates to two personality dispositions which reflect individual differences in motivation towards achievement situations - The
motive for success and the motive to avoid failure (Carron, 1980).

(b) Achievement Motivation relates to the degree of intensity of response to a particular achievement stimulus based on the need for achievement of the individual.

Adjustment:

Boring et al. (1960) defined adjustment as a process by which a living organism maintains balance between its needs and the circumstances that influence the satisfaction of the needs. For the purpose of this study adjustment has been defined as a satisfactory relationship between individual and the environment in respect of the various areas of adjustment, Home, Health, Social, Emotional, Educational and Total.

(a) Home Adjustment: The degree of positive interaction with other members of the family, i.e. mother, father, brothers and sisters.

(b) Health Adjustment: The degree of the feeling about one's ability to "live most and serve best." It also includes the freedom from disease and malfunctioning.
(c) Social Adjustment: The process whereby the individual attempts to maintain or further his security, comfort, status or creative inclinations in the face of the overcharging conditions and pressures of his social environment.

(d) Emotional Adjustment: The degree to which the individual is able to channelize his emotional behaviour into adaptive patterns determined by the demands of his environment.

(e) Educational Adjustment: It is the balanced satisfaction of the student between his needs, educational aspirations, expectations and achievements obtained due to educational environment and administration.

(f) Total Adjustment: It is the balanced mutual satisfaction between needs and aspirations of an individual to the various situations arising out of his life activities or it may be the better interpersonal settlement between his needs (ambitions) and situations for happy living.

The adjustment in these areas and total has been understood in terms of adjustment problems faced by the individuals in these areas as expressed by Sinha and Singh.
(1980) in their 'adjustment inventory', which was used to measure adjustment in the study.

Athlete:

An individual who takes part in any sports individual or team, is an athlete for the purpose of this study.

Cohesion:

Group cohesiveness is considered as "The degree to which the members of a group desire to remain in the group" Cartwright (1968).

Performance:

According to Good (1959), performance is the actual accomplishment as distinguished from potential ability, capacity or aptitude.

Team Sport:

Team sport is one in which two persons or more than two persons compete against the opponents with the same number and strive for common objectives for competitive success, e.g. basketball, football and volleyball.
LIMITATIONS

1. The investigator faced the similar limitations which were faced by the researchers who used the scale reflecting the responses of the subjects.

2. No special technique could be used to motivate the subjects during the administration of test.

3. Other variables such as home environment, daily routine and the coaching behaviour were not controlled which is another limitation of the study.

4. No sophisticated apparatus or equipment was used.

5. There appeared to be time and economic constraints which was another limitation of the study.

DELIMITATIONS

The study was delimited as follows :-

1. It was delimited to the State of Haryana and Union Territory of Chandigarh.

2. The study was restricted to the following team games: Basketball, Volleyball, Hockey, Handball.

3. The study was delimited to the age group of 17 to 23 year.
4. The study was also delimited to the student population, both male and female at the college and university levels.

5. The study was delimited to the following variables:
   (a) Team Cohesion:
       (i) Individual Attraction to Group-Task.
       (ii) Individual Attraction to Group-Social.
       (iii) Group Integration-Task
       (iv) Group Integration-Social
   (b) Adjustment:
       (i) Home
       (ii) Health
       (iii) Social
       (iv) Emotional
       (v) Educational
       (vi) Total
   (c) Sports Achievement Motivation

SIGNIFICANCE OF THE STUDY

Modern research have been geared to focus on athletes to undergo hours of strenuous training everyday to excel and to outclass athletes taking part in the same event. Competitive behaviour to a great extent depends on the strength of bonding among the members of the team. Since it is the team which wins or loses not the individual, team
cohesion therefore, appears to be very important variable both from the performance and developmental point of view.

Similarly, adjustment in all its manifestations has been considered important from the educational point of view and from the performance point of view. This study has been focused on finding out the adjustment patterns among the two different levels of performance groups. The knowledge about the level of adjustment of an athlete may also help in promoting better adjustment of the athlete to make him a better individual.

Achievement motivation seems to be highly relevant in sports situations which constantly provide opportunities for achievement. At each stage there is assessment of performance for which both the athlete and coach are aspiring. This study has highlighted how the male athletes differed from female athletes on selected socio-psychological variables, which are important from educational and performance point of view.

This study also has far reaching implications in the selection and training of the athlete and may have far reaching implications towards the preparation of socio-psychological profiles of outstanding team athletes.