"Physical education and sports helps in all round development of human beings. It is a process through which social, physical, emotional and psychological development of human can be achieved."

Physical education and sports has been widely accepted as an integral part of the total education process. There is a growing realization among the educationists, that in teaching, physical education should be an educational objective of priority. Introduction of physical education and sports as a compulsory subject in education institutions is today’s demand.

Physical education and sports play an important role in day to day life of different people in different ways. Sports serve as fertile ground for the growth and successful development of relations among different people of different nations.

Sports consist of two types of events i.e. team events and individual events. Athletes choose either team event or individual event which depend upon various factors such as psychological, economic, physical and personality etc.

All these factors influence the athlete to choose the suitable event because, in sports an athlete has to encounter numerous predictable and unpredictable situations. His physical, tactical, technical, sociological, psychological powers help him to adapt a
particular situation. Many scholars in the recent past have studied the social and psychological make up of athletes of team and individual events. Their findings can be understood better, if we try to understand the event’s role and situation of specific socio–psychological interaction of each athlete.

To analyse and explain an athlete’s competitive behaviour, we must explain his socio–psychological dimensions in movement contents, the socio–psychological factor can effect the performance of an individual and as well as the whole team. The social, psychological stress and time pressure associates with competition are likely to effect the decision making and the performance of the athletes.

In modern competitive sports, the socio–psychological factors of an individual and team are as important as teaching of different skills of a game on scientific lines. Emphasizing psychological factors in sports, Alderman (1974) comments, "one essential point which must be stressed, is that regardless of how much ability, skill or fitness level a person possesses for a particular task or sports, the success or quality of his performance will probably depend upon his psychological make up in the final analysis.

Some psychologists state that no behaviour pattern can be detected among individuals who enter and continue to remain in sports, will have to modify certain personality traits over a time span or by rejection or elimination of an inappropriate pattern. Only some develop a pattern which helps them to retain interest in sports and continue giving satisfactory progress.

As sports command so much of interest, attention, expenditure of money and labour in occur all over the world, the people have started feeling intensely that they showed attempt to
learn more and more as they do in case of other things that figures so prominently in their life. Moreover, the socio-psychological dimensions of physical activity and its impact on social system and culture of the past and the present world, warrants that considerable research attention be given to this field.

Most of the research work in physical education and sports was carried out in science related subdisciplines like exercise physiology, biomechanics, nutrition, physical fitness, anthropometry etc. The role of socio-psychological factors in sports performance, it was completely overlooked and underemphasized.

According to Singer and Kane, (1974) in recent past, researchers in physical education in general and sports psychology in particular, have repeatedly suggested and emphasized socio-psychological factors as a major area in terms of research enterprise and its important role, these factors play important role in the ultimate performance of sportsman.

Frost (1970) remarked on "Socio-psychological phenomena in sports." It is critically important that those studying the psychological concepts as they apply to the area of physical education and coaching be carefully attentive to the fact that social and cultural forces are operating constantly and meticulous understanding of these is absolutely necessary in any attempt to unreveal many factors causing and revealing behaviour and its changes in sport setting.

According to Wein (1973, 1981), Lanning (1982), Starkes and Allard (1983), the good coach knows that the team's or the player's maximum athletic performance is effected not merely by his physical, technical and tactical qualities, but also by his psychological considerations.
According to Alderman (1974), it will depend to a large extent, on his personality structure, how much motivated he is to succeed, and how much emotional control he possesses. Therefore, in order to explain and analyse man's fervent interest and competitive behaviour in sports, we must examine his psychological and sociological dimensions in the movements context.

Ability to function depends not only on physical fitness aspects of an individual, but also largely depends upon mental, emotional, social and spiritual components of fitness.

To achieve excellence in competitive sports, it is not only the proficiency in skills and acquisition of physical prowess but also psychological attributes.

The ability of a person to perform in any athletic event is obviously limited by his physical characteristics. But beyond these broad restrictions, psychological factors play a decisive role. Many coaches and psychologists believe that future records will be broken primarily because of increased attention to the psychological features of the personality more than the physical, physiological and mechanical aspects. Performance in sports at higher level is characterized by a strong reliance upon understanding the psychological make up of the performer.

Emphasizing the vitality of psychological factors in sports, Hammer (1970) comments, "Mental preparation is far more important than other factors in achieving top performance and have found that if the psychology is right, the physiological factors tend to fall into the place and an individual or a team reaches its maximum." Singer (1972), in this context comments, "perhaps some day the coach will select athletes 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 non to be associated with success in a given sports."

Wein (1981) Comments, "Psychological factor can decisively effect either way, the performance of individual players and whole teams." The psychological stresses associated with competitions are likely to affect one's task performance (Starkes and Allard 1983). There are so many psychological factors which influence the participation and performance of sportsmen in competitive sports.

The psychological approach in achieving excellence in sports is still very much in infancy. One can easily discuss today an upsurge of interest in conducting research investigation in this area with a view to tackle the diverse problems in the understanding of the sports behaviour. The involvement of psychology in sports has largely arisen from a traditional interest in areas such as personality, emotional state, motivation, aggression, anxiety etc. There are still psychological dimensions which directly or indirectly influence competitive sports are lying unexplored. The present researcher has made an attempt to explore non–conventional dimensions of psychology which have direct bearing on the make up of a sportsman. These dimensions refer to the study i.e. socio–psychological characteristics of team and individual athletes of Himachal Pradesh colleges. These dimensions include self–concept, adjustment, body image and socio–economic status of team and individual athletes.

SELF–CONCEPT

Self–concept is the sum total of the view which an individual has in himself or herself. In other words, self–concept is the totality
of altitudes, judgements and values of an individual, relating to his/her behavior, abilities and qualities. Self-concept embraces awareness of these variables and their evaluations. For the purpose of this study self-concept means, those perceptions, beliefs, attitudes and feelings which the individual views as part of characteristics of himself/herself.

Alderman (1974) and Sarbin (1952), among the socio-psychological factors, self-concept is an important variable that has attracted considerable research attention. More recently, a body of research is beginning to emerge that indicates a positive relationship between the concept of a person and his achievement in life. The major premises underlying this information are that the manner in which a person sees himself, is a product of how others view him and that these perception are the major products in his achievement behaviour i.e. if you think you are good, and you perceive others as thinking you are good, then you will be good.

Chouhan (1978), "self-concept is the means by which we create our image and identity." Therefore, self-concept is the core of the personality pattern. It determines the kind of adjustment that a person will make. A change in the entire personality, changing one's self-concept requires tremendous insight. This means that a person must be able to see himself as actually and not as he would like to be or as others perceive about him.

Frost (1970) interviewed several sportsmen about their self-image i.e. the way they think, the others perceive them and the way they perceive themselves. All sportsmen were of the opinion that 'others perception' serves as an added and important stimulus to perform well, inspire them to try harder and motivate them to perform better.
It has been revealed that persons with good self-concept are less anxious, generally better adjusted or more effective for groups. They are also more honest with themselves and less offensive.

With a strong self-concept base the individual will be more confident, assured and assertive in his actions with other people and in the endeavors he undertakes. This is fairly obvious in the self-confidence and self-assurance displayed by athletes and in the results of evaluation of their self-concepts. Self-confidence for example, has been identified as being high in athletes by Johnson, Hutton and Johnson (1954), Karoll (1967) Brunner (1969), Reid and Hay (1979), Pestonjee et al. (1981) etc. Schendal (1965, 1970), in addition, also found athletes to have high sense of personal worth and high self-concepts.

Self-concept is important both from the educational and sports performance point of view. Results of several investigations conducted in the field of education such as Shaw (1960), Campbell (1966), Coopersmith (1967), Bachmann et al. (1972), Gorden (1961), Brophy (1967) and Hemockek (1978) indicated that there has been relationship between positive self-concept and high achievement and negative self-concept and underachievement. It means, self-concept is an important regulator of behaviour in achievement situations.

ADJUSTMENT

Psychological adjustment implies a constant interaction between the person and his environment, "Sometimes adjustment is accomplished when the person yields to person's constructive activities, in most cases, adjustment is a compromise between these two extremes and maladjustment is a failure to achieve a satisfactory compromise" Robert (1956).
A well-adjusted person uses his knowledge and skill to act wisely in his environment. Excessive timidity, aggressiveness or other faults of personality prevent him from making his contribution. Adjustment is a means to an end of accomplishment. Adjustment may be reflected to as the continuous process of maintaining harmony among the attributes of individual and the environmental conditions which surround him. The individual potentials and characteristics are inborn but are also modified through experiences. The effective adjustment will involve both personal and social criteria and value judgements.

A number of researchers have already tried to probe adjustment of individual patterns living in various sections of society. In sports, Antonelli and Massellani (1973) reported that male athletes exhibited better adjustment than female athletes. Bhullar (1974) also found that sportsmen showed marked differences in their adjustment pattern than non-sportsmen, whereas Bhatti (1987) has shown that non-athletes were superior in their home adjustment than athletes. Singh (1988) found marked intersports differences in all areas of adjustment. In one of the studies, Buck (1971) found that well adjusted persons possess good health and exhibit good behaviour. He found significant positive correlation between personal and social adjustment.

The complexity of human behaviour is best illustrated by the fact that the adjustment process involves a number of applied basic fields of knowledge such as psychological, genetics, sociology, anthropology and even religion.

Bidulph (1954) reported that superior athletes showed higher levels of personal and social adjustment than less skilled athletes. Therefore, adjustment is positively related with sports performance. On the contrary, Karoll and Carlson (1967) have reported no
differences between superiors and inferior participants.

The earlier studies have proved beyond doubt that no study has reported a negative correlation between adjustment and sports performance.

In the light of above discussion a need to assess difference in the personality adjustment of team and individual athletes of Himachal Pradesh colleges was realized and included in this study.

CONCEPT OF BODY IMAGE

The term "Body Image" pertains to how the individual perceives his own body, what he thinks about his body and what others think about his body. Body is the most material and visible part of the self—look at our hands in relation to what they can do at our eyes and mouth in terms of sense, reception and behavioral expression, and some of us look at our skin in terms of the reception it will evoke in others.

James (1890) has suggested that "very young children experience the world as a booming, buzzing and 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 interrelate in structure and function and other potential for displacement within the environment that is towards differentiation of inner structure and functions.

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 experience
from the very beginning is a function of his family and social milliner.

Among other areas of self-concept, physical self-concept has direct link with the body image. According to Fisher (1968), body is represented not only by conscious image rather it embraces his collective attitudes, feelings and fantasies about his body with regard to his awareness.

Development of an acceptable body image with its accompanying movement is the part of the total process of developing self-image which in turn is related to identification and internalization.

It is well established that the development of self-concept in early childhood is closely linked with physical self of the child. As explained by Hurlock (1995), the infants first develop physical self-concept by looking at themselves in a mirror and by handling the different parts of their body. The psychological self-concept develops later and based mainly on what the significant people in their lives think of them.

Foregoing definitions of body image show that the common element in these definitions is that the body image represents the manner in which a person has learned to organise and integrate his body experiences.

CONCEPT OF SOCIO-ECONOMIC STATUS

Games and sports are probably more a representation of society than any other aspect of education.

The sports have played an important role in societies through the ages and today implying on every quarter of social life.

Ulrich (1968) said that games are a microcosm of a society.
Sports and games provide a touchstone for understanding how people live, work and think. It serves as barometer of nation's progress in civilization. Analysis of a nation at play reveals the stuff of its social fabric and value system, and tells us much about other facets of political and economic life particularly in modern industrial society.

Henry (1964) while presenting his paper, "Physical education —An academic discipline " gave a call to the scholars in the field to the need of delineating and establishing an independent sub-field devoted exclusively to the understanding and study of social and cultural factors as they operate in various physical education endeavors, thus was born sociology of sports. The first programmatic statement of a need for a sociology of sports in North America was a short article by Kenyon and Loy (1965) " Towards a sociology of sport" published in the May 1965 issue of the "Journal of Health, physical education and recreation."

Crattly (1973) emphasized the effect of socio-economic background in relation to sports activity in the United States. He said that in certain situations extremely economically depressed members of minority communities are not interested in vigorous sporting endeavors. Top athletes generally come from a slightly higher economic level and grow up under conditions in which at least some of their basic needs are met, providing them with time to participate in sports. The black youth, witnessing his 'brothers' success in high paying professional sports, is more likely to aim towards these. The white Anglo-Saxon youth is a privileged social group that encourages tennis lessons, aquatic competitions and golf.

Frost (1970) underlined the importance of social factors by saying, "physical education teachers and coaches must be attentive
to the fact that social and cultural factors are operating constantly and thorough understanding of these is necessary in any effort to know about many factors causing and revealing behaviour in sports settings."

Some studies indicated that the family was an important predictor of sports involvement (Pudelkewiez 1970). While others demonstrated that peers, teachers and coaches served as primary agents (Kemyon 1970, Mc Pherson 1970).

Frost (1970), it seems reasonable to give some credence to the theory that children from homes in lower and middle class socio-economic background tend to participate more often and more successfully in boxing, wrestling, basketball, football and other competitive sports, while those from wealthy homes are often found to play badminton, cricket, golf, riding, swimming, skiing and similar other sports.

The family’s economic condition also influence the individual’s choice of activities and motivation to succeed in sports and the degree to which success in these endeavors leads to inner satisfaction.

Young people growing up in poverty–ridden communities will have fewer available tennis courts, backyard swimming pools, and golf courses. They will have more difficulty in finding of means of travel to beaches, ski areas and lake regions, horse back–riding, water–skiing and golf, will be too much expensive in both time and money for most of them.

Mehra (1976) conducted study of the socio–economic status of teammates in different sports and concluded that members of basketball, athletics, hockey, cricket and football teams differed in their socio–economic status. Cricket players belonged to the highest
socio economic status group and the athletes to the lowest group.

Best (1982) has given a description of socio-psychological differences between male athletes and non athletes he concluded that the athletes are more likely to be from the middle upper class background and to have good relations with their parents.

Sharma (1984) tried to assess the differences between university representing sportsmen, (N=282) and non-sports men (N=250) and among the various sports teams using Dev Mohan's Socio- Economic Status Scale (Revised 1972). The analysis of data revealed that university representing sportsmen in each of the five sports groups i.e. cricket, volleyball, football, basketball and hockey are consistently higher than that the non- sportsmen on the composite SES variables including its two dimensions, viz. income status and social status.

The middle socio-economic level group proved to be better adjusted to the variables of adjustment over the low socio-economic group only.

In the case of sub-areas of adjustment only the home adjustment showed a significant differences among high and middle and middle and low socio-economic level group, whereas no differences were found between high and low groups. Significant relationship between attitudes towards physical activity and adjustment was observed for the entire population of middle and high socio-economic level groups. However no relationship was found among the variables in low socio-economic level group.

Many of the greatest football players, boxers and track and field athletes have come from the ghettos and middle class families (Frost 1970). Because when large number of children of all age groups live in crowded quarters they are forced out of doors to play
with each other. They wrestle and fight, romp and chase, compete and interact in both organised and unorganized play.

On the other hand, children from wealthy homes often have tennis courts and swimming pools in their backyard and travel to ocean beaches or island retreats for vacations. They also have money, equipment, and transportation to go to ski lodges, golf courses and experience summer camps.

Socio-economic factor may determine the sports participation within a specific society. Calhoun (1987) quoting Petrovic’s article noted and found that sports achievement to be positively related to socio-economic status.

Moreover the sports performance is related to socio-economic status of an athlete’s family. Shine (1977) found that parental support both emotional and financial, for the development of athletes was perceived as being very important by elite American athletes. Participation in sports becomes the reflection of parent’s socio-economic background.

STATEMENT OF THE PROBLEM

The purpose of the study is to investigate the socio-psychological differences between the athletes of team and individual sports in colleges of Himachal Pradesh. Therefore, the study has been stated as "A Comparative Study of Socio-Psychological Characteristics of Individual and Team Athletes in Colleges of Himachal Pradesh."

OBJECTIVES OF THE STUDY

The study has been focused to achieve the following objectives:—
1. To investigate the self-concept differences between individual and team sports athletes of Himachal Pradesh colleges.

2. To investigate the Adjustment differences between athletes of individual and team sports of Himachal Pradesh colleges.

3. To investigate the body image differences between individual and team sports athletes of Himachal Pradesh colleges.

4. To investigate the socio-economic status differences between individual and team sports athletes of Himachal Pradesh colleges.

5. To investigate the socio-psychological differences between individual and team sports athletes of Himachal Pradesh colleges.

HYPOTHESIS

1. Individual and team athletes will significantly differ with regard to the dimensions of self-concept.

2. Individual and team athletes will significantly differ with regard to adjustment.

3. Individual and team athletes will significantly differ with regard to body image.

4. Individual and team athletes will significantly differ with regard to socio-economic status.

5. There will be significant inter sports psychological difference among athletes of various sports groups (Individual and team).
DELIMITATIONS OF THE STUDY

1. The investigation has been delimited to four socio-psychological variables namely self-concept, adjustment, body image and socio-economic status.

2. The subjects for the study have been drawn from the colleges of Himachal Pradesh.

3. The samples of the team sports and individual sports have been confined to four major individual and four major team sports.

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<tr>
<th>Team sports</th>
<th>Individual sports</th>
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<td>Basketball</td>
<td>Wrestling</td>
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<td>Volleyball</td>
<td>Athletics</td>
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<td>Hockey</td>
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<td>Football</td>
<td>Boxing</td>
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4. The study has been delimited to the College students only

5. The study has been delimited to the male athletes only.

DEFINITIONS OF THE TERMS

1. **Self-concept** — An individual's perception of himself is known as self-concept.

   The attitudes, perceptions, traits, thoughts, feelings and other characteristics which an individual perceives to be a part of himself. This perceived self is more often called the self-concept of an individual.
Chauhan (1978), self concept is the means by which we create our image and identity.

2. **Adjustment** — The process of changing activities or environment to satisfy needs, the changes which an individual undergoes in order to fit environmental conditions, social adjustment usually refers to changes in habits or behavior, which must be made by individual with some deviation or conflict in association with others.

According to Luzarus (1976) "Adjustment consists of psychological process by means of which an individual manages to cope with various demands and process of life."

3. **Body Image** — Body image means, the way the body and its parts are perceived, i.e., a sort of self-picture. According to Witkin (1956), body concept is systematic impression an individual has of his body, cognitive and effective, conscious and unconscious formed in the process of growing up.

According to Carey (1984) body image is the picture and evaluation of one's body.

4. **Socio-economic status** — Socio-economic status is the level of both social and economic achievements of an individual and groups.

Sorenson (1977) writes that socio-economic status in terms of primary condition and characteristics is determined through vocation, income and wealth, home and its location, education, activities and associates.

5. **Athlete**. — A sportsperson competing in an organised sports (team or individual) in known as an athlete.
According to Alderman (1974) any person who engages in competitive sports is defined as athlete.

7. **Individual Athlete** — An athlete who competes in an individual event or sports.

8. **Team Athlete** — An athlete who competes against a team of opponents in a team game along with his team-mates.

9. **Individual sports** — The sports or event in which an individual participate individually.

10. **Team sports** — The event or sports in which a specific number of players or athletes compete against equal number of opponents.

**SIGNIFICANCE OF THE STUDY**

This study will help to understand the socio-psychological make up of individual and team athletes. It is an attempt to study the behavioral aspects of self-concept, adjustment, body image and socio-economic status of an athlete. The analysis of data of this study may provide useful tool for physical education teachers, trainers and coaches in identification, selection, placement and preparation of athletes for competition according to their capabilities. The comparative analysis of socio-psychological characteristics may provide a precise understanding of the athletes of various sports groups belonging to individual and team sport events. This understanding may lead to facilitation of the techniques to develop those characteristics which may lead the athlete to success.