Chapter - II

Review of Related Literature
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Review of related literature serves as a buckle between the old and the new, between the known and the unknown and between the already investigated and the 'to-be-investigated'. Literature-search is a milestone leading the researcher on the high road of future. Francis Bacon perhaps, was right when he said, “Read not to contradict and confute, nor to talk and find discourses, nor to belief and take it for granted but to weigh and consider” (Kamlesh, 1994).

Delimiting the problem is not at all possible without proper view of related literature, which goes a long way in economizing efforts, time and cost. Literature review converts the tentative problem into a specific one and makes the researcher's focus, his attention on to the specific aspects of his problem. It simplifies the road to understanding of the aims and objectives of the problem. As a source of enlightenment and inspiration, review of literature makes the researcher self-confident to accept challenges, remove misgivings and misconceptions about the problems in the minds of others and uphold his assumptions. Review is a medium through which the researcher weaves an enduring texture of his problem.
The investigator before finalizing the reports on the review of the literature for this study went through the reference materials, encyclopedias, dissertation, sports association's documents, newspapers, journals, magazines, books, articles abstracts and internet generated materials. However, the present research work has not been undertaken in isolation of the work that has already been done on the problem, which is directly or indirectly related to this study. Wherever the relevant literature was not available the allied and peripheral literature has been presented.

According to Janet McLeod and Kathryn Von Treuer (2013) Conventional wisdom suggests that group cohesion is strongly related to performance. This maybe based on the notion that better cohesion leads to the sharing of group goals. However, empirical and meta analytic studies have been unable to consistently demonstrate a relationship between cohesion and performance. Partially, this problem could be attributed to the disagreement on the precise definition of cohesion and its components. Further, when the cohesion construct is evaluated under Cohen's Cumulative Research Program (CRP). It is surprisingly found to belong to the category of early-to intermediate stage of theory development. Therefore, a thorough reexamination of the cohesion construct is essential to advance our understanding of the cohesion-productivity relationship. We propose a qualitative approach because it will help establish the definitions, enable us to better test our theories about cohesion and its moderators, and provide insights into how best to enlist cohesion to improve team performance.
Olivia Nolan et al. (2002) carried out a study to on the relationships between perceived coaching behaviours and team cohesion among school age cricketers in an Australian Setting. The purpose of this study is to examine the relationship between team cohesion and the level of cricket played. Twenty subjects ranging in age from 14 to 15 years participated in the study (A side, n = 12; C side, n = 8). The instruments utilized in this study were the Group Environment Questionnaire (GEQ) which is made up of four categories: Attraction to the group-task (ATG-T), Attraction to the Group-Social (ATG-S), Group Integration-task (GI-T), Group Integration-social (GI-S) was used to measure the level of cohesion between the teams. The other instrument utilized was the Leadership Scale for Sports (LSS) comprising of 5 categories Training and Instruction (TI), Democratic Behaviour (DB) Autocratic Behaviour (AB), Social Support (SS) and Positive Feedback (PF). Significance was found within the sub-scales of social and positive reinforcement.

Chaturvedi Shweta et al. (2013) revealed that, a comparative study was conducted on competitive behavior and team cohesion between male and female Cricket National players of Madhya Pradesh. 60 subjects (30 male & 30 female) from national level cricket team of Madhya Pradesh were selected randomly for the study. Researcher used competitive behavior questionnaire developed by Frank Tyson and GEQ questionnaire developed by Carron, Brawley and Widmeyer for the collection of data. T-test (unpaired) and analysis of variance was used in order
to find out the significant differences among the groups. The level of significance to check the analysis of variance was set at 0.05 level of confidence. In competitive behavior, analysis of data revealed that Players in both categories have not shown the desired competitive behavior for the competition. In team cohesion, analysis of data revealed that no significance differences found between male and female cricketers in all the four dimensions and there was no significance difference found between both the groups in competitive behavior and team cohesion factors.

Joseph Singh (2013) reviewed that the purpose of the study was to compare Group Cohesion at three different levels of competitions in football. Twenty (20) players were selected randomly from each level i.e., Intervarsity, inter college and district players. To assess Group Cohesion at three different levels, Group Environment Questionnaire (GEQ) by Brawley and Widmeyer questionnaire was used. F ratio (Analysis of variance) was used to assess the data. There was no significant difference found in Group Cohesion at all three levels of competitions in football.

Vijay Francis Peter (2014) reported that the purpose of the investigation was to analyze and compare selected psychological variables at two levels of competitions played in field hockey. 50 female hockey players were selected randomly from each level i.e. All India Inter University and National. To assess psychological variables i.e. aggression (SAI) by Anand Kumar and Prem Shankar
Shukla and for Group Cohesion (GEQ) by Brawley and Widmeyer questionnaire was used. T ratio statistics technique was used to obtain data. The scores obtained from the questionnaire of team cohesion and aggression was the criterion measure for the study. There was minor significant difference found in both levels.

Maryam Sarpira et al. (2012) reveals that, the present study aims to review the relationship between coaching leadership style and Team cohesion. The subjects of the study were all the elite athletes of team and individual disciplines in Tabriz in 2011 that would be sent to the provincial championships. 250 athletes were randomly selected. The instruments for the research were: standard leadership scale for sport questionnaire (LSS) and Team cohesion questionnaire (TCQ). The questionnaires were reviewed and their validities were approved by 15 academic experts and professors. Using Cronbach’s alpha coefficient, the researchers calculated the reliabilities of 95%, 90% respectively. This study is a descriptive -correlative one which is performed using field study method. Descriptive-Statistical method was used to present the information in tables and graphs and inferential statistical method (Spearman Correlation) was used to determine the relationship between coaching styles and Team cohesion and finally Mann-Whitney U test method was utilized to statistical comparison between coaches and male and female athletes in team and individual sports. The results showed that there was a clear and significant positive relationship between all aspects of team cohesion and training and practice leadership, task-oriented
leadership, and relationship-oriented leadership styles. But there is no significant positive relationship between team cohesion dimensions and directive leadership style. The behavior of coaches in leadership style has a determining role in team cohesion, so coaches can improve the team cohesion by choosing an appropriate leadership style which consequently leads to success of athletes and achievement in competitions.

Rachhpal Singh et al. (2012) investigated the Relationship between team Cohesion and Performance in Ball Games. The sample was 42 subjects of Punjabi University, Patiala, 12 subjects of Volleyball, 18 subjects of Football players and 12 Basketball players of different affiliated colleges of Punjabi, Patiala. A questionnaire Group Environment Questionnaire consisting of 18 items designed for assessing the team cohesion developed by three Canadian Psychologists namely A.V. Carron, Lawerence R. Brawley and W. Neil Widmeyer were employed for this study. The results show that the there is significant relationship of team cohesion in relation to Individual Attraction to the Group-Social (LAGS) and Individual Attraction to the Group-Task (IAGT) with performance in Basketball, Group Integration Social (GIS) with performance in Football and Individual Attraction to the Group task (IAGT)in Volleyball.

Su-Chun Wang et al. (2011) argued that the goal of this study is to understand the team support and team cohesion of college table tennis players. The subjects were table tennis players who participated in college sports teams.
The research instrument was a perceived team support and team cohesion questionnaire. The conclusions of this research are: 1. There was no significant difference in team support and team cohesion among college table tennis players in terms of the frequency of training per week, seniority in the sports team, best team result, and their current grades. 2. Significant differences could be found among different duration of training time in regards to both the team support and team cohesion of table tennis players. 3. There was a correlation between team support and team cohesion among college table tennis players.

Mark Eys et al. (2009) reported that the purpose of the current study was to initiate the development of a psychometrically sound measure of cohesion for youth sport groups. A series of projects were undertaken in a four-phase research program. The initial phase was designed to garner an understanding of how youth sport group members perceived the concept of cohesion through focus groups (n = 56), open-ended questionnaires (n = 280), and a literature review. In Phase 2, information from the initial projects was used in the development of 142 potential items and content validity was assessed. In Phase 3, 227 participants completed a revised 87-item questionnaire. Principal components analyses further reduced the number of items to 17 and suggested a two-factor structure (i.e., task and social cohesion dimensions). Finally, support for the factorial validity of the resultant questionnaire was provided through confirmatory factor analyses with an independent sample (n = 352) in Phase 4. The final version of the questionnaire
contains 16 items that assess task and social cohesion in addition to 2 negatively worded spurious items. Specific issues related to assessing youth perceptions of cohesion are discussed and future research directions are suggested.

Chang, Artemis and Duck et al. (2006), made a study on (a) examined the multidimensionality of both group cohesion and group performance, (b) investigated the relationship between group level task and social cohesion (Carron, Widmeyer, Brawley, 1985) and group effectiveness (Hackman, 1990), and (c) examined the longitudinal changes in cohesion and performance and the direction of effect between cohesion and performance. Firstly, we hypothesized that both task and social cohesion would predict positively all dimensions of group performance. Secondly, that a stronger relationship would be observed between task cohesion and task effectiveness, and social cohesion and system viability. Thirdly, that all dimensions of cohesion and performance would increase over time. Finally, that cohesion would be both the antecedent and the consequence of performance, but that the performance-cohesion relationship would be stronger than the cohesion-performance relationship. Results supported the hypothesized one to one relationship between specific dimensions of group cohesion and group performance. Task cohesion was the sole predictor of self-rated performance at both Time 1 and Time 2, whereas social cohesion was the only predictor of system viability at Time 1 and the stronger predictor at Time 2. Social cohesion at Time 2 predicted performance on group task. However, no longitudinal changes were
found in cohesion or performance. Finally, group cohesion was found to be the antecedent, but not the consequence, of group performance.

Hope R. Jones (2006) reported that the purpose of this study was to determine the nature of the relationships among role ambiguity, role acceptance, role satisfaction, team cohesion, and athlete satisfaction. It was hypothesized that role ambiguity would predict both role acceptance and role satisfaction, and role acceptance and role satisfaction would predict both team cohesion and athlete satisfaction.

Albert et al. (2002) worked on the relationship between task cohesiveness and team success in elite teams using composite team estimates of cohesion. A secondary aim was to determine statistically the consistency (i.e. ‘groupness’) present in team members’ perceptions of cohesion. Elite university basketball teams ($n = 18$) and club soccer teams ($n = 9$) were assessed for cohesiveness and winning percentages. Measures were recorded towards the end of each team’s competitive season. Our results indicate that cohesiveness is a shared perception, thereby providing statistical support for the use of composite team scores. Further analyses indicated a strong relationship between cohesion and success ($r = 0.55\pm 0.67$). Further research using multi-level statistical techniques is recommended.

Paramjit Singh Ghuman (1999) studied the group cohesion in sportsmen and non-sportsman and assessed the factors influencing group cohesiveness. 300
male subjects studying in the University of Rajasthan, Jaipur were taken, where 150 of them were sportspersons and 150 non-sportspersons. Subjects were selected randomly. It is concluded that in the study that, measures of cohesion, sportsmen show higher scores of cohesion than non-sports persons. On the component like enjoyment, acceptance, trust, respect, mutual assistance, confiding, understanding and spontaneity, one and all indicate higher score for sportsmen than non-sportsmen. It shows more cohesiveness in sportsmen than non-sportsmen.

According to Gardner and Moore (2006), they argued that the field of Sport Psychology has simply not noticed the recent advances in Behavioural Psychology. The literature in applied sport psychology has remained largely fixed on early second-stage skills-based conceptualizations of human performance and its dysfunctions: performance enhancement interventions have gone practically unchanged.

Griffiths (1999) concludes that athletes need training and guidance to achieve peak performance. He explains that every athlete’s experience is unique and therefore intervention should be implemented according to the athlete’s needs. Amateur and professional athletes and coaches have come to realise the importance of the mind and body connection in sport.
Jones, Hanton and Connaughton (2002) reported that there have been various references to the concept of mental toughness. Mental toughness has suffered from a general lack of conceptual clarity. The construct has been criticized as being rather nebulous.

Carr (2010) defines mental toughness as the ability of the athlete to continue to perform at peak performance levels no matter what. Mental toughness is the cricketer’s ability to take charge of him and consistently do whatever he can physically; mentally and emotionally to achieve the level of performance he is capable of performing.

Moran (2004) found that mental toughness can be seen as a crucial prerequisite for achieving success in any sport. Determination and resilience are two of the most important attributes of mental toughness. The mastering of mental toughness is for the cricketer of the utmost importance in order for him to take his cricket performance to a high level.

Ward (2010) reveals cricketers that they also need to be physically fit if they want to tap into their mental toughness abilities. The cricketer determines the realities in his sport performance by the way he thinks about disappointments and opportunities.

Carr (2010) concludes that cricketers can control their thoughts. Cricketers will be able to control their mental toughness as well as their performance, if they control their thoughts. As part of his pioneering Sport Psychology work, Coleman Griffith (1926) examined the personality profiles of top athletes.
Carr (2010) reveals that mental toughness as a combination of self-confidence, self-esteem, self-belief, concentration, motivation, emotional control and commitment. These vital personality characteristics can be seen as psychological skills that the cricketer needs to master in order to fulfill his optimal mental toughness state of mind.

Clough et al. (2002) believe that mental toughness comprises a variety of constructive psychological factors that reduce negative cognitive and somatic effects. This enables athletes to consistently perform well irrespective of situational factors. In other words, mental toughness is not only relevant in the face of adversity but also facilitates an appropriate focus and motivation even when circumstances are favourable (Gucciardi et al., 2008).

Weinberg and Gould (2010) reveals that self-confidence is constructed through a complex process of self-persuasion. The cricketer chooses and interprets internal and environmental sources of information that affect his beliefs about his cricket abilities. Sellars (2004) argued that the cricketer’s self-confidence is linked with his successful achievements. The more the cricket player is able to achieve success, the greater will be his self-confidence.

Sellars (2004) opines that the coach’s role as a psycho-educator in helping the cricket player to develop positive self-confidence is emphasized: “The coach needs to develop a training climate in which the cricketer can experience regular
success.” Changes in self-confidence can make the difference between a top performance and a mediocre one, even when other factors remain constant. Self-confidence is usually used to refer to a positive attitude.

According to Sellars (2004), the cricketer’s self-confidence may be influenced by personal or internal factors. Example: The current batting form of the cricket player can influence his self-confidence. External factors may also influence the cricketer’s self-confidence. Example: The attitude of team members towards the cricketer.

Hays et al. (2007) argued that Self-confidence in cricket is uniquely multidimensional based on the competitive demands on cricket players. Cricket players need to believe in their abilities to execute physical skills. Cricketers also need to be able to make correct decisions, execute mental skills such as focusing attention, managing nervousness and bounce back from mistakes and overcome obstacles and setbacks. The integration of psychological training is a powerful achievement approach to enhancing self-confidence in cricket players. Studies made by Weinberg and Gould (2010) have reported that top cricketers and coaches perceive self-confidence to be a crucial psychological requisite for success in cricket. Research by Hays et al. (2007) indicated performance self-confidence, self-regulatory self-confidence, physical self-confidence and outcome self-confidence as the various important types of self-confidence for cricket players.
"To succeed you need to find something to hold on to, something to motivate you, something to inspire you" Tony Dorsett (NFL Football legend). Schempp (2003) revealed that motivation is a key factor in both learning and performing sport skills. Motivation is a cricketer’s drive to accomplish and achieve a goal. Motivation helps explain what cricketers do and why. In learning motor skills, motivation influences cricketers’ selection of skills to be learned and the commitment they make to master those skills. Smith and Biddle (2008) propose three important general motivational profiles that differentiate people with regard to their motivation in any given context: intrinsic motivation, extrinsic motivation, and a motivation. Intrinsic motivation is the most desirable type of motivation for the cricket player because it is self-determined, which means that it is under the control of the cricket player. A motivation can be described as the lack of motivation of the cricketer to engage in a given achievement context, as the cricketer has neither intrinsic nor extrinsic reasons to be engaged in cricket participation. Maughan (2009) observed that intrinsic motivation refers to playing cricket “for its own sake”, for the satisfaction inherent in participating in cricket. While both extrinsic and intrinsic motivation may exert a salient influence, it is believed by Maughan that the enduring positive impact of intrinsic motivation on cricket performance holds the greatest benefit for cricket players. Smith and Biddle (2008) believe that motivation is more likely to be self-determined when three fundamental needs are met: autonomy, competence, and social relatedness:
Autonomy is the feeling that the cricketer has that he is the originator and the regulator of his own actions.

Competence refers to knowledge that the cricketer has that gives him the feeling that he has the necessary skills and abilities to realize desired outcomes in a given achievement context.

Social relatedness refers to the positive feelings that the cricketer can attain and maintain with other cricketers in a particular achievement setting.

According to Schempp (2003), who identifies two dimensions of motivation that he claims to be particularly important for coaches trying to stimulate learning: level of aspiration and goal setting. Emerson (Schempp, 2003:45) emphasizes that “nothing great was ever achieved without enthusiasm.” A cricketer’s desire to learn is a major determiner of his potential to master a psychological technique. Aspiration is measured by a cricketer’s expectation for his performance. Emerson explains that participation motivation must be conceptualized as an ongoing process with different motivating factors kicking in at different points during the course of a cricket player’s cricket career. Participation motivation is a highly complex phenomenon comprising individual, social and situational factors.

Pyke and Davis (2010) examined that visualization is one of the most powerful psychological techniques that the cricketer can use to develop mental
toughness. The cricket player should visualize the way he wants to perform a skill and then rehearse his performance in his mind. For example: Fielders should picture themselves between deliveries running to take a catch and should strive to remember the feelings of how the ball is to be taken in the hands.

Research carried out by Caruso (2005) shown that five hours of physical practice and one hour of visualization is consistently more effective than six hours of physical practice. The visualization is especially effective if the psycho-educator integrates it with physical practice. Creative visualization, also called sports visualization, refers to the practice of attempting to affect the outer world of the cricketer by changing the way he thinks about certain situations. Creative visualization is the basic technique underlying positive thinking and it is frequently used by cricketers to enhance their performance. The batsman may use creative visualization to practice his forward drive, by visualizing the perfect forward drive over and over in order to mentally train muscle memory.

Caruso (2005) found that the psycho Neuro-muscular theory emphasizes the importance of muscle memory. When the cricketers visualize carrying out a cricket technique, the nervous system and muscles react in a similar manner to that expected if the cricketers were actually carrying out the technique. One of the most important advantages of using visualization as a psychological technique is that it desensitizes cricketers to the anxiety of competitive situations. According to Jarvis (2006), more cricketers are exposed to situations that cause anxiety-whether
in real match situations or in their imagination—the less anxiety they cause. The cricketer can use visualization as a coping rehearsal strategy. Heil, (2006) found that the cricketer needs to anticipate the feared situations of a match and how he will cope with these situations. According to Abbey (2008) the most important thing a cricketer can do to stop making excuses and to start living with energy, is to use visualization in his day to day activities.

The cricketer must strive to create a vibrant, healthy, joyous and mentally tough state in his mind. Visualization has a certain magic quality about it because it puts the cricketer continually in the right frame of mind that he needs to take performance actions that will bring positive results. It brings confidence to the cricketer’s tone of voice and body language that others can read, even if only sublimely. He literally uses mental toughness to create the perfect match that he wants. Biggs and Vile (2004) argued that the cricket player needs to make the time to practice the skill of visualization. If it’s not scheduled into his day or something he does habitually at a certain time. For instance on waking, it’s unlikely that the cricketer will use visualization as a psychological technique effectively.

Visualization advantages for the cricketer (Abbey, 2008).

➤ The fielders can rehearse different fielding positions.

➤ The batsman can visualize his best batting performance.

➤ The bowler can visualize taking wickets.
Run through possible scenarios for the match.

Visualization builds the muscle memory of the cricketer.

Effective visualization desensitizes cricketers to anxiety.

Visualization can help the cricketer to reduce both mental and physical signs of stress.

Adams and Caplan (2007) mention three key aims of visualization in cricket:

- The more vivid, bright, compelling the images are, the more precisely the cricket player will be able to execute a winning performance.

- The cricketer needs to control his ability to manipulate the images when desired to increase his motivation and performance.

- The best results from visualization can be expected when the cricketer is in a relaxed state of mind.

Jones et al. (2002) revealed that mental toughness is having the natural or developed psychological edge that enables you to normally cope better than your opponents with the many demands (competition, training, lifestyle) that sport places on a performer and, specifically, be more consistent and better than your opponents in remaining determined, focused, confident and in control under
pressure. Mentally tough competitors also have the unique ability to exert control over the varying demands placed upon them in training and their personal life.

Excelling at sport is difficult. The majority of individuals who participate in a sport never reach the elite level. Athletic talent is multidimensional it combines a combination of anthropometric, physical and psychological factors. Athletes can compensate for disadvantages in one component of talent with strengths in another. Athletic talent moves beyond the physical and having strong psychological skills such as good attitude and mental preparation are extremely important in the conversion of potential to achievement (Abbot and Collins, 2004). The proper mindset, i.e., having the right mental attitude, is needed to excel at sport. All top-level athletes have a mental toughness in them. According to Jones, Hanton and Connaughton (2007) there are four attributes that make up the belief system of mentally tough performers. The four beliefs are: (1) Having an unshakable self-belief to achieve goals; (2) Having an inner arrogance; (3) Having a belief that you can get over any obstacle; (4) Having a belief that your desire will ultimately result in fulfilling your potential.

Thelwell et al. (2005) reported that mentally tough athletes have developed an unshakable self-belief that they have qualities and abilities greater than opponents. The athlete has a total awareness, a total self-belief, learned from years of deliberate practice. The athlete knows what it took to get to the elite level and knows how to perform at that level.
Jones, Hanton and Connaughton (2007) states that, it will take a long time for a real belief in an athlete to build. The more the athletes demonstrated their abilities to overcome specific challenges and reach certain targets, the more it raised their self-belief and confidence. The athletes learned that they could achieve their goals. This belief is built on a very solid foundation; it’s not about hoping and wishing, it is about knowing as a result of what the athletes have done.

Thelwell et al. (2005) examined in their research on elite soccer players, having total self-belief at all times that you will achieve success was ranked as the most important attribute an athlete can have.

Singh et al. (2010) studied the psychological profiles of Pace Academy Cricketers. Fifteen male cricketers belonging to Pace Academy selected from different regions of the country by the Board of Cricket Control for India in collaboration with the Sports Authority of India with an idea to produce pace bowlers in future; who were undergone well planned training at LNCPE, Gwalior, Cricket stadium, Chandigarh and Pace Academy of Sports Hostel at K.V.K. No. - 01, Gwalior whereas the subjects for the study aged between 16-22 years. The psychological profiles included Incentive Motivation, Achievement Motivation, State Anxiety, Trait Anxiety and Sports Competitive Anxiety. For the group profiles mean scores and standard deviations of Pace Academy Cricketers on various psychological. Incentive Motivation (Excellence M=28.53, S.D.=3.11, Power M= 29.33, S.D. = 3.09, Sensation M=28.06, S.D. =4.87, Independence.
M=24.86, S.D.=2.84, Success M=29.33, S.D. =3.75, Aggression M=26.00, S.D.=2.03, Affiliation M=27.40, S.D. =2.60), Achievement Motivation M=26.46 and S.D. =2.94, State Anxiety M=35.73 and S.D. =2.94, Trait Anxiety M=38.46 and S.D. =5.82, Sports Competition Anxiety M=17.33 and S.D. =3.84. The aforesaid Study provides baseline psychological data which may be used for the individuals training programme for cricketers.

Balaji and Jesudass (2011) reported the differences in Mental Toughness among Cricket Players of different age groups. To achieve this purpose, ninety Cricket players at the age group of 10-21 years were selected from Chennai District, who regularly practice the game and participate in various tournaments. —Mental Toughness Questionnaire a standardized sports psychological inventory designed by Dr. Goldberg, was responded by all the subjects. The collected data was analyzed using simple analysis of variance (ANOVA). The results of the study showed that there was a significant difference in Mental Toughness among Cricket Players group 18-21 years showed significantly greater mental toughness than the other two age groups.

Gurpreet Makker et al. (2012) study on, in the field of competitive sport, training of athletes is incomplete without psychological training of the competition. Psychological readiness plays a decisive role as to determine whether or not an athlete or not an athlete in competition and in training responds to their optimum potentials, keeping in mind the research scholar selected to Study the
Relationship between mental skills and level of Anxiety between the Successful and Unsuccessful team of men Cricket at Delhi Inter College. 16 players of the college team who represented in Delhi inter college and got the 1st, 2nd position and the last two positions were taken as the subjects of the study i.e. 16 x 4 = 64. The teams who got the 1st and 2nd position in Cricket Delhi inter college were considered as the successful team and the last two teams were considered as the unsuccessful one. The variables selected for the study were Mental Skills and Anxiety. The 2 questionnaire selected for the purpose of the study were Mental Skill questionnaire by Russell Associates and Sports Competitive Anxiety test (SCAT), which were administered to the top two teams and the bottom two teams. The data was collected on the basis of the manual. The statistical techniques employed were descriptive statistics, Independent ‘t’ test and Pearson product moment correlation. The results revealed that mental skill score for successful team has a mean value of 73.25 and standard deviation of 14.62 whereas mental skill score for unsuccessful team has a mean value of 59.74 and standard deviation of 17.60. Anxiety for successful team has a mean value of 19.59 and standard deviation of 3.72, whereas anxiety for unsuccessful team has a mean value of 16.12 and standard deviation of 3.59. Also there was a significant relationship between Anxiety and Mental Skills of successful teams with correlation values of 0.392 and significant of 0.027, whereas a negative correlation was found in the unsuccessful teams with correlation value of 0.390 and significance value of 0.027. And finally, a significant difference was found between mental skill level
of successful and unsuccessful teams with obtained 't'- value of 3.317 against the required value of 2.04 and also within the anxiety level of successful players and the unsuccessful players a significant difference was found between mean value of the selected group. Where the obtained 't' value was found to be 3.794 against the required value of 2.04 required to be significant, It was concluded that a significant relationship was found on mental skill and anxiety scores within the successful teams of men Cricket team at Delhi inter college, negative correlation between unsuccessful teams and a significant difference was found between the anxiety and mental skills of successful and unsuccessful teams, the significant relationship shows that optimum level of anxiety with attained mental skills contribute to the successfulness of the cricket team, and the significant differences in the anxiety levels and mental skills shows that successful and un successful teams differ in their level of anxiety and the mental skills.

According to Jones, Hanton and Connaughton (2007), local sport fans usually heard about the discussion on Malaysian athletes’ mental toughness. This term is not an unfamiliar term used in the interview, newspaper statements or even magazines when the performance of the athletes in the competition is discussed. The same thing happens to our national football players when they are playing in an international championship or local league. Both players and coach will usually relate and depend on mental toughness to the result of the previous match. The factor of mental toughness concludes that the athletes need to equip themselves
with a package of a combined psychological skills starting in the early stage of involvement, training session, during and after the match. This could be a factor that could determine both their success and failure. The mental psychology explained in this study focused more on the mental toughness of the athletes. Mental toughness is an important skill to every athlete as this could help to prepare themselves when they are facing different situations in a tournament and it is also directly related to the athletes’ performance and achievement athlete (Anderson, 1995; Eric, 2006; Kaiser, 1981; Lavallee, 2000). There are a lot previous studies on the relationship of the athletes’ trained mental skills and how these skills influence each other (Davenport, 2006; Golby and Sheard, 2004; Krue, 2002; Gary Kuan and Jolly Roy, 2007; Lorentzen, 1981; Nicholls, Polman, Levy and Backhouse, 2008). Thus, this clearly shows that previous studies done also agreed that mental toughness could influence one’s achievement in sport. Therefore, it is important to acknowledge the role of mental toughness and its influence in the achievement of the football team. Gucciardi (2011) made a study on the relationship between developmental experiences and mental toughness in adolescent cricketers.

Yadav Angad et al. (2013) observed that mental toughness is widely used expression in modern sports. It is a quality, which differentiates the winner, from the looser, the champion form the rest of the field. The game of cricket now a day’s is also mostly depended on the mental toughness abilities of the players. For
the purpose of the study 40 male cricket players of Ranji Trophy and 40 male cricketers of intercollegiate level were selected randomly. The age group of the players was ranged between 18-28 years. Questionnaire for Mental toughness prepared by Dr. Alan Goldberg was applied on both of the groups. Descriptive statistics was applied to compare the groups on various sub scales of the mental toughness. On all the scales of Mental toughness dimensions like rebound ability, handling pressure, concentration ability, confidence and motivation, the high level group (Ranji Trophy players) showed significant differences with the players of low level group (Intercollegiate level players). High level Cricketers have shown excellent attributes in all the factors whereas low level participants indicated average scores.

According to Kumar Lakshman and Ahmed Shahin (2013) the present study attempts to study Mental Toughness among Male and Female (Elite, Intermediate and recreational) Tennis Players. A sample of 180 (Elite, Intermediate and recreational) Male and Female Tennis players age ranging between 16-35 years were selected for the study. Mental toughness questionnaire (MTQ) developed by Loehr et.al, (1992) was used to assess Mental-Toughness. The statistical treatment used for analyzing the data were Mean, Standard Deviation, and ‘t’ value. Result revealed that there was no significant difference found among Elite (Male and Female) Tennis players on Competitive Desire, Focus, Resiliency and Self-confidence. Among Inter-Mediate (Male and Female)
tennis players there was no significant difference found on Competitive Desire and Focus and there was significant difference found on their Focus and Self-Confidence. Among recreational (Male and Female) tennis players there was no significant difference found on their focus and there is significant difference on their competitive desire, resiliency and self-confidence.

Dhananjoy Shaw, et al. (1988) conducted a comparative study on anxiety level between National and International Indian weight lifters. Ten international weightlifter who represented the country in various international competitions, such as Asiad, Commonwealth, SAF Games, etc., and 14 national level weight lifters were taken as the subjects of this study. It was found that, the participation level in weight lifting does not influence the anxiety level. Age (in years) and lifting experience (lifting years) are not significantly related to the anxiety level of both international and national level weight lifters.

Yogamaya Panda, et al. conducted a comparative study of elite and sub-elite athletes across sport competition trait anxiety and goal orientations. The sample comprised 32 elite athletes and 30 sub-elite athletes. All the subjects were tested on task and ego orientations, and sport competition trait anxiety using standardized questionnaires. T-test was applied to study the group difference between elite and sub-elite athletes on task and ego orientations, and sport competition trait anxiety. Results indicated that there is a significant difference between elite and sub-elite athletes on sports competition trait anxiety, and goal
orientations. It was found that elite athletes experience less anxiety as compared to sub-elite athletes. It was also observed that the elite athletes were more task oriented and more ego oriented than the sub-elite athletes.

Declan Connaughton (2008) carried out a study on the development and maintenance of mental toughness: Perceptions of elite performers. Seven participants from a previous study (Jones, Hanton, and Connaughton, 2002) agreed to be interviewed about the development of mental toughness. We also aimed to determine whether mental toughness requires maintenance. Semi-structured interviews were conducted to elicit the participants' perceptions of how mental toughness is cultivated and retained. Findings indicated that the development of mental toughness is a long-term process that encompasses a multitude of underlying mechanisms that operate in a combined, rather than independent, fashion. In general, these perceived underlying mechanisms related to many features associated with a motivational climate (e.g. enjoyment, mastery), various individuals (i.e., coaches, peers, parents, grandparents, siblings, senior athletes, sport psychologists, team-mates), experiences in and outside sport, psychological skills and strategies, and an insatiable desire and internalized motives to succeed. It was also reported that once mental toughness had been developed, three perceived underlying mechanisms were required to maintain this construct: a desire and motivation to succeed that was insatiable and internalized, a support network that included sporting and non-sporting personnel, and effective use of basic and advanced psychological skills.
Kate Hays et al. (2009) worked on the role of confidence in relation to the cognitive, affective, and behavioural responses it elicits, and identified the factors responsible for debilitating confidence within the organizational subculture of world-class sport. Using Vealey's (2001) integrative model of sport confidence as a broad conceptual base, 14 athletes (7 males, 7 females) were interviewed in response to the research aims. Analysis indicated that high sport confidence facilitated performance through its positive effect on athletes' thoughts, feelings, and behaviours. However, the athletes participating in this study were susceptible to factors that served to debilitate their confidence. These factors appeared to be associated with the sources from which they derived their confidence and influenced to some extent by gender. Thus, the focus of interventions designed to enhance sport confidence must reflect the individual needs of the athlete, and might involve identifying an athlete's sources and types of confidence, and ensuring that these are intact during competition preparation phases.

Arjun Singh Solanki and Singh (2013) reported that the purpose of the study was to find out the differences in mental toughness between Tae-Kwon-Do and Cricket male players of Guru Ghasidas Vishwavidyala, Bilaspur (C.G). Total fifty male players acted as subjects in this study (25 Tae-Kwon-Do, 25 Cricket) of age ranged from 21 to 25 years from Guru Ghasidas University, Bilaspur (C.G.) The subjects were randomly selected and were short listed through purposive sampling. To analyze mental toughness of the subjects. Mental toughness
questionnaire (Dr. Alan Goldberg, 2004) was used. The statistical technique employed for this study was independent ‘t’ test at 0.05 level of significance. Statistical analysis indicates significance difference in mental toughness of Tae-Kwon-Do and Cricket Players. Therefore, the hypotheses that there would be no significant difference between mental toughness players have been rejected. Though Tae-Kwon-Do players showed higher mean in concentration and confidence whereas cricket players showed higher mean in reboundability, pressure handling ability and motivation. This clearly indicates that Tae-Kwon-Do players are significantly better in concentration and confidence than Cricket players. Whereas reboundability, pressure handling ability and motivation were found significantly between in cricket players than Tae-Kwon-Do players.

Mark A. Chen and David J. Cheesman (2013) investigated whether mental toughness distinguishes mixed martial arts (MMA) athletes competing at different levels. It was theorized that higher mental toughness would separate those competing at the professional level compared to lower levels. Male MMA competitors (N = 136, M age = 27.1 yr., SD = 4.8) were categorized as amateur, semi-professional, or professional and assessed by questionnaire using the Psychological Performance Inventory–A and the Sports Mental Toughness Questionnaire. There were statistically significant differences between the three groups on mental toughness. The professional group had higher scores compared to semi-professional and amateur groups with regard to confidence, positive
cognition, and determination. The findings supported previous work that athletes performing at higher levels have superior mental toughness.

Bull et al. (2005) reported that mental toughness is a critical element in contemporary international cricket. However, little is known beyond the obvious basics of what constitutes mental toughness in an English cricketer. This study addressed two main objectives: (1) develop a greater understanding of what mental toughness is within cricket, and (2) identify how existing mentally tough English cricketers developed their mental toughness. Twelve English cricketers identified as being among the mentally toughest during the previous 20 years were interviewed. Analysis of the focused interview transcripts identified the critical role of the player's environment in influencing 'Tough Character,' 'Tough Attitudes,' and 'Tough Thinking.' The global themes are presented in a mental toughness framework that has been used to disseminate the findings to the cricket coaching and playing population in England. The contrasting and complementary nature of the global themes are used to help provide a structural appreciation of the need for consistent interaction between environment, character, attitudes, and thinking in order that a performer can consistently be considered as mentally tough in cricket. Implications of the findings in relation to the delivery of sport psychology support within English cricket are also highlighted.

Sudesh Bhardwaj et al. (2014) reviewed that sports itself is a stressor and it demands a high level of resolutions, unflagging eagerness and obstinate
persistence from its participants. It is believed that athletes having strong mental hardiness, concentration and optimum skill level do have a dominant hand upon the psychological weaker opponents. In sports, right from the motor acquisition stage to the highest competitive performance level, concentration plays an exceptionally vital role. It is a psycho-physiological process, an intense function of mind which is carried out through cognitive abilities and supplemented by emotional and conational factors. This research is an attempt to examine the dimensions of mental toughness and concentration abilities among wrestlers performing at national and international levels. It also attempts to find the interrelationship between these two parameters. The subjects (N=80) were wrestlers performing at two different levels i.e. national (N=40) and international (N=40). The subjects were asked to complete the Mental Toughness Questionnaire and to work on the Concentration Grid Exercise against time. The data was statistically analyzed. The results indicate that the international level wrestlers possessed significantly higher level of mental toughness as compared to the national level wrestlers. Female wrestlers have been found to possess significantly higher level of concentration abilities. No significant correlation was, however, observed between these two parameters.

According to Manju Chutia (2012) Achievement motivation is the key determinant of aspiration and persistence when an individual expects that his or her performance will be evaluated on the basis of some standard of excellence. It
refers to motivation stemming from a desire to perform well or a striving for success. Achievement motivation forms to be the basic for a good life. People who are oriented towards achievement, in general, enjoy life and feel in control. Being motivated keeps people dynamic and gives them self respect. The present study confined to the achievement motivation of the women’s cricketers of Assam. In this study it is tried to trace out the achievement motivation level of the women cricketers. The significant difference between the junior and senior women cricketers and rural and urban women cricketers is studied. On the basis of the findings of this study some suggestions were also given. It is expected that implementations of the findings and the suggestions of this study will be helpful for the women cricketers for their quality development.

Martin Gyambrah et al. (2013) revealed that the purpose of the study was to assess the mental toughness of senior high school football players in the Greater Accra Region of Ghana. Descriptive survey design was employed and 30 male student football players sampled from a twelve week football training programme were studied using convenience and purposive sampling techniques. Their psychological factors of mental toughness were tested by Loehr’s (1986) mental toughness test. The factors recorded for mental toughness indicated controlled attitude, self-confidence, positive energy, motivational level, attentional control, visualisation and imagery. Players tested average in all the factors with controlled attitude being the highest and control of attention their lowest. From the findings it
is recommended that, high school football players should be trained to enhance all the seven factors for mental toughness. Again an examination of differences between players at all levels in a variety of sporting and physical activities and noting changes across different situations will promote understanding of mental toughness, quality of psychomotor intelligence and cognitive processes in schools.

Narayana Raju (2014). Reported that Every player is expected to show his supremacy by challenging others in sports. There are numerous factors like Physiological, Psychological and Technical preparation to build up the athletes for higher level of competitive performance in sports. Competition is involved in outdoor sports without mental preparedness it is difficult for the sportsmen to achieve higher standards and win in various competitions. Kho-Kho and Kabaddi are the indigenous games and both the games require mental toughness as well as other physical abilities in order to exhibit maximum performance. The aim of present study is to compare the mental toughness variables of the Kho-Kho and Kabaddi players. Objective of this study is to assess mental toughness variables like self confidence, negative energy, attention control, visualization and imaginary control, motivation, positive energy and attitude control. The selected sample of Kho-Kho and Kabaddi male professional players in S.P.S.R. Nellore District by measuring the variables of mental toughness using standardized questionnaire by James E. Loehr. The results of the data revealed that there was no significant difference between Kho-Kho and Kabaddi players in mental toughness.
In the self confidence and attitude control Kho-Kho players were significantly better than Kabaddi players. But in attention control Kabaddi players were better than Kho-Kho players but not up to the statistically significant level. Therefore it is concluded that Kho-Kho players do possess more self confidence and attitude control than Kabaddi players. Whereas Kabaddi players shown better attention control.