Chapter I

INTRODUCTION

Games and sports as a part of human education have always existed in the human society. Before the dawn of civilization and culture, physical exercise was the important aspect of human existence. In the primitive societies, the “necessity for survival” motivated man to keep himself more physically fit and strong enough in comparison with stronger forces for nature (M. L. Kamlesh and M. S. Sangaral, 1981).

Sports is as old as the human society and it has achieved an universal following in the modern times. Now it enjoys a popularity which outstrips any other form of societal activity. It has become an integral part of educational process. Millions of fans follow different sports events all over the world with much enthusiasm and devotion. Many participate in activities for the fun of it, for health, strength and fitness. It is facing the shape of a profession to some with high skills with ample financial benefits linked with high degree of popularity (Sergio Garcia Ramiroz, 1976).
The field of physical education and sports is an international discipline. They develop international understanding and universal brotherhood in the present politically conflicting lives. Sports movements are considered as one of the major adhesive forces for developing world peace. It may also as one of the effective means in solidifying national integration and developing national character. Sports has become the media of international relationship between the countries.

Sports performance is the sum of numerous factors which can vary from individual to individual. A few centimeters and fraction of seconds decide the record performances, victories or defeats in tough international competitions. It is very important to identify and fully mobilize each individual potential.

The increase of popularity and importance are not only due to the fact that performance sports are glamorous and spectacular to watch. Sports perform multifarious functions for the human society in modern age. In fact it entered a new horizon of sporting culture, leading to the emergence of sports sciences as the back bone of the performance sports. This brought into the sharp focus of the training system as the means of development of sports performance. Scientific knowledge has
revolutionized the standard of performance in sports disciplines. Now the coaches are striving to get optimum performance with minimum expenditure of energy and time, the players and athletes are trained on scientific guidelines (Hardyal Singh, 1991)

Performance outcomes are more likely to be achieved with what is done prior to and during a competition. They have been planned, practiced and shown to be successful. In contests, an athlete should never use new approaches, techniques, or strategies without them being tested, refined, and trained beforehand. An athlete should compete with only what is known and has been practiced.

Swami Vivekananda remarked that “One will be nearer to the heaven through football than through a study of Geetha”. The above quotation shows the wholesome involvement of the participants in the game of soccer.

According to Eric Worthington, soccer is played by more countries of the world than any other game and for that reason it is the only game on the programme of the Olympic Games and undoubtedly athletics a greater following international sport than any other ball game.

Soccer is a game of physical and mental challenges. One must execute skilled movements under generalized conditions of
restricted space, limited time, physical and mental fatigue, and opposing players. One must be able to run several miles during a game, mostly at sprint like speed and respond quickly to a variety of rapidly changing situations during play. Finally, one needs a thorough understanding of individual, group and team tactics. One’s ability to meet all these challenges determines how well One’s perform on the soccer field (Joseph A. Luxbacher, 1996).

Soccer is a game which calls for strenuous, continuous thrilling action and therefore, appeals to the youth the world over. The skills involved in the game are simple, natural and yet are highly stimulating and satisfying to anyone who participates in the game. (J.P.Thomas, 1964).

Soccer as it is seen today has undergone a tremendous improvement since its birth of all the events in human history the one to attract the largest audience was neither a great political occasion nor a special celebration of some complex achievement in the art or science, but the simple ball game a soccer match. If we examine it more carefully we would soon realize, that each soccer match is a symbolic event of some complexity. One of the greatest strength of the game is its simplicity. At its crudest form all it needs is a ball and an open space with something to act as a goal post. No other sport is so
easily available and so immediately inspiring (Desmond Morris, 1981).

The true origin of the game of soccer is shrouded in mystery. Many countries claim that this game has been played in their countries from very ancient times in same for another. There is evidence that football game was played in both Babylon and Egypt. But we know very well how it began in the late nineteenth century. When the various English public schools, all playing their own different codes, eventually formulated a unified set of rules, splitting with the handling devotees who went on to for rugby. But speculation on the origin of the game can be protracted indefinitely.

When Edward II was the king, Football was popular in London, but unpopular with merchants, whose windows were broken, and with parents of some who were hurt, playing the game. It was primitive, rough and almost a brutal game and in 1314 things were so bad, that Edward II forbade its being played. Tremendous popularity among the people kept the game alive and it survived the edicts of a series of kings and queens and remained the favorite sport of both the people and soldiers of England. From the beginning of the 17th century several new types of football games were played which were not as rough as
the original game and these developed into rugby and at about 1870 association football which is also known as soccer came into picture (John V. Grombach, 1963).

Soccer, the most attractive and popular game in the world is certainly not a sort of fashionable sport which come today and gone tomorrow. It has been played in some form or the other for centuries “TUSCHU”, a game similar to soccer was played in china as far back as the 3rd and 4th century B.C. Modern soccer, however, has evolved from England; where one of the earliest references to the game was a royal proclamation, beginning the game in the city of London in 1314. The game was standardized in 1863. With the formation of football association and the present concept of eleven players to a team was arrived at in 1870 (Narottam Puri and Krishnaswamy, 1992).

The ancient Greeks played a game called Epicures which seem to have borne a strong resemblance to what we now call rugby. Historians speculate that this Greek game was taken over by the Romans after they conquered the Greeks, just as the Romans appropriated much of Greek culture.

What we do know is that, whether soccer was brought to England or arose there spontaneously as it had elsewhere, England was the womb of our modern game. In 1314 Edward II
has proclaimed the prohibition of a game which made “a great noise in the city caused by hustling over large balls. By 1349 Edward III’s dislike of this activity was such that he threatened prison as punishment for those who engaged in it. The historical records on this subject are sketchy, so that we don’t know precisely what this game of “football” was like.

There is also a version that this game started in the 11th century. When a few labourers excavating the ground near a battle field found a skull of a dead soldier which was believed to be that of a dancer, their dead enemy. Then the skull was kicked to and fro by those laborers, thereby ventilating their utter hatred towards the dance. This was imitated by the boys who later on substituted an inflated cow bladder for the skull, and thus the basic principle of football had its genesis.

Whatever may be the authenticity of the origin of this game, it is clearly evident that this game was nurtured and promoted in Britain. Even from the 12th century onwards the young men of London used to go to the century green to play football. Further Shrine Tuesday was considered to be an important day when the game was played all over England. The number of players was ultimate and the goals were even a few miles apart. The ball can be handled, kicked, carried or even hit.
The game was dangerous to life, limb and property. Because of its rough nature and the resultant breach of peace, the rulers of England and Scotland passed laws forbidding this game. As the game was very popular with the masses, it survived in spite of repressive laws.

Soccer was an upper class activity, a game for gentleman until 1882. During the same period soccer was spreading a British export, throughout the world. Britain’s worldwide influence was then perhaps at its all time zenith. British navy ruled the seas; its merchant marine dominated international trade routes; and its colonial empire embraced vast areas in all parts of the world. No one was forced to play soccer, but millions of people took to the game, because they were attracted to it on a level beyond words. By 1904 soccer was sufficiently entrenched internationally to give rise to the formation of Federation International de Football Associations (FIFA) at a meeting in Paris. The purpose of FIFA was to standardize and control the rules of soccer all over the world and to this day FIFA remains the pre-eminent world governing body of soccer, under this organization the world cup soccer was started. The game of soccer was introduced in Olympics in the year 1900.
Soccer is perhaps India’s oldest favorite sport. It is played widely all over the country and is as popular in India as it is in Europe and Latin America. The game soccer was introduced in India during 1880 by the British people who ruled over India. The sport became popular first in Bengal before it spread to other parts of the country. The Christian Missionaries started many educational institutions in India. The Indian players got the opportunity to learn soccer through these institutions. This was the milestone for spreading soccer to the nook and corner of India. The military officers, priests and teachers contributed much to the promotion, growth and development of soccer in India.

During the last few decades, coaches and athletes from a wide variety of sports have begun to realize the importance of the mental side of athletic performance. More specifically, individuals involved with organized sports now understand that for the athletes to perform at their peak level of efficiency, they must possess and use a number of psychological skills. This is also true within the world of track and field as coaches and athletes have become interested in enhancing their athletes’ psychological skills (Caudill, D., Weinberg, R. S., & Jackson, A. 1983). Almost all performances depend on the ability of applying
psychological skills appropriate a game situation. Increased mental skill will often contribute to better performance. Sports psychology has long been recognized as an essential element in all physical activities and is generally considered to be a basic component of sports performance (Bud Getchell, 1976).

As the science of behaviour and cognitive process. In other words psychologist are concerned with obtaining scientific information on everything we think, and do. They examine observable behaviour, cognitive process, physiological events, socials and cultural influences and largely hidden unconscious process. They also look at the complex interactions between all of these different factors in order to understand behavior (Robert A. Baron, 1996).

Psychology should focus on the study of conscious experiences. Our task is that of analyzing sensations, feelings, and images in to their most basic parts, just as chemists analyse complex substances. In that way we will come to understand the nature of the human mind – what it is. We can accomplish this through introspection asking individuals to describe what is going on in their own mind as they perform various tasks or have specific experiences.
Psychology is an extremely exciting and challenging field of knowledge. It continues to grow in an accelerating phase each year and it continues to provide answers to basic questions about the human condition. Psychology has enormous potential. It offers the hope of both understanding and improving our lives, our community and planet (Anderw B. Crider et al, 1981).

Modern psychology, contrary to its earlier state is objective rather than subjective; experimental rather than speculative science. Psychology is an objective study of behaviour, and it does not lay down norms for behaviour. It simply explains how under such circumstances would an animal or a human being characteristically behave ‘what should be’ is no concern of psychology. No branch of this science talks of any norms or standards. It explains how and why things happened the way they do so far as bahaviour is concerned. In its extreme form psychology enters physiology and this suffices to prove the Wood Worth’s thesis is that psychology is a science it aims to understand to get insight in to, to interpret and throw light on the mind, its processes and procedures implicit and explicit (M.L.Kamlesh,1998).
During the past two decades sports psychology has emerged as a legitimate field of scientific inquiry. As with all scientific endeavors, sports psychology shares the same basic goals of science, the observation of events, the description of phenomena, the explanation of the factors that influences events in systematic manner, the prediction of events or out comes based upon systematic and reliable explanations and ultimately, the control of events or contingencies that result in expected out comes. Sports psychology in many ways is a fortunate scientific field of inquiry. Researchers are afforded ample opportunity to observe, describe, and explain the various psychological factors that influence diverse aspects of sport and physical activity (John M Silva and Robert S. Weinberg, 1984).

Sports psychology when viewed of as a sub-discipline within the larger field of psychology would be defined as an applied psychology or as a field of study in which the principles of psychology are applied. Although sports psychology has not been recognized traditionally as a sub disciplinary area of study with in the field of Academic psychology, scientists recently suggested that sports psychology is read to be embraced by mainstream of psychology.
The view of sports psychology as a sub discipline with in the field of sports and exercise science comes mostly from scientists in physical education. They argued that the academic discipline of Physical Education consist of the study of certain aspects of such field as psychology physiology and Anatomy (Thelma S. Horn, 1992).

“Sports and Exercise psychology has evolved into an interdisciplinary field involving both sports scientists and psychologists. From an initial focus on sports performance, as the primary outcomes of interest sports and exercise psychology has broadened considerably, performance enhancement remains an important area of research and applied work, but improvement of the quality of participant involvement in physical activity has emerged as an emphasis of researchers and, practitioners. Although collegiate, professional collegiate professional, and elite amateur athletes have traditionally been the main recipient of inventions, professionals have expanded the horizon to include youth competitors, adult recreational participants, master’s athletes and undeserved populations. In keeping with the widening range of population targeted for intervention, sport and exercise psychology research and practice extended beyond the playing field and the laboratory to
the host of other venues, including schools, health clubs, sports medium clinics, counseling centers and private practice offices (Judy L. Van Raalte and Britton W. Brewer, 1997).

Psychology of sports means applying psychological theories and concepts to aspects of sports such as coaching and teaching. The sports psychologist use psychological assessment techniques and intervention strategies in an effort to help individuals to achieve their optimal performance. While sports psychology is concerned with analyzing human behaviour in various types of sport settings: it focuses on the mental aspects of performance.

Psychology as a behavioural science has made its contribution for improving sport performance. It has helped the coaches to coach more efficient athletes to perform more proficiently. This psychological aspect on sport is gaining much attention among sports administrators. A rapidly growing area of interest in sports psychology concerns the use of stress management, procedures such as biofeedback and relaxation training to enhance athletic performance by reducing stress (Charles, A. Bucher and Deborah A. Wuegt, 1987).

Preponderance of scientific evidence obtained from different investigations have revealed that apart from somatic and
physiological variables techniques and tactics etc., high level performance of a sportsman depends upon his psychological makeup. Different psychic abilities play decisive roles in achieving top level performance in track and field athletics. Therefore superb psychological fitness and training of the individual are important factors, which help in achieving outstanding performance.

Psychology can help the sportsman in the activity of sports excellence. Role of psychology in selection of sports, training materials and rehabilitations would definitely help in achieving sports excellence. The emphasis has been laid on pointing out that psychology and sports converge at the same point and excellence in sports can be optimally obtained by developing appropriate strategies (Josiver S. Tiger, H.A. Khan and J.S. Saini, 1986).

Anxiety results when the individual doubts his or her ability to cope with the situation that causes him or her stress. Another important point that needs to be clarified is the difference between state and trait anxiety. While state anxiety can be considered to be more situational in nature and is often associated with arousal of the autonomic nervous system, trait anxiety can be thought of as a world view that an individual uses
when coping with situations in his or her environment (Spielberger, 1966).

Trait anxiety influences performances in that individuals with high trait anxiety will attend more to information related to state anxiety. Previous research outside of sport and exercise psychology has indicated that individuals with high trait anxiety who are state anxious attend to threat related information, while individuals with low trait anxiety that are state anxious will attend away from threat related information. Within the context of sports, those individuals who are low trait anxious and experience high state anxiety would find it facilitative to a peak performance; but, those individuals who are high trait anxious and experience state anxiety will find it debilitating to athletic performance.

The catastrophe model of anxiety and performance looks at the interactive effects of physiological arousal and cognitive anxiety upon performance. Physiological arousal can influence performance as a result of the individual's interpretation of their physiological symptoms. According to the model as cognitive anxiety increases it will be beneficial to performance at low levels of physiological arousal but a detrimental effect at high levels of physiological arousal.
Furthermore, when cognitive anxiety is at a low level, changes in physiological arousal have little effect upon performance. However, as cognitive anxiety increases physiological arousal can have either a positive or negative effect on performance depending on how much arousal there is. Once physiological arousal levels are too high there is a steep drop in performance, which can only be reversed by a reduction in physiological arousal. Although the model fails to include a self-confidence variable, its interactive approach seems to be the best explanation for observed behavior (Hardy, L., Jones, G., & Gould, D, 1996).

A great deal of research has been devoted to the effect of anxiety on sports performance. Researchers have found that competitive state anxiety is higher for amateur athletes in individual sports compared with athletes in team sports. In addition, participants in individual non-contact sports have been found to report lower levels of state anxiety than participants in individual contact sports (Simon, J.A., & Martens, R, 1977).

Cognitive anxiety has been found to exert a powerful influence on performance. This statement holds true regardless of the individual’s skill level. Clearly the cognitive interpretation an individual gives to a situation exerts an effect. The most
powerful quality that elite performers posses is a high level of self-confidence which may act as a protective factor from cognitive anxiety.

Clearly, anxiety exerts a variety of effects on athletic performance. These effects vary based on sport, gender and level of experience. In order to facilitate peak performances by athletes, sport psychologists must consider the three different facts of anxiety: cognitive anxiety, somatic anxiety, and self-confidence. Given the research that indicates that successful athletes who interpret their anxiety as facilitative is characterized by high scores on self-confidence and low scores on somatic and cognitive anxiety, sports psychologist should work towards achieving this ideal state among their clients. There are varieties of treatments that are available for the treatment of anxiety within the athletic context.

It is necessary to consider all aspects of an individual's psychological functioning if sport psychology interventions are to have a maximum impact (Wiggins, M. S., & Brustad, R. J., 1996).

Success in sport depends on trust in one’s own strengths and abilities. If an athlete is well prepared for competition from a physical, technical and tactical point of view, the most important factor deciding about their degree of success is self confidence.
Self confidence is considered to be one of the leading elements in a successful athlete. Belief in one’s self is at the center of sports performance. One of the most important factors determining self confidence involves trust in one’s own ability to execute a task. It is a part of a broader concept of the "ego", which is deeply connected to our self evaluation or picture of us.

Self confidence or lack of it is built based on our interpretation of our experiences. It can be influenced by people who carry authority in our lives such as coaches, family, friends and even other competitors. These people can positively or negatively influence our perception of our experiences and can, therefore, change our level of self confidence. There is also room for outside influences on an athlete's confidence through training, usually with help from a coach or sports psychologist. In fact, a big part of a coach's responsibility should be developing self confidence in their athletes throughout the development process using a variety of tools. Although it is always advisable to build on your own positive experiences, sometimes learning based on the observation of successes by other athletes can be a useful tool as well.

The level of confidence an athlete has is one of the main factors influencing their perception of reality. In consequence,
confidence decides about level of stress the individual carries. The higher the level of confidence, fewer the stimuli that will be interpreted as potential danger. This means that in very stressful situations, the level of fear will be substantially lower if the confidence level is higher. In effect, high confidence will leave more room in mind for rational evaluation of situation and will allow the athlete to make correct decisions. This ability to think clearly under pressure is critical in highly tactical and short duration events. In fact, in some sports such as automobile or motorcycle racing, small mistakes can literally be deadly.

Optimum confidence brings happy and positive emotions from training and competition. It allows one to reach full concentration without the interruption of doubtful and self critical thoughts. Confident athletes select more challenging goals and have the ability to take more risks during performances. They are often able to surprise their opponents, to try newly learned techniques or add difficulties to their programs. Perhaps the most important thing to remember here is that the level of self confidence, like other characteristics, may vary depending on the training stage and the athlete's life outside sport. That's why it is important to work on building confidence and train one’s ability to control this level in changing
environments. Bringing self confidence to the right level just before the start of a competition is a skill which must be mastered to be a champion.

Today sports psychology has provided little information about how competitiveness develops and how it affects sport participants. However, we do know more about the closely related construct of achievement motivation. Competitiveness is a sport specific form of achievement motivation, and sport psychologists generally agree that competitiveness develops from achievement motivation. Thus by examining the factors that influence achievement behaviour we can begin to understand competitiveness.

Achievement motivation has a rich reach tradition that provides insights applicable to sport competition in the most common achievement situation in sport, but achievement also occurs in non-competitive situation when individuals compare their performance to personal standards (Diane L. Gill, 1948).

An individual’s drive to achieve success for its own sake is known as achievement motivation. In sports this is closely related to competitiveness: in other aspects of physical activity we would refer to the persistence of a climber in the face of difficulty or the striving for perfection of a dancer. Achievement
motivation is about what happens when we are faced with choice to seek out or to avoid situation where we might or might not be successful. (Davis et al, 1991).

The theory postulates that achievement situation arouse an expectancy that an individual’s performance succeeds or fails, which cause a conflict between two opposing tendencies. The tendency to approach success or the tendency to avoid failure. Both the motive to achieve success or the tendency to avoid failure is relatively stable and results from the individual’s previous experiences in achievement situations (John M. Shilvas and Robert S. Weinberg, 1984).

Psychology has a major role to play in determining the levels of performance achieved in competitive settings. Athletes should be appraised of the techniques and provided practice opportunities for their implementation as part of the evolving professions of coaching and sport psychology (B.S. Rushall, 1995).

Years ago, high-performance athletes might have been able to distinguish themselves in competition without developing a highly refined mental game plan. Now mental training programmes have been developed and integrated into a periodised training approach in many countries.
Important mental skills such as goal setting, arousal control, imagery and attention control are necessary for athletes to train one’s mental strength. The athlete who effectively utilizes his/her mental strength becomes stronger, more self-reliant than the other, and develops greater personal control, regardless of whether that learning is self-initiated, coach-initiated, or initiated by a sport psychologist (B. Navaneethan, 1997).

The mental skills which are important in the performance of sport skills are those which not only enable the athlete to reach a state of mind, but also prevent negative and distracting thoughts interfering with physical performance. If you execute a sport skill successfully once (such as a superb golf shot down them idle of the fairway), then you have the physical capability to achieve the successful execution.

Mental training does not take the place of physical, technical or tactical training. It enhances them and increases the probability of what is accomplished through these forms of training, and remains evidence in competitive performances. (Stephen J. Bull et al, 1996).

Mental skills provide an athlete with the ability to allow the brain to talk to the body and vice versa. They also provide an athlete with the means for conversing, with the knowledge of
when, and when not, to converse and the knowledge of what conversations work in different situations.

Mentally tough athletes have a real sense of self-belief. They are extremely confident and believe that they have the capacity to perform well under the most challenging situations. When things start to go wrong, they have the ability to refocus and come back strong. They never give up even when it looks like it’s all over.

Mental toughness is also an important element in training. In order to reach high levels of performance, athletes must endure long hours of strenuous training regimes which can be boring and tiring. Athletes must cope with bad luck, injuries and various uncontrollable factors which will influence the smooth running of their training programmes. Mental toughness will assist in coping with these setbacks as well as enduring the pressures of intensive training workloads.

Athletes in the public eye must also deal with media interest and the invasion of privacy. Mental toughness will assist the athlete in coping with these inconvenient and often upsetting, intrusions which have significantly affected many performers in the past.
Athletes who have good mental skills are able to make anxiety work for them. They are able to stay focused at the critical moments. They do not get distracted by errors. They can often improve performance with less physical training time. They are confident in their ability even when things are going badly. And of course - they win more medals (Stephen J. Bull., et.al, 1996).

**Statement of the Problem**

The purpose of the present study was to find out the relationship of selected psychological variables with skill performance of college soccer players. To achieve the purpose of the study, the data were analyzed into two parts. In part I relationship was found between performance variables and selected psychological variables, in part II the prediction of variables was found with playing ability.

**Objectives of the Study**

1. To determine the relationship between the playing ability of soccer players with selected psychological and performance variables separately;

2. To determine the relationship between the playing ability of soccer players with the combined effect of selected psychological and performance variables;
3. To determine the variables which predict the playing ability of soccer players from selected psychological variables with performance variables; and

4. To compare the selected psychological variables among defense, mid field and offense players in soccer.

**Hypotheses**

The following research hypotheses were framed for this study and it was tested at 0.05 level of significance.

1. It was hypothesized that there would be significant relationship between the playing ability of soccer players with selected psychological and performance variables separately.

2. There would be significant relationship between the playing ability of soccer players with the combined effect of selected psychological and performance variables.

3. The playing ability of soccer players may be predicted from selected psychological and performance variables.

4. There may be significant differences among offense, midfield and defense players in soccer.

**Delimitations**

1. To achieve the purpose of the study, 100 male soccer players were selected randomly from the affiliated colleges of
Manonmaniam Sundaranar University, Tirunelveli, Tamilnadu who had played in Manonmaniam Sundaranar University Intercollegiate Soccer Tournaments held at St. Xavier’s College, Palayamkottai, Tamilnadu during the year 2010-11.

2. The age of the subjects ranged from 17-22 years.

3. The following variables were selected for this study.

State Anxiety
Trait Anxiety
Aggression
Mental Skills
Stress
Self Confidence
Achievement Motivation
Passing
Shooting
Dribbling
Kicking
Playing ability

4. The standardized tests were used to collect relevant data on the selected dependent variables.
Limitations

1. The previous experience of the subjects in the field of sports and games, which might have influence on the data collected, was not considered.

2. Psychological factors, food habits, rest period; life style etc. could not be controlled.

3. The weather conditions such as atmospheric temperature, humidity and meteorological factors during the testing period were also not considered.

4. Though the subjects were motivated verbally, no attempt was made to differentiate the motivation level during the period of testing.

5. Since the manual operation was made during shuttle run and 50m run, the time was recorded in one tenth of a second.

Significance of the Study

1. The results of the study may provide the standards for the university soccer players in various predictor variables of specific skills in soccer, psychological and performance variables.
2. The prediction and conclusions of this study will pave the way for creating a new model that can be applied in selecting soccer players.

3. The findings of the study might be used as a screening tool and technique in analyzing and classifying the players.

4. This study may enable the coaches and the trainers to develop sound training.

5. This study might motivate other soccer lovers and scholars to take up similar studies.

**Definition of Operational Terms**

**Factors**

Factors seek to resolve a large set of measured variables in terms of relatively few categories, known as factors. Factors refer to the variables selected for the present study.

**Soccer**

Soccer is a game in which the ball is propelled towards the goal by skillful advancing and controlling it with feet, body and head (Bill Jeffery, 1970).

Soccer is a game in which there are eleven players a side one of whom shall be a goal keeper, the ball is round and is to be kicked through the goal posts under the crossbar no handling of
the ball is allowed except by goal keeper (Herald M. Barrow and Rose Mary Mcgee, 1988).

**Dribbling**

In soccer, a dribble is one of the most difficult ball skills to master and one of the most useful attacking moves. In typical game play, players attempt to propel the ball toward their opponents' goal through individual control of the ball, such as by dribbling (running with the ball close to their feet).

Dribbling refers to the maneuvering of a ball around a defender through short skillful taps or kicks with either the legs. The purpose of such an action is to bring the ball past a defender legally and to create opportunities to score.

**Passing**

Passing the ball is a key part of soccer. The purpose of passing is to keep possession of the ball by maneuvering it on the ground between different players and to advance it up the playing field.

**Kicking**

Kicking is the conscious passing or placing of the ball with some part of the foot (Herald M. Barrow and Rose Mary Mcgee, 1988).
Shooting

Shooting is an essential part of offensive players to achieve the target. The main objective in football is to score goal. So shooting skill is required to drive the ball towards the target.

Playing Ability

In the present study playing ability refers to the ability of the players to play soccer game and could be assessed by the judges or subjective rating.

Sports Psychology

“Sports psychology is the branch of sports and exercise science that seeks to provide answer to questions about human behaviour in sports” (Thelma S. Hoen, 1992).

Aggression

Aggression is defined as "a behaviour directed towards the goal of harming another living being who wishes to avoid such treatment (Robert A. Baron, 1996).

Achievement Motivation

Achievement motivation is the dominant motivational orientation in a situation characterized by the attainment of clear success or failure. The two primary motives are either to
achieve success (Mass) or to avoid failure (Anne Marrie Bird and Bernette K. Cripe, 1986).

**Imagery**

The sportsmen mentally picture themselves going through the actual movement in their mind.

**Preparatory Arousal**

This involves getting mad, charged-up, excited, pumped-up and/or aroused just prior to performance. The sportsman is fired-up at the opposition.

**Self Confidence**

It is the belief that one can successfully perform a desired behaviour (S. Robert Weinberg and Daniel Gould, 1995).

**Anxiety**

It is a negative emotional state with feelings of nervousness, worry and apprehension associated with activation or arousal of the body (S. Robert Weinberg and Daniel Gould, 1995).
**Concentration**

It is the ability to focus one’s attention on the task at hand and thereby not being disturbed or affected by irrelevant external and internal stimuli (A. Schmind and E. Peper, 1986).

**Relaxation**

Relaxation is one of the psych-up strategies which have several techniques namely progressive relaxation, bio-feedback, transcendental meditation etcetera. Generally relaxation will give physiological and psychological benefits to the sportsman.