CHAPTER- I
INTRODUCTION

Sports are as old as human society and it has achieved a universal following in the modern times. It now enjoys popularity which outstrips any other form of social time. Now-a-days sport has emerged as a great socio-psychological phenomenon. Indeed the socio-psychological dynamics of sports groups are important component of sports psychology. It is a well-known fact that poses do not always deal in with just the individual athletes, rather group performance is a practical issue, as the coach has to normally deal with the group of athletes, who make a team. No doubt, all the variables that influence individual performances operate on individual within groups also, but when team performance is an issue, a host of complex interacting socio-psychological variables are introduced. This does not mean that individual’s needs, abilities, personality, motives, values and interests are not considered, instead, it points how difficult it can be to have diverse individuals working together in a group frame work.

Now sports psychology has emerged as a distinct scientific discipline. Many attempts have been made to help coaches and athletes in the pursuits in a number of ways like assessing the athletes providing psychological demands, psychological techniques for enhancing performance, identifying problematic athletes and various psychological intervention programs. The area of development of socio-psychological profiles of athletes has created their own place. On the basis of profiles, not only the suitable athletes could be selected, but the training programs also be monitored as per the psychological make-up of participating athletes.

Apart from psychological characteristics required for the successful participation in sports, there are number of social characteristics which also play an important role. It goes without saying that motivation directs the athletes towards their goals. Most of the time coaches are able to observe their external behavior which gives us clues about their drive towards goals. But in fact, at very roots of it, there remains the well set pattern of values, which determine the direction of motivation. The values make the individual instrumental to accept or reject various ideas related to activities, e.g. the individual having modern values, will be flexible in his attitude to accept novelty and changes in his pursuits, whereas the individual
possessing traditional values will be rigid in his attitude, hence he will, most of his time, feel hesitate in changing himself according to the current demand of his area of operation.

Unfortunately till the tern of 20th century, sports have been conceived as a physical endeavor. However, present researches have established the physical attributes, but the socio-psychological attributes also play an important role in succeeding in competitive sports. In other words, it is the interplay of talent, training and other socio-psychological factors, which considerably contribute to the top performers. No doubt with the development of scientific approach in sports psychology, many attempts have been made to help athletes and coaches in their pursuits in many ways like to assign the athletes on various psychological demands of sports devising psychological techniques to improve performance, identifying the problematic athlete and applying various psychological intervention programmer through all areas are important yet the psychological variables, self-actualization, parental encouragement and risk taking behavior and values have unique significance for the coaches and athletes to make effective plans and to perform better under grueling condition of competition.

SELF-ACTUALIZATION

One of the important aspects of self-actualization is freedom from cultural and self-imposed restraints. Self-actualized persons are not radicals or against their culture. Neither they adopt any extreme movement nor do they unquestionably identify themselves with the culture. For self-actualization it is necessary that a person should not worry about his job. He should feel satisfied in his social relation to family, society and in his job. Maslow later differentiated the growth need of self-actualization, especially, norming two lower level growth needs prior to general level of self-actualization.

Maslow (1970) said that everyone has the potential to self-actualization and everyone has an intrinsic desire to become like the person that he or she is capable of being. Because self-actualization is so different, use a quality, it can appear in virtually any kind of behavior. When the first four basic needs have been satisfied,
the need for self-actualization arises. A new discontent and restlessness will develop unless the individual is doing what he individually is fitted for.

**PARENTAL ENCOURAGEMENT**

Parental encouragement refers to the treatment originating from the parents towards the child with a view to enhance the possibilities of future occurrences of good behaviors by the cure, concern, approval and guidance. It means making adolescents confident by their parents. Loving parents plays a critical role in the development of the young adults who will succeed in college carrier and life endeavors. It is during the high school years that students begin to find their way in life. They discover high interests, aptitudes, goals and dreams. When parents take a genius interest in the discovery process, the bond between parents and children can be greatly strengthened.

“Encouragement will always have a positive effect.”

Successful parents frequently use words of encouragement and supportive actions to improve their children. They show their love and cheer their children on to perform at their best. Even when their performance falls short, they offer encouragement and support. The parents understand that their children will not be good at everything. Therefore, they encourage their children to explore their interests, do their best and try to learn how to do better next time.

Effective parents encourage their children to broaden their experiences by participating in school clubs, sports and activities. They consider that part time work and community can be an effective way to expose their children to the real world. These personal experiences frequently motivate students to do better in schools and they can help them to identify the potential.

Parents play an important role, when they align themselves with their child’s hopes and dreams, a powerful team is formed. Students are more likely to explore their full potential when their parents actively support their direction and goals.
Therefore smart parents support their children whenever they are moving in a positive direction and mean it, when they say, “I believe in you.” It is one of the aspects of parental treatment patterns. In encouragement the parents help the child, guide him or the coax him, so that he may not feel disheartened at a particular point of difficulty. It may be in the form of approval or asking the child to modify his behaviour.

**Symond (1992)** writes in his studies that parental encouragement is of great significance developing psychological as well as academic behavior of a child. Parents should act as a living modal. If parents adopt practical way of life and do the things themselves then the children will immediately act upon them or their advice. If father of a child is sincere, hardworking, dedicated or devoted to his parents, naturally his offspring also imbibes the good spirit of his father. There can be exceptions also, but exceptions do not disapprove the point. The stronger is backbone, the healthier will our generation be. Parental encouragement is one of the aspects of the parent treatment patterns. Encouragement by the parents helps the child, guide him or coax him, so that he/she may not feel disheartened at a particular point of difficulty. It may be in the form of approval or asking the child to modify his behavior. In case, it creates avoidance behavior in the child that account to discouragement.

**RISK TAKING BEHAVIOUR**

Risk is intimately limited with almost all activities of an individual and team games to the process of individualism and identity in adolescents and youths in particular without risk, the young will never progress emotionally beyond adolescence. There is also a substantial subjective component involved in it. The nature of the risk varies with the situation ranging from risk for physical survival, material gain and achievement to obsess for the ethical risk. Most of the studies conducted by Indian and western investigators are complicating in the nature. The dictionary meaning of risk is “exposure to chance of injuries or less; a hazard or dangerous chance”.
According to Krishna (1973) researchers have found that social but not impulsive have strongly related to positive mental health, whereas impulsivity tended to correlate move with the negative mental health, extroversion and related traits activity influence positive family environment whereas neurotic related to strain influence negative mental health which directly effects the family environment of the person. Healthy risk taking is a positive tool in an adolescent’s life for discovering, developing and consolidating his or her identity. Adolescent risk-taking only becomes negative when the risks are dangerous. Healthy risks—often understood as “challenges” can turn unhealthy risks in a more positive direction, or prevent them from ever taking place to begin with.

According to Arora (1981) Persons adjusted whose personal levels are not too away from possibilities of achievements, which have no problem that provoke them or have under emotional disturbances and who find no circumstances that can threaten their activity too seriously, i.e., having potential to take risk. The persons who have strong attitude towards achievement try every effort and do things as they want, but will improve their family environment. It is important to remember that learning how to assess risks is a process that we work on throughout our lives. Adolescents need both support and tools to be able to do this. We can use some healthy alternatives to unhealthy risk takings. In order to undertake healthy alternatives to dangerous risk-taking, adolescents need the active help and support of the adults including parents and teachers.

STATEMENT OF THE PROBLEM

The problem selected for research is “A COMPARATIVE STUDY OF SELF-ACTUALIZATION, PARENTAL ENCOURAGEMENT AND RISK TAKING BEHAVIOR AMONG PLAYERS OF TEAM AND INDIVIDUAL GAMES”. An attempt has been made to explore the possibility of how these variables are related to performance, gender and level of athletes in selected sports disciplines.

OBJECTIVES OF THE STUDY

The study has been focused to achieve the following objectives:
1. To investigate the differences on the variable self-actualization between the players of team and individual games.
2. To investigate the differences on the variable parental encouragement between the players of team and individual games.
3. To investigate the differences on the variable risk taking behavioral differences between the players of team and individual games.
4. To compare the self-actualization and parental encouragement among the players of team and individual games.
5. To compare the self-actualization and risk taking behavior among the players of team and individual games.
6. To compare the parental encouragement and risk taking behavior among the players of team and individual games.
7. To compare the self-actualization, parental encouragement and risk taking behavior among athletes of team games.
8. To compare the self-actualization, parental encouragement and risk taking behavior among athletes of individual games.

HYPOTHESES OF THE STUDY

1. There exists positive significant difference of players for self-actualization between team and individual players.
2. There exists positive significant difference between parental encouragement between team and individual players.
3. There exists positive significant difference between risk taking behavior between team and individual players.
4. There will be significant differences on the variables of self-actualization and parental encouragement between team and individual game players.
5. There will be significant differences on the variable of parental encouragement and risk taking behavior among team and individual game players.
6. There will be significant differences on the variable of self-actualization and risk taking behavior among team and individual game players.
There will be significant relationship between self-actualization, parental encouragement and risk taking behavior among athletes of team games.

There will be significant relationship between self-actualization, parental encouragement and risk taking behavior among athletes of individual games.

LIMITATIONS

1. The questionnaires themselves have some limitations, which might serve as a limitation of the study.
2. Other variables such as home environment, interest, motivation, daily routine and diet cannot be controlled, which is another limitation of the study.

DELIMITATIONS OF THE STUDY

1. The study was delimited to 400 players only.
2. The study was delimited to those players who have represented state and university at inter-university level.
3. The study was delimited to the players of Punjab.
4. The study was delimited to the age group of 17 to 25 years.
5. The study was delimited to 20 sports disciplines
6. The details about the sample are given in the table below:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>10 Team games</th>
<th>10 Individual games</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Volleyball (20)</td>
<td>Athletics (20)</td>
</tr>
<tr>
<td>2</td>
<td>Hockey (20)</td>
<td>Judo (20)</td>
</tr>
<tr>
<td>3</td>
<td>Kabaddi (20)</td>
<td>Wrestling (20)</td>
</tr>
<tr>
<td>4</td>
<td>Kho-Kho (20)</td>
<td>Badminton (20)</td>
</tr>
<tr>
<td>5</td>
<td>Handball (20)</td>
<td>Boxing (20)</td>
</tr>
<tr>
<td>6</td>
<td>Softball (20)</td>
<td>Lawn-Tennis (20)</td>
</tr>
<tr>
<td>7</td>
<td>Baseball (20)</td>
<td>Swimming (20)</td>
</tr>
<tr>
<td>8</td>
<td>Cricket (20)</td>
<td>Gymnastics (20)</td>
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<tr>
<td></td>
<td>Football (20)</td>
<td>Archery (20)</td>
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<td>---</td>
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</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Basketball (20)</td>
<td>Weightlifting (20)</td>
</tr>
</tbody>
</table>

7. The study was delimited to 20 players of each mentioned games.

**DEFINITION/EXPLANATION OF TERMS USED**

1. **Self-actualization**: Self has been defined “a person essential being that distinguishes them from others, especially considered on the object of introspection or reflexive action a person’s particular nature or personality” (Concise Oxford Dictionary-tenth edition).

   Jung (1959), “Consciousness and unconsciousness may be welded in to a unified whole by the development of the self, the “total personality”, the unifying core of the psyche that ensures a balance of conscious and unconscious forces”.

   Roger (1959), Self-organized, consistent, conception whole composed of perception of the characteristics of the “I” or “ME”.

   **Actualization** means ‘the tendency to actualize itself as fully as possible is the basic drive…the drive of self-actualization’.

2. **Parental encouragement**

   **Parental encouragement** refers to treatment originating from parents towards the child with a view to enhance the possibility of future occurrences of behavior by care, concern, approval and guidance (Sharma 1988). The word parental encouragement is comprised of two words parent and encouragement.

   **Parent**: The word usually refers to a father or mother one’s begets or one who gives birth to or nurtures and raises a child, a relative who plays the role of guardian.
Encouragement: The act of giving hope is support to someone where hope means the general feeling that same desire will be fulfilled.

3. Risk-taking behavior

Risk taking behavior has been regarded as the actions taken in a situation in which parameters of distribution of future events are fully known. Risk taking has been an important area of research for the psychologists as well as education it’s for the last three decades. It is part of broader aspect of decision making where one has to take risk for solution of his problem. Generally, the term ‘risk’ means dangerous element or factor where an individual is put willingly or unwillingly in the situation.

Risk-- Risk is a condition where there is a possibility of occurrence of loss or as a result of a deviation from intended or expected situation.

Behavior-- the aggregate of responses or reactions or movements made by an organism in any situation.

Player -- A player competing in an organized sport (team/individuals) the word “player” has been used throughout the present study in a broader sense for the individual who involve in any competitive sport.

SIGNIFICANCE OF THE STUDY

Psychological variables are the key to success for any biggest achievement for any sportsperson. It helps to inspire and build confidence in a player which helps the athletes sometime to perform beyond physical, physiological, psychological limitations. It is believed that the athletes have reached to their physical limitations in the competitive sports world and future record will be broken, beyond psychological limitations, with the help of psychological preparation in general and in particular area.

It is the investigator's keen desire to investigate the relationship between self–actualization, parental encouragements, and risk-taking behavior of the adolescents. Risk is essential to human development in general and to the process of individualization and identity in adolescence and youths and especially in women. In general, all human activities involve an element of risk or uncertainty. The nature of
risk varies with survival, material gain and achievement to obsessions for ethical risk. Risk taking has got significance not only in research but practical utility in the real life situations as well as in the family.

Parental encouragement is most important for teaching to the children. It is basically the family environment which influences the level of participation in sports among children. Children face many pressures as they grow-up. How they respond to different situations and issues varies greatly. Failures or the perception of failures can have a heavy impact on the participation in the games for children. Parents need to be aware of that are facing and why their children respond the way they do. Children need words of encouragement to help overcome the hurdles and trails. Care needs to be taken to ensure that motives are good. Parents can drive their children’s success for the purpose of their confidence and control over sports performance.

The result of present study will throw light as to how far the self-actualization, parental- encouragement and risk taking behavior of the players are linked with each other. The results may be utilized by the experts for imparting guidance to the athletes.