CHAPTER II

REVIEW OF RELATED LITERATURE

Self-Concept

Khan, Khan and Khan (2013) studied the self-concept and body image among 27 state and 27 all India inter-varsity level soccer players. The results of the study revealed insignificant difference between state and all India inter-varsity level soccer players on self-concept.

Khan, Khan, Khan and Haider (2012) compared the self-concept between state and national level soccer players. For the purpose of the study 33 state level and 33 national level players were selected as subjects. Results indicated that there was insignificant difference between state and national level soccer players on self-concept i.e. state and national level soccer players had same level of self-concept.

Kumar and Titus (2012) compared the self-efficacy between 60 senior state and 60 senior national level basketball players. The result of the study revealed insignificant difference between senior state and senior national level basketball players on self-efficacy.

Ahmad (2012) conducted a study on self-esteem, self-concept and competitive anxiety among different levels of soccer players. For the purpose of the study 300 male (100 state, 100 inter-varsity & 100 all India inter-varsity level) soccer players selected as the subjects for the study. The findings of the study revealed significant difference among state, inter-varsity and all India inter-varsity level soccer players on self-concept (Total). Further he concluded insignificant difference among them on some dimensions of self-concept.

Kumar and Reddy (2011) studied the introvert-extrovert and self-concept among 100 male and 100 female athletes between the age group of 18-22 years. Results revealed that highly self-concept athletes have significantly high extravert than the low self-concept. The male high self-concept athletes have high extravert than female high self-concept athletes.

Patel and Kshatriya (2011) studied the personality traits and self-concept among team and individual game players. Study was conducted on 50 national level (school game) male players of Gujarat state. They reported insignificant difference among individual and team game sports players on self-concept and personality.
Bisht and Tiwari (2011) studied the self-concept and socio-economic status of Indian soccer referees of different levels. For the purpose of the study 200 Indian male (active & retired both) FIFA, national and state football referees were taken as subjects. Further subjects were divided into two groups, group one consisted of India’s 100 FIFA and national referees combined together (elite referees) and group two consisted of India’s 100 state level referees (state class 1st, 2nd, 3rd referees combined together). The result suggested that elite soccer referees had better self-concept than state level referees. Level of self-concept of Indian soccer referees is not significantly related to their socio-economic status.

Shaikh (2011) examined the anxiety and self-concept among 50 junior and senior level ball badminton players. Results showed that junior ball badminton players have significantly high level of anxiety than the senior ball badminton players. Further senior badminton players have significantly high self-concept than the junior ball badminton players.

Khan and Ahmed (2011) studied the self-concept among inter-varsity and all India football players. For the purpose of the study 24 north zone and 24 all India inter-varsity soccer players were selected as subjects. The results of the study revealed insignificant difference between the north zone and all India football players on self-concept.

Othman and Leng (2011) examined the relationship between self-concept, intrinsic motivation and self-determination with academic achievement. The sample of the study was 200 students in standard 5 and standard 6 from a Chinese primary school in Johor, Malaysia. The findings of the study showed significant relationship between independent variables (self-concept, intrinsic motivation and self-determination of the respondents) and dependent variable (academic achievement) were all significantly low.

Maskan and Baran (2011) studied the relationship between students academic self-concepts and certain variables (type of school, gender, financial state of the family, educational background of the parents, a computer available for use at home and the number of siblings) and the relationship between academic self-concepts and students’ achievement in the course of physics among the 396 high school students. The findings indicated that computational ability sub-dimension mean scores of the students attending the vocational high school were lower than those of the students attending other schools. Moreover, significant relationships and differences were
found in students’ academic self-concepts with respect to gender, parental education, financial state of the family and availability of a computer at home. In the study, positive relationships were found between students’ achievement in the course of physics and the sub-dimension of interest in science.

Parmar (2011) compared the self-concept among 200 (100 boys & 100 girls) school going obese boys and girls. The finding of the study indicated significant difference between obese boys and girls on self-concept. Further he concluded that out of the six dimensions of self-concept obese boys were found to have poorer moral and educational self-concept than girls.

Awan, Naz and Noureen (2011) examined the academic achievement and its relationship with achievement motivation and self-concept. The subjects were consisted of 336 students (146 males and 172 females) from four public and four private schools. The results revealed that achievement motivation and self-concept are significantly related to academic achievement. Significant gender differences were discovered which were in favor of girls.

Kumari and Mangayarkarasi (2010) compared the self-concept between male and female hockey players of different age categories. For the purpose of the study, 300 hockey players were selected as subjects. Among them, 75 male hockey players and 75 female hockey players with age ranged from 15 to 17 years and 75 male hockey players and 75 female hockey players with age category 18 to 20 years were selected. They observed significant difference between male and female hockey players on different age categories.

Indoshi and Yalo (2010) investigated the gender differences in self-concept and academic achievement among visually impaired pupils in Kenya. The population of the study was 291 visually impaired pupils. For the purpose of the study 262 respondents (152 males and 110 females) was drawn from the population. The study established that there were indeed gender differences in self-concept among visually impaired pupils in Kenya. The study therefore recommend that the lower self-concept observed among boys should be enhanced by giving counseling and early intervention to this group of pupils with a view to helping them accept their disability.

Zahra (2010) conducted a study to investigate the relationship between self-concept and academic achievement of female bachelor degree students. The objectives of the study were (1) to explore by measurement the areas of physical, social and academic self-concept of students, (2) to obtain a measure of academic
achievement, (3) to relate the areas of physical, social and academic self-concept of students to their academic achievement, (4) to discuss possible ways to enhance aspects of the self-concepts of students. The population of the study was comprised of all bachelor degree female students of 27 graduate and post graduate women colleges located in Islamabad and Rawalpindi. Sample of the study consisted of 1,500 students randomly chosen from 15 selected colleges with 100 students of 3rd and 4th year from each college. The results suggested weak relationship between the academic self-concept and academic achievement. Further insignificant relationship was found between physical self-concept and academic achievement as well between social self-concept and academic achievement.

Kearney (2010) explored the difference in self-concept, racial identity, self-efficacy, resilience, and achievement among African-American gifted and non-gifted students. For the purpose of the study 37 gifted (n=37/15 males and 22 females) and 38 non-gifted students (n=38/16 males and 22 females) were taken as subjects. Analysis of data indicated that students in the gifted sample scored higher on indexes of resilience, self-concepts and self-efficacy, as well as different racial identity levels. As expected, findings also indicated students in the gifted sample reported higher grades and GPA’s than did the non-gifted sample.

Carraro, Scarpa and Ventura (2010) investigated the relationship between physical self-concept and actual indicators of physical fitness among youth in early adolescence. For the purpose of the study 103 Italian boys and girls were taken as subjects. The findings of the study revealed significant relationship between physical self-concept and physical fitness.

Aktop (2010) studied the self-concept attitudes toward physical education, and academic achievement of Turkish elementary school children by socioeconomic status. 198 (101 boys, 97 girls) students were taken for the study. They reported significant differences between the groups of low and high socioeconomic status in terms of physical fitness and academic achievement. Further low socioeconomic status group had higher level of physical fitness and academic achievements than high socioeconomic status group.

Isiksal (2010) investigated the Turkish and American undergraduate students on academic motivation and academic self-concept scores. The analysis was based on 566 (284 Turkish, 282 American) undergraduate students. The results showed that there was a statistical significant effect of nationality and number of years spent in
university on undergraduate student's intrinsic motivation, extrinsic motivation, and self-concept scores. Turkish students had higher intrinsic scores whereas American students had higher extrinsic scores and more positive academic-self concept compared to Turkish partners. Regarding grade level, senior students from both cultures had higher intrinsic motivation and academic self-concept scores compared to other grade levels. In terms of extrinsic motivation, there is steady decline in American student's scores as grade level increases. On the other hand, Turkish undergraduate's extrinsic scores decrease in the second year but increase in the third and fourth year of university education.

Kaur, Rana and Kaur (2009) investigated the academic achievement and home environment as correlates to self-concept among 300 adolescents. The results of the study revealed self-concept and academic achievement positively correlated to each other. Further self-concept positively related to home environment components of protectiveness, conformity, reward, and nurturance. However, social isolation, deprivation of privileges and rejection components of home environment have significantly negative relationship with self-concept among adolescents.

Alipoor, Goodarzi, Nezhad and Zaheri (2009) investigated the relationship between physical self-concept and body image dissatisfaction in female. A survey of 140 female students selected through random sampling was conducted in Shahid Chamran University of Ahvaz, Southern Iran. The finding of the study showed significant negative correlation between the physical self-concept and body image dissatisfaction.

Yahaya, Ramli, Boon, Ghaffar and Zakariya (2009a) investigated the relationship between the dimensions of personality, self-concept and family influence. The sample was consisted of 214 students from two secondary schools in the Felda settlement in Johor. They concluded week relationship among the dimensions of personality, self-concept and family cohesiveness. Further found insignificant relationship between the dimensions of personality and the religious/moral and freedom aspect. The results also showed strong relationship between self-concept and family cohesiveness and moderate relationship between self-concept and the religious/moral aspect. They also reported insignificant relationship between self-concept and freedom.

Moreno and Cervello (2005) examined the effects of gender and level of physical activity involvement on physical self-perceptions in 2372 Spanish
adolescent's students. Results showed that males that did sport had higher scores in sport competence, attractive body, physical condition and physical strength than females that did sport and females that did not. Females that did sport had higher scores in sport competence, physical condition and physical strength than females that did not do any sport. Results also showed differences between physical self-perceptions and the level of physical activity involvement.

Lauren (2004) examined the predictive qualities of physical self-concept and body image dissatisfaction for competitive trait anxiety in female aesthetic and non-aesthetic athletes. Female athletes from gymnastics and diving represented aesthetic athletes (n=52) and female athletes from swimming, volleyball, basketball, cross country, track, and golf represented non-aesthetic athletes (n=45) were taken as subject. Results revealed insignificant difference between sport types regarding physical self-concept and body image dissatisfaction; however, aesthetic athletes reported significantly higher level of competitive trait anxiety than non-aesthetic athletes. A moderate negative correlation was found among the five subscales of physical self-concept, body image dissatisfaction, and competitive trait anxiety in aesthetic athletes. Physical self-concept was shown to have stronger causal paths to competitive trait anxiety, as well as body image dissatisfaction in aesthetic athletes than in non-aesthetic athletes.

Chung (2003) examined the differences of physical self-concept between PE major and non-PE major students in Hong Kong. 184 university students (92 PE male & female majors and 92 male & female non-PE majors) studied in a university in Hong Kong were selected as subjects. The results of the study revealed that males and PE major students, who usually spent more time on physical activity and sports training, tend to have better fitness and skill oriented self-concept than their counterparts.

Ali (2003) conducted a study on self-concept, body image and certain demographic variables as determinants of performance of hockey players. For the purpose of the study 104 high performance hockey players were taken as subjects. Results revealed that ability, feeling of shame and guilt, sociability, level of participation and parents' encouragement were significant predictors of performance of hockey players.

Kha (2002) ascertained the significant differences and relationship among the self-concept, interest and motives between school sports girls and non-sports girls of
Rajasthan. The sample was comprised of 800 sports and non-sports girls of age ranged 14-16 of class IX and X from 32 districts of Rajasthan. The result showed: (1) Sports girls belong to secondary schools are having better self-concept and interest in sports activities than non-sports girls. (2) Sports girls and non-sports girls have similar type of motives and equal self-concept. (3) Sport girls have better motives than the non-sports girls. (3) Sports girls of secondary schools were excellent in the variables i.e. interest, motives and self-concept. (5) Regression equation results demonstrate that self-concept could be predicted on the basis of scores of interest and motives. (6) The interest is positively and significantly related to self-concept. The relationship of motives and self-concept, however, is significant and negative and as such motives alone cannot be a reliable predictor of self-concept.

Kaur (2001) examined the relationship between values of self-concept and independent variables such as intelligence, creativity and achievement of rural and urban schools. A sample of 510 girls students (230 rural & 280 urban) were taken, studying in Class IX. The result revealed that the variable of intelligence and creativity to be positively significant with self-concept in urban as well as in rural. No significant correlation was found between the variable of achievement and self-concept. It is revealed that variable of achievement contributed 13.6% variance in predicting the self-concept of urban girls.

Marsh (1998) examined the physical self-concept of both athletes and non athletes in grades 7-10. The Results suggested that significant gender difference existed between boys and girls across ages on all subscales of physical self-concept (except Health) and although the differences were smaller, male athletes reported higher levels of physical self-concept than female athletes. Both male and female athletes reported higher levels of physical self-concept compared to non athletes. The contribution that sport participation makes toward positive physical self perceptions may be especially true for females, as the difference in athletes’ and non-athletes’ physical self-concepts was significantly larger for females compared to males.

Ali (1996) examined the influence of self-concept, body image and adjustment on the performance of hockey players. For this purpose 224 inter-varsity players were considered in this study. The results indicated that the players who achieved a high level of performance have higher level of self-concept, body image and adjustment than low level performers. Further he reported that high performance hockey players have high self-concept, positive attitude towards their body and are well adjusted.
Sharma (1993) studied the relationship of self-concept, adjustment to performance of team sport. For the purpose of the study 240 male hockey players were selected randomly from the institution of Chandigarh. The results of the study revealed that high performance of football players have negative significant relationship with physical, temperamental self-concept, physical and moral self-concept. Further significant difference was observed among four groups on moral, intellectual and total self-concept.

Marsh (1993) studied the relationship of the physical fitness, self-concept and academic achievements in a large national representative sample of more than 6000 Australian boys and girls. Findings suggested that the fitness and self-concept were strongly related to some individual measures such as 1.6 km run, 50 m. dash, push-ups, skin fold thickness, long jump and body girth scores and some components of physical fitness such as cardio vascular endurance, power, dynamic strength and body composition than others. The finding of the study indicated that the self-concept and athletic performance are related with each other.

Gill and Rao (1992) investigated that relationship between self-concept and physical fitness among 169 secondary school boys aged between 13 to 18 years. Results showed insignificant relationship between scores on physical fitness and self-concept except a low correlation between the scores of health and physical dimensions of self-concept with composite physical fitness scores. The group a very good self-concept was found to be much superior in physical fitness as compared to the group having lower degree of self-concept.

Raj (1991) compared the motor fitness, self-concept and adjustment and the effect of self-concept and adjustment problems on motor fitness among Indian and Anglo-Indian boys of St. Mary School, Madras. The data was collected 200 hundred school boys (N-100 Indians N-100 Anglo-Indians) ranging in age from 13-17 years. The findings revealed that Anglo-Indian boys scored higher on motor fitness and self-concept in comparison to other group. Self-concept had positive influence on motor fitness for both the groups with adjustment problems negatively influence the motor fitness of both the groups.

Zaharopouls and Ken (1991) investigated the relationship between sports and self-concept. For the purpose of the study 63 adolescent athlete and 50 non-athlete were selected as subjects. The result of the study revealed that sports participation and self-concept significantly related to each other and sports participation enhance the
Self-concept. Further sports affect the particular area of self-concept such as physical self-concept.

Mathew and Ranganathan (1987) compared the volleyball and football players on various dimensions of self-concept towards their physique and health. Overall behavior and habits showed similarity for volleyball and football players, and both the group tended to have similar emotional tendencies but the volleyball players showed significantly higher self-concept with regard to mental health.

Singh and Debnath (1986) studied the relationship of competitive performance with self-concept among Indian gymnast. The results indicated that the higher performance group scored higher on self-concept and compared to the poor performance group. They claim that the better performance of the group could be attributed to its better self-concept.

Hilmi and Morrison (1976) compared 100 athlete representing men and women from both high school and college to 100 non athletes in their self-concept and self-actualizing traits. Results revealed male high school athletes differ to some extent from the non athletes in both self-concept and self-actualizing. Female high school athletes and male college athletes did not differ significantly from their counterparts.

Darden (1972) compared the self-concepts of athletes belonging to individual sports, team sports and team individual sports. In multiple discriminate analyses, the researcher found significant difference in self concept among the individual sports and team-sports whereas no difference was observed in the self-concept between the combined individual sports and combined team-sports.

Achievement Motivation

Maciej, Małgorzata and Grzegorz (2012) determined the relationship between the strength of the stimulation process, mobility of nervous processes, achievement motivation and sports results of fencers in the senior age category. The study revealed that senior fencers (women, in particular) had higher mean levels of the strength of the stimulation process, mobility of nervous processes and achievement motivation than the general population in the same age range.

Pathania and Tiwari (2012) examined the relationship between achievement motivation and socio-economic status of the engineering students. 300 sports person selected as subjects from different engineering colleges affiliated to Panjab Technical
University. Results showed that socio economic status had not affected the achievement motivation of sports persons.

Norouzi (2012) determined the relationship between quality of life and achievement motivation with undergraduate students’ anxiety. 159 BA students (77 female and 82 males) from psychology and upbringing science, were selected as subjects. The results of the study revealed that quality of life and achievement motivation had significant relationship with anxiety. Further significant negative relationship was found among quality of life and achievement motivation and anxiety in females.

Haider (2012) studied the achievement motivation, emotional and social intelligence of hockey players at different levels of participation. The data was collected from inter-varsity (n=100), national (n=50) and intercollegiate (n=150) levels hockey players. The results of the study revealed that national level players had higher level of achievement motivation as comparison to inter-varsity and intercollegiate level hockey players.

Bhagat, Patial and Sharma (2012) compared the achievement motivation and test anxiety levels between sportsmen and non-sportsmen of Himachal Pradesh University at college level. For this purpose 120 subjects (60 sportsmen and 60 non-sportsmen) were selected as subjects. The findings indicated that sportsmen had higher level of achievement motivational as compared to non-sportsmen.

Ibrahim and Gwari (2011) investigated the achievement motivation among high and low level volleyball players. For the purpose of the study 25 high performance male volleyball players and 25 low performance male volleyball players were taken as subjects ranging in age from 25 to 30 years. Results showed significant difference between high and low performance volleyball players. Further high performance volleyball players had the higher level of achievement motivation as compared to low performance volleyball players.

Khan, Haider and Ahmad (2011a) examined the effects of gender differences on achievement motivation among 30 north zone inter-varsity badminton players. Result revealed insignificant difference between male and female badminton players on achievement motivation.

Maleki, Mohammadzadeh, Seyed and Sani (2011) studied the relationship between achievement motivation and self-esteem among successful and unsuccessful athletes. For the purpose of the study 100 successful athletes (n=100, 50 males and 50
females) and 100 unsuccessful athletes (n=100, 50 males and 50 females) was taken as subjects. Results revealed positive significant relationship between achievement motivation and self-esteem in successful and unsuccessful athletes. Further successful athletes had higher level of achievement motivation and self-esteem in comparison to unsuccessful athletes.

Reddy (2011) examined the achievement motivation among 30 female athletes and 30 female basketball players of Osmania University. The results of the study showed significant difference between athletes and basketball players on achievement motivation. Further athletes had more level of achievement motivation than basketball players.

Rathee and Singh (2011) investigated the sports achievement motivation and adjustment patterns among international and national players of different teams (basketball, hockey and handball) sports. The finding revealed significant difference between international and national level players. Further international players had higher level of achievement motivation as compared to the national level players.

Sisodiya and Purashwani (2011) investigated the relationship between achievement motivation and anxiety among inter-varsity male and female badminton players. For the purpose of the study 30 (15 males and 15 female) inter-varsity badminton players were selected as subjects. The finding of the study revealed insignificant relationship between achievement motivation and anxiety among male and female inter-varsity badminton players.

Kumar and Deepa (2011) explored the level of achievement motivation among individual game sportsperson and team game sports person. For the purpose of the study 100 individual game player and 100 team game players was taken as subjects. Results showed significant difference between individual and team sports person. Further individual game players had higher level of achievement motivation in comparison to team game players.

Kumar and Kalidasan (2011) compared the level of sports achievement motivation between Tamil Nadu and Karnataka fresher and experienced ball badminton players. For the purpose of the study 80 (40, fresher’s and 40 experienced) ball badminton players from Tamil Nadu state and 80 (40, fresher’s and 40 experienced) ball badminton players from Karnataka state were selected as subjects. The results of the study revealed significant difference between Tamil Nadu and Karnataka ball badminton players on achievement motivation and also found
significant difference between fresher’s and experienced ball badminton players on sports achievement motivation. Further it revealed that there was no significant difference between Tamil Nadu and Karnataka fresher’s and experienced ball badminton players on sports achievement motivation.

Khan, Haider, Ahmad and Khan (2011b) examined the relationship between sports achievement motivation and sports competition anxiety among inter-varsity badminton players. The data was collected from 20 badminton players of age ranged from 17 to 25 years. The findings revealed insignificant relationship between achievement motivation and sports competition anxiety among badminton players.

Singh, Singh and Singh (2011) studied the achievement motivation competitive anxiety among football players. For the purpose of the study 40 school, 40 college and 40 club level subjects were selected. Further each level divided into high and low performance group. Results showed insignificant difference among school level, college level and club level players on achievement motivation. Further it revealed higher level performance group had higher level of achievement motivation than lower level performance group.

Harish and Murthy (2011) determined the achievement motivation among 40 kho-kho and 40 kabaddi players. The result of the study revealed significant difference between kho-kho and kabaddi players on achievement motivation. Kho-kho players had higher level of achievement motivation than kabaddi players.

Ergene (2011) investigated the relationships among study habits, test anxiety, achievement, motivation, and academic success in Turkish tenth grade high school students. Sample consisted of 267 female and 243 male students. They reported positive significant relationship between study habits and level of achievement motivation. Further insignificant relationship was observed among achievement motivation, anxiety and academic success.

Sharma and Sharma (2011) examined the level of psychological skill among 28 above and 42 below average gymnasts. The outcomes of the study showed insignificant difference between above average and below average gymnasts on psychological skills (motivation, arousal & self-concept). They also confirmed that high potential gymnasts had higher level of psychological skills in comparison to lower level of potential gymnasts.

Ali (2010) investigated the relationship of achievement motivation with the performance of the badminton players. For the purpose of the study 80 north zone
male badminton players (40 high performers & 40 low performers) were taken as subjects. Results showed insignificant relationship between high and low badminton performers in relation to the achievement motivation.

Ali, Hussain and Rahaman (2010) examined the level of aggression and sports achievement motivation between junior and senior Manipur national hockey players. The subjects of the study were taken 50 male hockey players from Manipur state. Results revealed insignificant difference between junior and senior national hockey players of Manipur on sports achievement motivation and sports aggression.

Singh and Khan (2010) studied the sports achievement motivation of male and female badminton players. For the purpose of the study they recruited 140 (70 male & 70 female) badminton players from north zone inter-varsity badminton championship. Results showed insignificant difference between male and female badminton players in their level of sports achievement motivation.

Mishra (2010) conducted study on anxiety, aggression and achievement motivation of university kho-kho players. The study was delimited to the male Kho-Kho players of three universities (B.H.U., V.B.S.P.U., Jaunpur and M.G.K.V.P., Varanasi with age ranged from 18-25 years. The results of the study showed that M.G.K.V.P., Varanasi kho-kho players had higher level of achievement motivation and B.H.U., Varanasi kho-kho players had lower level of achievement motivation among the groups.

Dureha, Singh, Yaduvanshi and Mishra (2010) compared the status of national and international hockey players on the selected psychological variables. 30 national and 30 international hockey players were taken as subjects. The age ranges of the subjects were 17-25 years. Results showed insignificant difference between national and international hockey players on incentive motivation, achievement motivation, state anxiety and trait anxiety. Further significant difference was found among them on sports competition anxiety.

Mudimela (2010) examined the impact of level of participation on psychological factors such as aggression, anxiety, achievement motivation and performance. For the purpose of the study 625 soccer players of three different levels were selected as subjects. The results of the study revealed significant differences among three levels of participation on achievement motivation, aggression, and performance. Further he reported that aggression and achievement motivation significantly related to the performance.
Khan, Haider, Ahmad and Khan (2010) examined the level of achievement motivation among 21 Asian players. The results of the study revealed that 57.14% Asian players had high level, 9.52% had moderate level and 33.33% players had low level of sports achievement motivation.

Yahaya, Ramli, Boon, Ghaffar and Zakariya (2009) conducted a study to determine the relationship between the self-concept and personality of students with academic achievement among 270 students from six secondary schools. The findings of the study showed insignificance difference between dimension of self-concept and personality of the students. Further analysis showed insignificant relationship between dimensions of self-concept and personality with student’s academic achievement.

Ahmadi, Namazizadeh, Abdoli and Seyed (2009) investigated the achievement motivation, competitiveness, win orientation and goal orientation among high and low ranking soccer players of Iran. 57 players of high ranking and 58 players of low ranking were selected as sample. Results indicated insignificant difference between high and low ranking soccer teams on achievement motivation, competitiveness, and goal orientation, but there was significant difference between players of high and low ranking soccer teams on win orientation.

Thakur and Mohan (2008) investigated the personality traits, anxiety and level of achievement motivation among 120 inter-college level volleyball players, 120 inter-varsity level volleyball players and 120 non-sportsmen volleyball players. Results showed significant relationship between achievement motivation and performance. Further high performance groups had better level of achievement motivation than non-sportsmen.

Kaur, Sharma and Dureha (2007) studied to find out the relationship between achievement motivation and pre-competition anxiety among 50 male inter-varsity hockey players. They reported significant relationship between achievement motivation and pre-competition anxiety among interuniversity male hockey players. Results revealed significant difference in the level of achievement motivation of high pre-competition anxiety group and low pre-competition anxiety group of interuniversity level male hockey players.

Unierzyski (2003) investigated the level of achievement motivation of young tennis players and their future progress and examined the influence of achievement motivation among 185 tennis players. The sample divided into two groups, players who eventually reached international level at the age of 18-20 years (Group A), and
players who never reached international level (Group B). He reported that the players who later reached international level in tennis possessed significantly higher level of achievement motivation in comparison to those players who never reached international level.

**Adjustment**

Tarkhan, Safdari, Fallah, Paknahad, Rezaei, Nezamiv, Bazleh and Sargolzaei (2012) examined the effect of hardiness training of self-esteem and social adjustment among addicted men in Rudsar. The study was carried out on 200 addicted men. The study showed 57 out of them have the lowest amount of self-esteem and social adjustment. Among them 30 men were selected randomly, that 15 as the test group and 15 as the control group. As the test group received training in 10 sessions during 2 months and the control group did not received any training. After the training in the end of a post-test was taken on both group and the result in statistical indicator of covariance analysis showed that hardiness training had been effective on self-esteem and adjustment among test group. Finally they concluded that hardiness training has an effective role on improving self-esteem and social adjustment.

Punia and Sangwan (2011) conducted a study to find out the emotional intelligence level of school children and its relation with their adjustment. A total of 120 children falling in the age group of 16 to 18 years, 60 each from randomly selected school of urban and rural area were selected as subjects for the present study. Results revealed that majority of the respondents had normal to high emotional intelligence and average to excellent adjustment. Urban children comparatively had slightly better emotional intelligence and adjustment against rural children. The emotional intelligence had significant positive relationship with adjustment of children. Caste, income and father’s occupation were main contributing factors in deciding the emotional intelligence and adjustment of respondents.

Vats and Gaur (2011) conducted a study to evaluate the effect of preksha mediation on academic anxiety and adjustment of metro city teenager students. For the purpose of the study 60 teenager students of class IX standard were taken as subjects. Further samples were divided in two groups, control (30) and experimental group (30). Results revealed that preksha mediation had significant effects on adjustment. Further they reported that the ability of adjustment was more improved in experimental group in comparison to control group.
Reddy, Reddy and Singh (2011) conducted a study to find the social adjustment as a socio-psychological differential among sports achievers, non achievers, and non-participants female tribals. For the purpose of the study, 450 female tribal’s (150 sports achievers, 150 non achievers & 150 non participants) were randomly selected as the subjects for the study. The findings of the study revealed that sports achievers had higher level of social adjustment in terms of emotional adjustment and social maturity as compared to non achievers and non participants.

Gehlawat (2011) investigated the adjustment among high school students in relation to their gender. The present study was conducted on 100 students (boys=50 and girls=50) of class X of secondary schools. No significant difference was found in the emotional adjustment of boys and girls of class X. 2. The results of the study revealed insignificant difference between boys and girls on social adjustment, educational adjustment, emotional adjustment and total adjustment.

Elias, Noordin and Mahyuddin (2010) conducted a study to examine some psychological characteristics of university students which may have bearing on students’ adjustment in university environment. For the purpose of the study 178 students were selected as a subject. The results of the study showed that all the students’ had moderate level of adjustment, further on the basis of mean values of adjustment senior students had better adjustment as compared to the junior students. Further adjustment, achievement motivation and self-efficacy were positively correlated with one another.

Molinuevo, Bonillo, Pardo, Doval and Torrubia (2010) examined the concurrent relationship between participation in extracurricular activities and externalizing and internalizing problems and social school behavior in a Spanish community. For the purpose of the study 5439 boys and 5428 girls, enrolled in 2nd, 4th, or 6th grades were taken as subjects. Results revealed that weekly participation in extracurricular activities was related to better emotional and behavioral adjustment and social competence. Overall, the relations were low and different according to gender, type of activity, and informant. Better adjustment was more related to participation in sports activities in boys and to participation in non-sports activities in girls.

Kundu and Singh (2010) conducted a study to find the relationship and differences of adjustment, goal orientation and attitude of physical activities among rural and urban college going girls of Haryana. 150 rural (75 sports and 75 non-
and 150 urban (75 sports and 75 non-sports) college going girls were selected as a subjects. The results of the study revealed significant difference among all sports and all non sports college going girls on adjustment level, goal orientation and attitude towards physical activities. Whereas insignificant differences were found among all rural v/s all urban girls; rural sports v/s urban sports girls and rural non sports v/s urban non sports college going girls on adjustment level, goal orientation and attitude towards physical activities.

Saraswati and Gaonkar (2008) examined the social, emotional and educational adjustment of institutionalized children during 2003-05. The sample for the study comprised 148 children in the age grouped of 10-16 years residing in four juvenile institutions in Belgaum division, Karnataka state. Results of the study revealed that majority of the institutional children had unsatisfactory social, emotional and educational adjustment and very few of them had good adjustment. Further, their age and academic performance had significant influence on adjustment of them. The adjustment of different types of abused children and their different periods of stay in the institution did not differ significantly.

Raju and Rahamtulla (2007) examined the adjustment problems among school students. The study was conducted on 461 students (197 boys, 264 girls). The findings of the study showed that adjustment of school children primarily depend on the class in which they are studying, the medium of instruction present in the school, and the type of management of the school. Further parental education and occupation of the school children also significantly influenced adjustment.

Melendez (2007) conducted a study with a view to examine the relationship between race/ethnicity, gender, athletic participation and college adjustment in 207 freshmen and sophomore college student athletes and non-athletes. Findings revealed that gender and athletic status were significantly related to college adjustment. In addition, gender and race/ethnicity significantly interacted and were related to scores on college adjustment.

Bailur (2006) studied on the influence of relations of family and peers and pressures of PUC II year students’ on adjustment and academic performance. The sample consisted of 231 PUC II year students. The results revealed insignificant difference in the areas of home and social adjustment by the socio-economic status. Further they concluded those lower socio-economic groups were poorly adjusted.
Kuruvilla (2006) conducted a study to examine the sex and area of residence influenced the emotional adjustment of adolescents. For the purpose of this study 980 tenth standard students were selected as subjects. The result of the study showed that significant difference exists between girls and boys on adjustment and girls had better adjustment than boys.

Paliwal, Dube and Mathur (2006) investigated the school environment, school adjustment and self confidence of adolescents in age grouped of 13 to 15 years. Sample of 120 adolescents (60 boys and 60 girls) were selected from seedling public school at Jaipur city. The results of the study revealed that majority of boys and girls scored in average category on school adjustment and self-confidence. Gender differences were found non-significant on all the aspects of school adjustment and self confidence. School environment indicated no correlation with self confidence and school adjustment of students except on social adjustment which was found to be negatively correlated with self confidence.

Shalu and Audichya (2006) assessed and compared the school adjustment of 60 rural adolescents (14 to 16 years) with reference to their emotional, social and educational sphere. The sample consisted of 30 rural boys and 30 rural girls between in the age ranged of 14-16 years, studied in 8th to 10th standard in government co-educational school only. They reported significant difference among the genders on emotional adjustment whereas insignificant difference was observed in school on social and educational adjustment.

Shek (2002) conducted a study to determine the relationship between family functioning and adolescent adjustment in 1,519 Chinese adolescents using an indigenously developed measure of family functioning. Results of the study showed that family functioning was positively related to the measures of adolescent psychological well-being (existential well-being, life satisfaction, self-esteem, sense of mastery, general psychiatric morbidity), school adjustment (perceived academic performance, satisfaction with academic performance, and school conduct), and problem behavior (delinquent and substance abuse behavior). Family functioning was generally more strongly related to measures of adjustment for adolescents with economic disadvantage than for adolescents without economic disadvantage.

Joshi (1998) examined the personality adjustment among the college students of scheduled caste and non scheduled caste. The sample constituted of 136 S.C. (81 boys and 55 girls) and 142 non – S.C. (68 boys and 74 girls) students. The findings of
study revealed that insignificant effect of genders on maladjustment. Further he concluded that area of residence and genders together affect the adjustment of adolescents.

Dutta, Baratha, and Goswami (1998) conducted a study on social adjustment among 200 adolescents. Sample of 50 boys and 50 girls covering the age ranged of 16 to 18 years and 19 to 21 years with equal gender representation was selected. Results of the study revealed insignificant difference among the genders and also between the two age groups on social adjustment.

Dutta, Baratha and Goswami (1997a) focused on the home adjustment of 200 adolescents drawn randomly from Assam agricultural university and kendriya vidyalaya, jorhat, Assam. The results of the study revealed insignificant difference between the groups of 16-18 years and 19-21 years on home adjustment.

Dutta, Baratha and Goswami (1997b) focused on the health adjustment among 200 adolescents. The results of the study revealed that adolescents of older age group (19-21 years) had good skills of health adjustment than the younger age group (16-18 years) of adolescents. They also reported that boys adjusted better than girls.

Vanyperen (1995) studied usual relationship between performance level and inter-personal stress among the 65 highly skilled soccer players aged 15 - 22 years. Special attention was paid to the moderating effect of parental support. No evidence was found that interpersonal stress within the team was an important determinant of performance level. It was reported that the low performance level leads to negative feelings about the social adjustment within the team specifically when there was a perceived lack of parental support.

Bala (1994) studied the relationship of anxiety, self-concept and adjustment with the performance of volleyball players. The sample of 500 male and female volleyball players was randomly selected from the colleges affiliated to various universities of Haryana. The findings indicated that (i) male college volleyball players (high performers) were significantly better on health, emotional and total adjustment than the low performers (ii) no significant differences were observed between the two groups on home, social and educational adjustment. Male players were significantly better than female players on home, social, emotional and on total adjustment. However, no significant differences were observed between two groups on health and educational adjustment.

Sharma (1993) explored the relationship between adjustment and performance
of team athletes. For the purpose of the study 240 male athletes were drawn from the colleges of Chandigarh were taken as subjects. The results suggested that the relationship existed between high performance football players with regard to health adjustment only. Low performance basketball players showed negative relationship on health and emotional adjustment.

Sujatha, Gaonkar, Khadi and Katarki (1993) conducted a study to determine the factors influencing adjustment among adolescents. The sample consisted of 300 students studying in high schools and junior colleges. The age of the subjects ranged from 13 to 19 years. After analysis of the data he reported that there was insignificant difference among early and late adolescents on adjustment.

Rajamanickam and Vasanthal (1993) investigated the adjustment problems of adolescents. The sample consisted of 300 students drawn from one of the districts of Tamil Nadu. The results of the study indicated a positive significant relationship between the students’ adjustment scores and their achievement scores. Parent’s higher educational level had positive effect on students’ adjustment and achievements. Also, parents’ occupational level had some positive effect upon their children’s adjustment and achievement.

Kaur (1992) studied the relationship between adjustment with regard to performance and gender in team sports. 320 athletes (160 male and 160 female) were randomly selected from college and universities of Haryana and Chandigarh. Results of the study revealed that college and university athletes significantly differed on social, emotional and total adjustments. Further male athletes were better adjusted than the female athletes from the same sports on all the areas of adjustment, except home. Panda and Biswas (1989) studied the personality adjustment of high and low achieving football players. 50 high and 50 low achieving football players matched on age (between 20 - 25 years), education, birth order, and social status were administered. Results revealed that players with high achievements were found to be more extroverted, confident, anxious, emotional phobic and tender minded as compared to the football players with low achievement. High achievers scored higher on psychoticism scale than low achievers.

Kumari (1988) studied the adjustment of sports and non-sports school girls of Himachal Pradesh. The sample consisted of 600 girls (300 sports and 300 non-sports girls). Results indicated that sports girls belonging to rural and urban areas were better on all dimensions of adjustment i.e. emotional, social and educational than non-sports
girls. Significant differences between rural and urban girls on emotional, social and educational adjustment were found. The rural sports girls were found to have better emotional adjustment as compared to the urban sports girls. On social adjustment sports and non-sports rural girls were also found better as compared to their urban counterparts. However, the urban girls (both sports and non-sports) were found better than the rural sports girls in educational adjustment.

Mann (1988) compared the psychological characteristics of individual and team athletes. A total number of 202 university athletes (88 individual and 114 team games) were administered. Results revealed that (i) individual and team athletes do not significantly differ from one another on various areas of adjustment except educational adjustment, where the difference was found to be significant, (ii) marked inter-sports differences on all areas of adjustment, were reported; (iii) the athletes of basketball, boxing and handball groups indicated significantly better adjustment, whereas the athletes from track and field and hockey groups being poor on adjustment had differed considerably from other sports groups. Successful athletes differed significantly from unsuccessful athletes on all areas of adjustment.

Grewal (1986) investigated the inter-personal relationship of physical fitness and attitude towards physical activity and adjustment among 549 students of various colleges of Panjab University, Chandigarh. The findings of the study revealed significant positive relationship between attitude towards physical activity and adjustment. However, insignificant relationship was found between physical fitness and attitude towards physical activity.

Sharma (1979) focused on self-concept, level of aspiration and mental health as factors in academic achievement. A sample of 1060 students selected randomly from X, XI and XII grades of schools of Uttar Pradesh. He reported a significant difference among boys and girls. Further he concluded that girls were better adjusted in the age of 13 and boys were better adjusted in late adolescence (16+ to 18+ years).

Rani (1974) examined the personality adjustment difference among 170 athletes and non-athletes. She reported significant difference between athletes and non-athletes on personality adjustment. Further In the individual events, badminton players had better home adjustment than track and field athletes, wrestlers and tennis players. In team games hockey players were better adjusted on health as compared to football, volleyball and basketball players. Non-athletes tended to have better home adjustment and poor health adjustment than athletes.
Antonelli and Mascellani (1973) studied adjustment of 351 Italian elite athletes. They observed that male athletes were better adjusted than female athletes. It was reported that the athletes from volleyball, fencing, track and field and sailing were better adjusted than athletes belonging to cycling, rowing and gymnastic events.

Palsane (1970) explored the role of health adjustment and parental education on personal adjustment. For the purpose of the study 85 students were taken as subjects (47 boys and 38 girls) taken. The results of the study revealed that adolescents with good health were high in overall adjustment. He also concluded that adolescents with good parental education were better adjusted.

Crutz and Gonzaley (1969) used a check list involving 277 problems to study adjustment problems of adolescents. Samples were consisted of 105 males and 228 females. Results of the study showed that one percent level showing younger adolescents aged 12-15 years having more adjustment problems than older adolescents aged 16-19 years.