

CHAPTER I

INTRODUCTION

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Sports is a psycho-social activity. As it has both psychological and social dimensions, besides, physical, physiological and technical aspects. The main objective of sports is to develop physical and mental health and to integrate or to bring about psycho-social co-ordination, socialization, cultural interaction and thus to develop a spirit of tolerance in order to promote national and international, social and cultural integration and peace. In this modern era of competition, the psychological preparation of an individual is as much important as teaching the different skills of a game along scientific lines.

The individuals are prepared to develop the skills through competition in games. Competition might result in victory and defeat as well. The aim of competition is not only to develop the spirit of sportsmanship but also to attain mastery over all the aspects with which they play and perform their best in the competition.

Coaches, physical educationists and sports scientists have always expressed a great need to know more about those psychological principles, which are helpful in improving the psychomotor co-ordination of the players (Agyajit Singh, 1992).

UNESCO – United Nations Educational Scientific and Cultural Organization in its 20th general conference, has proclaimed that physical education

and sports are the fundamental rights of all the citizens of the world (Canadian Commission for UNESCO – 1980:41).

The competitive nature of human beings is as old as their origin. Competitive sports have developed very rapidly throughout the world in recent years. All sportsmen look for ways of making chosen sports. Every year new records are being made in every sport activity which were previously considered impossible. This is mainly due to recent changes in the training methods, which are based on advanced scientific research. The promotion of physical education and sports is no longer a matter of dispute.

The importance has been recognized at international level by all the countries of the world. Sports is also one of the factors, which help to develop national character. Physical education and sports should form an integral part of life-long education in the overall educational system and their promotion from pre school age to old age should be treated as one of the fundamental human rights. Therefore the promotion of physical education and sports has become more of the moral and social responsibility of each nation (Sindhu, 1986:1)

1.1 SPORTS

Sport is an activity that is governed by a set of rules or customs and often engaged in competitively. *Sports* commonly refer to activities where the physical capabilities of the competitor are the sole or primary determinant of the outcome

(winning or losing), but the term is also used to include activities such as mind sports (a common name for some card games and board games with little to no element of chance) and motor sports where mental acuity or equipment quality are major factors. Sport is commonly defined as an organized, competitive and skillful physical activity requiring commitment and fair play. Some view sports as differing from games based on the fact that there are usually higher levels of organization and profit (not always monetary) involved in sports. Accurate records are kept and updated for most sports at the highest levels, while failures and accomplishments are widely announced in sport news.

The term sports is sometimes extended to encompass all competitive activities in which offense and defense are played, regardless of the level of physical activity. Both games of skill and motor sport exhibit many of the characteristics of physical sports, such as skill, sportsmanship, and at the highest levels, even professional sponsorship associated with physical sports.

Sports that are subjectively judged are distinct from other judged activities such as beauty pageants and bodybuilding shows, because in the former the *activity* performed is the primary focus of evaluation, rather than the physical attributes of the contestant as in the latter (although "presentation" or "presence" may also be judged in both activities).

Sports are most often played just for fun or for the simple fact that people need exercise to stay in good physical condition. Although they do not always succeed, sports participants are expected to display good sportsmanship, standards of conduct such as being respectful of opponents and officials, and congratulating the winner when losing.

1.2 WOMEN AND SPORTS

As a consequence of the women's efforts achieve equality in all aspects of life; many questions have been raised regarding the physical ability of girls and women to perform. This issue has considerable significance in regard to military duty, police, fire fighting work, heavy industry and construction work. Today, in all civilized countries, Public law mandates that girls and women shall have equal opportunities to those of boys and men. In fact, difference in body morphology between mature males and females are for less marked in Homosapiens than in many other animals. Individually, however, humans are probably the most highly variable of all species.

Of the approximately ten trillion cells that make up the human body, only those that make up the reproductive system result in physical differences between men and women. Only the hormones of the reproductive system are dedicated exclusively to the survival of the species and are responsible for the variation between the sexes (Sloane, 1980). Functioning of the remaining cells is dedicated

to the survival of the individual. For example, no one can distinguish between a women's liver, kidney, heart or brain from that of man's when the organs are lying on a laboratory table.

Thus women have certain physiological and anatomical differences, which may affect their performance in sports when compared with men of the numerous sex differences in body size and shape, the most striking of these arise at adolescence: the man's greater height and wider shoulders and the women's proportionately wider hips and larger layer of subcutaneous fat. Sex differences in the adolescent growth spurt produce the characteristic sexual dimorphism seen in adulthood. Broadening of the shoulders relative to the hips is a characteristic of male adolescence, whereas broadening of the hips relative to the shoulders and waist is characteristics of female adolescences.

Up to the age of ten, males and females are very similar in terms of their physiology. With the onset of puberty the development of secondary sexual differences between the boys has slightly greater length than the girl, but the girl is more of maturity than the boy. At any given chronological age, "girls are further along their road to maturity than boys" (Tanner, 1962) . They are of greater physiological age. Linear growth in the girl usually decelerates with menarche, which takes place between 12 and 14 years, whereas breath continues to increase. After menarche, the girl will gain two more inches of height. When growth ends, young men are usually 10 percent taller than young women. Sex difference in adult

height is due, primarily, to the fact that boys grow over a longer period of time than girls. In the weight category, the boy usually catches up by age 15 and soon surpasses the girl. At full sexual maturity, the male outweighs the female by approximately 12 kgs. Differences in bone structure and muscle mass mostly account for this additional weight. (Laila Das, 2002)

1.3 SPORTS PSYCHOLOGY

In this modern era of competition the psychological preparation of a team is as much important as teaching the different skills of a game on the scientific lines. The teams are prepared not only to play the games, but to win the games. And for winning the game, it is not only the proficiency in the skills which bring victory but more important is the spirit of the players with which they play and perform their best in the competition.

Within a short span of time, sports psychology has taken giant strides. Now it does claim to be a full-fledged discipline in the sense that no training of sportsman is considered complete without adequate emphasis on "psychological conditioning" which plays an extremely important role in competitive sports. Competitive sports reflect cultural aspirations of a people and they have now become an inextricable part of all civilizations. Recreative sports are mainly concerned with man's well being whereas competitive sports aim to measure and enhance human "potentiality and performance". All other things being

equal in two opponents, in sports, the one with better "psychological training or mental conditioning, will always have an upper edge over the other" (Kamlesh, 1988).

Psychology of sports is an application of psychology in the field of sports and games. In other words, it is the psychological approach to sports and games, in order to make them efficient, fruitful and interesting .(Mohan et.al. 1986)

Psychology of sports is a branch of psychology that examines various aspects of activities and physical culture. It also studies the psychological aspects of athlete's personality.

It develops diagnostic techniques for selecting persons of specific sporting events and effective training methods. Sports Psychology examines the athlete's "psychic state" in various complex situation .

Perhaps one of the most significant contributions of Sports Psychology 'in recent years is the attempt by many sports psychology educators, researchers and clinicians to more clearly define, explain and refine psychology as involved in sport and exercise settings.

The vagueness of the field is being replaced by a more solid structure and the ability to communicate more intelligently about its role and -function. Research efforts from all parts of the world are helping to create scientific foundations for Sports Psychology.

In the words of Yuri Hanin,(1996) "Key note speaker at the first IOC world congress on sports sciences", applied sports psychology to day/ nationally, internationally and cross culturally has a great potential to solve the most complicated problems as related to athletic performance at the Olympic level of competition.

The application of psychological principles to the improvement of performance in sports has received greater attention in these days. There are certain accepted psychological principles which have to be applied, so that the athletes and players are able to show their best in their performances. Coaches, physical educationists and sports scientists have always expressed a great need to know more about those psychological principles, which are helpful in improving the motor skills of the players. It is important to know about the role of reaction time, movement time, emotional phenomena like competitive anxiety and some personality traits like extroversion and neuroticism of the players during training as well as competitive situations (Ayajit Singh, 1996).

Psychology of sports encompasses many topics. National and international sports psychology conferences usually focus on subjects such as motivation, aggression, anxiety, and personality. Of these personality has received the most attention in recent research.

Bucher and Dvest(1982) says that psychology as a behavioural science has made its contributions for improving sports performance. It has helped coaches to coach more efficiently and athletes to perform more proficiently. This psychological aspects on sports is gaining much attention among sports administrators. A rapidly growing area of interest in sports psychology concerns the same of stress management, procedure such as bio feed back and relaxation training to enhance athletes performance by reducing the stress and anxiety.

Kamalesh (1983), says psychology is the science of the activities of an individual in relation to the environment. The activity of the soul or the mind in other words is the internal behavior manifested through the physical or the outer for thinking and doing are point on the same stretch and are inseparable struggle for survival.

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 sportsmen depends upon his psychological make up. Different psychic abilities play a decisive role in achieving performance in track and field events. Winning in international sports competitions highly depends on the Psychological abilities. Therefore psychological fitness and training of individual are important factors which help in achieving outstanding performance.

The psychology can help the sports excellence by the sportsman. Role of psychology in selection, training materials and rehabilitation would definitely help in achieving sports excellence. The emphasis has been laid on pointing out that psychology and sports coverage at the point and excellence in sports can be optimally obtained by developing appropriate strategies.

1.3.1 AGGRESSION

The word aggression comes from the Latin word “aggrede” (to or toward) and “gadior” (Walk) literally the word means to walk toward or approach, “to move against” or “to move with intent to hurt or harm”. Aggression is a behavior and it always refers to an act that is committed with the intent to inflict injury. Aggression is behaviour and actions that usually seek to inflict psychological and physical harm, on another person or on individuals’ possessions or dear ones. In boxing, aggression or offence is considered as best defense. Therefore the aggressive behaviors of boxers should be analyzed with reference to their sports ability (Rathore, et.al. 2001).

Sports may be arranged along a scale according to the intensity and type of aggression inherent in each. Some require a great deal of physical force to be directed against one’s opponent, whereas others require forceful actions against the environment instead of direct aggression. Many sports, however, require the individual’s aggression within structured rules and in specified conditions.

Stressful also is the fact that in many sports as in life, one problem is to encourage and optimum amount of aggression when called for and to enable athletes to suspend aggression when that is called for sports (Cratty, 1983: 90) ; (Ramakrishna Reddy, 1995).

Very little research has been done in this area in India and those that were carried out are conclusive and this motivated that investigator to persuade the research in this area including the variables selected for this study.

1.3.2 STRESS

Angela Morrow, RN (1982) defined "Stress is the body's reaction to a change that requires a physical, mental or emotional adjustment or response. Stress can come from any situation or thought that makes you feel frustrated, angry, nervous, or anxious. Stress is caused by an existing stress-causing factor or "stressor." Dealing with a serious illness or caring for someone who is can cause a great deal of stress.

McEwen, Bruce (1990) documented that actors, athletes and students all have something in common. They all perform their tasks with varying stress levels. What is this stress that we all talk about? Stress can be defined as a physical, mental or emotional demand, which tends to disturb the homeostasis of the body. Used rather loosely, the term may relate to any kind of pressure, be it due to one's job, schoolwork, marriage, illness or death of a loved one. The common

denominator in all of these is change. Loss of familiarity breeds this anxiety with any change being viewed as a "threat".

The issue of anxiety is an important aspect of performance. Whether it is during the tense moments of a championship game or amidst that dreaded History exam, anxiety affects our performance via changes in the body, which can be identified by certain indicators. One misconception though with performing under pressure is that stress always has a negative connotation. Many times, "the stress of competition may cause a negative anxiety in one performer but positive excitement in another". That is why one frequently hears how elite players' thrive under pressure, when most others would crumble.

Stress can be good or bad for a person engaged in a sporting event. Good stress can improve a performance whereas bad stress can cause them to, in sporting parlance, not be at the races. This article will examine these two types of stress, what causes them, how they affect sports and how they can be combated.

Motivation means move to achieve. In psychology the term motivation or motive refers to activation from within in the organism.

The motivation is termed as the urge to push towards a specific goal. Motivation is a concept invented to describe the psychological state or the organism as it is affected by various influences. A person is motivated when he desires some goal, a goal that will meet his need or satisfy his interest. Many

psychologists believe that all behaviors are motivated, although it is extremely difficult to isolate specific motivational variables.

According to Bryant Crathy (1989) Motivation as a personality characteristic related to the general state of arousal and subsequent level of attention paid to a problem or task facing of an individual.

Motivation depends not only on environmental manipulations and the individual's personality, but on the nature of the task also. For simple skills high or low motivation create the same effect. The level of motivation will affect the performance of the complex skill.

Level of achievement motives is positively related to success. Achievement related motives may be more successful in predicting behavior in sports selling.

1.3.3 TEAM COHESION

There are many group dynamics that take place within a sporting team. One of the most important is cohesion. One is always hearing about how important it is for a team to "gel" or "bond" or "have good chemistry." Cohesive teams can achieve dramatic and awesome things. The way players interact has a tremendous impact on the way a team performs. As Hall (1960) put it, "The fittest to survive and succeed are those able to find their strength in cooperation, able to build teams based upon mutual helpfulness, and responsibility for one's fellow teammates."

The more cohesive a team is, the more it encourages peak performance in its members. If cohesion is lacking it can often prevent the team from reaching its' potential. Shouldn't teams spend time and energy developing a cohesive environment? I think the problem is that many teams aren't sure what cohesion is and how to go about developing and maintaining a cohesive environment. To often the unspoken attitude is, "If it happens, that's great, but if not, well, we don't have a close group this year and there's not much that can be done."

In the past, the concept of cohesion has been defined in many ways. In the sporting world, one definition is most widely used and accepted, and it is the one we will use. Cohesion is the total field of forces which act on members to remain in a particular group (Festinger, Schacter, & Back, 1950). People will usually refer to their team as cohesive if the members get along, are loyal and are united in the pursuit of its goals.

Merely being together at workouts and games doesn't necessarily guarantee a team will be cohesive and successful, it simply means that they are occupying the same space at the same time. A cohesive team can be distinguished from a noncohesive team by many characteristics. A cohesive team has well-defined roles and group norms, common goals, a positive team identity, a good working relationship, shared responsibility, respect, positive energy, trust, a willingness to cooperate, unity, good communication, pride in membership, and synergy. Another indicator of the amount of cohesiveness in a team is the frequency of statements of

we and our, in contrast to statements of I, me and mine. The 'we' is just as important as the me. Developing cohesion is something that takes time and effort, but it is well worth the investment.

To establish cohesion, everyone needs to be on the same page when it comes to team goals. If everyone is striving towards the same thing this will help cohesion develop. Productivity must be established by setting challenging and specific goals. Making sure the members know what the individual goals are, for themselves and their teammates, is very important. If you know what your teammates are striving for, many times you can aid them in their endeavor, which will lead to a more cohesive relationship. There can be no hidden agendas by any of the members, their goals must coincide with team goals. What's good for the team has to be good for the individual and visa versa.

1.3.4 SELF CONFIDENCE

Sports psychologists define self confidence as the belief that one can successfully perform or desired behaviour. The desired behaviour might be kicking a soccer goal, staying on an exercise regimen, recovering from a knee injury, serving an ace, or hitting a home run. But the common factor is that one believes that he will get the job done.

It is important to make a final comment about defining self confidence. Specifically, some evolving and recent research has revealed that like many other

current personality constructs, self confidence may be multi dimensional, consisting of several aspects. Specifically, there appear to be several aspects, there appears to be several types of self confidence within sport including the following:

- Confidence about one's ability to execute physical skill
- Confidence about one's ability to utilize psychological skill (e.g. imagery, self-talk).
- Confidence in one's level of physical fitness and training status
- Confidence in one's learning potential or ability to improve one's skill
(Robert S. Weinbergh and Deniel Gould, 1995)

1.3.5 LEADERSHIP

Dr. Chelladurai, an expert in sports management (1994) thinks that one of the significant processes in management of human resources is leadership. The immediate supervisor and top-level administrators provide the leadership to the employee and this helps them to understand their roles and performance, expectations and their relationships to organizational goals and reward systems. In addition, good leadership enhances employee's personal growth and development, motivation, performance and job satisfaction. Therefore, managers should have a clear understanding of the dynamics of leadership within organization.

Leadership is more or less the process of influencing and supporting others to work enthusiastically towards achieving objectives. It is the critical factor that helps an individual or a group to identify the goals and then motivates and assists in achieving the stated goals. The three important elements in the definition are: influence / support, voluntary effort and goal achievement. Without leadership, an organization would be only a confusion of people and machines, just as an orchestra without a conductor would be only musicians and instruments. The orchestra and all other organizations require leadership to develop their precious assets to the fullest.

Leadership is related to motivation, interpersonal behaviour and the process of communication. Leadership is important to dispel the employee's dissatisfaction. Good leadership also involves the effective process of delegation. The leadership or relationship is not limited to leader's behaviour resulting in subordinate behaviour. Leadership is a dynamic process and leader – follower relationship is reciprocal and effective leadership is in fact a two way process which influences both individual and organizational performance (Bass ,B.M 1985)

1.3.6 SOCIO – ECONOMIC STATUS (SES)

Socio-Economic Status is evaluated as a combination of factors including income, level of education and occupation. It is a way of looking at how

individuals or families fit into society using economic and social measures that have been shown to impact individuals health and well being.

Socio-Economic status and health are closely related, and SES can often have profound effects on a person's health due to differences in ability to access health care as well as dietary and other lifestyle choices that are associated with both finances and education. Usually categorized into high SES, middle SES and low SES. (Elizabeth Boskay, 2009)

Sociology of sports alternately referred to as sports sociology is an one of sociology that focuses on sports as a social phenomenon and on the social and cultural structures, patterns and organizations or groups engaged in sports.

There are many perspectives from which sports can be referred to. Therefore, very often some binary divisions are stressed, such as: Professional – amateur, mass-top – level, active – passive / spectator, men – women, sports – play (as an anti thesis to organized and institutionalized activity). Following feminist or other reflexive and tradition – breaking paradigms sports are sometimes studied as contested activities, i.e. as activities in the centre of various people / groups interests (Connection of sports and gender, mass media, or state – politics).

The emergence of the sociology of sports (Though not the name itself) dates from the end of the 19th century, when first social psychological experiments dealing with group effects of competition and pace-making look place. Besides

cultural anthropology and its interest in games in the human culture, one of the first efforts to think about sports in more general way was Johan Huizinga's "Homo Ludens" or Thorstein Veblen's "Theory of the Leisure class".(**Johan Huizinga, 1962**)

Grupe (1960) states social that situational factors play a more important function in accounting for socialization by sports roles. There to become involved in sports are differentially distributed among various groups by sports involvement a strong inference is that sports is strongly influenced by socio-economic background.

1.4 SOCIO – ECONOMIC STATUS AND PLAYING PERFORMANCE

A number of studies show that social status has positive relationship with personality development, economic achievement and sports participation of students. In short, the importance of socio-economic status as a determinant has been emphasized by the findings of studies made in the western countries. (Mangayarkarasi, 1989 , Yobu, 1993).

1.5.1 AGE AND SPORTS

Age determines how strong and equipped your body is for exercise. For example most people have a peak age of between 20 and 25. Before this, the muscles are usually weaker unless you are a very fit individual, as they are not fully developed yet. After this age the muscles will be gradually deteriorating and

becoming weaker which can affect performance. However, this is just your peak age, so you can still be able to perform well but when you get too old you will not be able to do a much. Also some sports require youthful skills, such as gymnastics.

1.5.2 AGE AND STAMINA

The natural process of getting older affects everyone in one way or another. The effects of aging on athletes is no exception. In fact, there are a few important ways that aging affects athletes. Stamina is just one area. Stamina can be greatly reduced in anyone over the age of 40. This is the age that stamina in non-athletes seems to wane, but athletes also begin to notice changes. Although some of the effects are visible, the majority happen inside the human body and go unnoticed at first.

1.5.3 MUSCLES AND STAMINA

Age can affect stamina in sports by gradually taking away an athlete's overall muscle power. This is a result of the shrinking fast-twitch muscle fibers. Although the process occurs between the ages of 20 and 80, by age 40, half of that power is already gone. The nerves that activate muscle cells also begin to degenerate. This decreases the size and number of these specific muscle fibers. Aerobic exercise alone will not guarantee healthy muscle mass. It is the incorporation of some form of resistance training after the age of 40 that helps to

maintain muscle strength, mass, power, etc. Adding endurance training will also promote healthy skeletal muscles.

1.5.4 NUTRITION AND STAMINA

To avoid loss of stamina, athletes must keep the nutrition-stamina connection active as they get older. Making time to know how to eat right is just as important as making time to exercise. Every sporting individual needs the proper nutrients to maintain stamina. A good diet should consist of proteins, minerals, vitamins, carbohydrates and fats. Proteins are essential for building muscles and repairing them. Carbohydrates are the energy source that fuels both the body and the brain. Fats are necessary for low-level activity such as sleeping and reading. Vitamins and minerals help to regulate chemical reactions in the body and also help to form structures. Healthy eating patterns are necessary for stamina, so eat a variety of nutrient-rich foods in moderation.

1.5.5 STAMINA AND PSYCHOLOGY

Stamina can be also be affected by mental decline as the athlete ages. This in itself can have a profound effect on both the athlete's performance and stamina. Athletes do enjoy the challenge that competitive sports afford them. However, if this is accompanied by the challenges presented by an aging body, it can create problems. The result can be an athlete who feels like he has lost the competitive edge that he once possessed at a younger age. He can also experience the

frustration that comes with the utter inability to perform, despite training and other controllable ability. The only way to combat this is to maintain self-confidence in one's ability. Positive outlook and a training program customized to fit the challenges of aging can help. Most aging athletes can keep up a regular routine of training for a specific sport, but more frequent visits with a physician and a trainer skilled in addressing such challenges might be needed. (www.ehow.com)

1.6 REASONS FOR SELECTION OF STUDY

There are many perspectives from which sports can be referred to. Therefore, very often some binary divisions are stressed, such as: Professional – amateur, mass-top – level, active – passive / spectator, men – women, sports – play (as an anti thesis to organized and institutionalized activity). Following feminist or other reflexive and tradition – breaking paradigms sports are sometimes studied as contested activities, i.e. as activities in the centre of various people / groups interests (Connection of sports and gender, mass media, or state – politics).

Sports psychologists have studied the variables of sports competition Anxiety, Aggression and Stress with its effect on sports competition. The results of these and further studies will help both coaches and players recognize and cope with the sometime helpful and sometime harmful variables known as Anxiety, Aggression and Stress.

One of the most significant contributions of sport psychology 'in recent years is the attempt by many sport psychology educators, researchers and clinicians to more clearly define, explain and refine psychology as involved in sport and exercise settings. There are three major distribution of sportsmen and women, namely, district, state and national players and these players mostly from the age group of 18 to 25 years. Hence, in order to find out the psycho sociological levels of these sports women, this study aimed at making a comparative analyse of psychological and sociological factors as functions of age and levels of participation. To contribute to the existing knowledge in the area of psycho-sociological domain the investigator was interested to make a comparative analysis of psycho-sociological factors as a function of age, and levels of participation in this research.

1.7 OBJECTIVES OF THE STUDY

The following would be the objectives of this study.

- 1) To analyse the psychological and sociological status of the district, state and national level of players.
- 2) To analyse the psychological and sociological status in three distinct different age groups of 18 to 19, 20 to 22 and 23 to 25 years.
- 3) To make a comparative analysis of the psychological and sociological factors among the independent groups selected for this study.

- 4) To find out the differences in psychological and sociological factors among different levels of sports women in selected variables, aggression, stress, achievement motivation, team cohesion, self confidence, leadership and socio-economic conditions.

1.8 STATEMENT OF THE PROBLEM

The purpose of the study was to make a comparative analyse of psychological and sociological factors as functions of age and levels of participation.

1.9 HYPOTHESES

It was hypothesized that :

- 1) There would not be any significant differences in aggression among sportswomen of district, state and national players in age groups of 18 to 19, 20 to 22 and 23 to 25 years.
- 2) There would not be any significant differences in stress among sportswomen of district, state and national players in age groups of 18 to 19, 20 to 22 and 23 to 25 years.
- 3) There would not be any significant differences in achievement motivation among sportswomen of district, state and national players in age groups of 18 to 19, 20 to 22 and 23 to 25 years.

- 4) There would not be any significant differences in team cohesion among sportswomen of district, state and national players in age groups of 18 to 19, 20 to 22 and 23 to 25 years.
- 5) There would not be any significant differences in self confidence among sportswomen of district, state and national players in age groups of 18 to 19, 20 to 22 and 23 to 25 years.
- 6) There would not be any significant differences in leadership among sportswomen of district, state and national players in age groups of 18 to 19, 20 to 22 and 23 to 25 years.
- 7) There would not be any significant differences in socio-economic conditions among sportswomen of district, state and national players in age groups of 18 to 19, 20 to 22 and 23 to 25 years.

1.10 SIGNIFICANCE OF THE STUDY

In the recent years, a great deal of attention has been paid to compare the variations in the behaviourism, humanism and cognitivism man on his/her psychological factors. Further, there seemed to have differences among athletes of different levels belonging to different ages. As this study is aimed at making a comparative analyse of psychological and sociological factors as a function of age and levels of participation, the study is significant in the following ways:

1. The present study would acquaint the physical education administrators with the psychological and sociological factors such as aggression, stress, achievement motivation, team cohesion, self confidence, leadership and socio economic conditions among different ages at different levels of sports participations.

2. It would facilitate to find out the differences among the different age groups of players on selected psychological and sociological factors.

3. It would facilitate to find out the differences among sportswomen of different levels of sports participation on selected psychological and sociological factors.

4. It would facilitate to find out the whether these groups of players have any significant differences in socio economic status.

5. This research would facilitate to find out whether the differences in different ages on selected psycho sociological factors has any influence on performance levels of the sports women.

6. The results of the study would add further knowledge to the existing literature of psychological and sociological factors.

7. The findings of the study would provide a guideline to the future research investigators in psychology, sports psychology and sports sciences to conduct further research in this field.

1.11 LIMITATIONS

The uncontrollable factors associated with the study were accepted as limitations, as given below.

- 1) Heredity and environmental factors which contributed to both physical and mental efficiency could not be controlled.
- 2) Day to day activities, rest period, food habits, life style and family factors could not be controlled.
- 3) General mood and environmental factors at the time of responding to the questionnaire would have affected the response of the subjects, and it is a limitation of this studying.

1.12 DELIMITATIONS

1. The study would be conducted among sports women competed in district, state and state irrespective of the game.
2. The age group of the women sports persons selected for this study would be between 18 to 25 years.

3. Differences of the rural and urban sportswomen would not be considered in this study.
4. The following variables would be selected for this study
 - a. Aggression
 - b. Stress,
 - c. Achievement Motivation
 - d. Self Confidence
 - e. Team Cohesion
 - f. Leadership
 - g. Socio-economic conditions
5. For analyzing the results on selected variables, 3 x 3 Factorial Design would be used as 3 levels of sportswomen participation – district, state and national and 3 different age groups, namely, 18 to 19, 20 to 22 and 23 to 25 years would be considered for this study.
6. The result of the study would be interpreted in the light of these limitations and delimitations.

1.13 DEFINITION OF TERMS

1.13.1 Psychology

“ Psychology is the science of the activity of an individual in relation to his environment” (Kamlesh, 1993).

1.13.2 Sports Psychology

It is the study of reading the player's mind during sports setting.

1.13.3 Aggression

Aggression is a behaviour always referred as an act that is committed with the intent to inflict injury.(Siva J.M. and Winberg R.S , 1984)

Aggression is "an emotion that involves a physiological arousal state coexisting with fantasized or intended act culminating in harmful effect on another person". (Spiel Berger, Krasner and Solomon (1988))"

1.13.4 Stress

Stress is a biological term which refers to the consequences of the failure of a human or animal body to respond appropriately to emotional or physical threats to the organism, whether actual or imagined. It is "the autonomic response to environmental stimulus." (www.en.wikipedia)

1.13.5 Achievement Motivation

Achievement motivation refers to the tendency to strive to achieve and excel in whatever challenge that is presented.. And sports achievement motivation is defined as the tendency to strive to achieve and excel in particular game or sport. (Kamlesh, 1990)

1.13.6 Self Confidence

Self confidence as the belief that one can successfully perform a desired behaviour. The desired behaviour might be kicking a soccer goal, staying in an exercise regime, recovering from a knee injury, serving an ace. But the common factor is that one believes that he will get the job done.

1.13.7 Team Cohesion

Team cohesion is defined as “a dynamic process which is reflected in the tendency for a group to stick together and remain united in the pursuit of goals and objectives”

1.13.8 Leadership

Leadership has been described as “a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task” (Chemers M. 1997)

1.13.9 Socio Economic Status

Socio Economic Status is defined as the position of an individual on a socioeconomic scale that measures such factors as education, income, type of occupation, place of residence, and in some populations, ethnicity and religion

An individual's or group's position within a hierarchical social structure. Socioeconomic status depends on a combination of variables, including occupation, education, income, wealth, and place of residence. Sociologists often use socioeconomic status as a means of predicting behavior

Socioeconomic status (SES) is evaluated as a combination of factors including income, level of education, and occupation. It is a way of looking at how individuals or families fit into society using economic and social measures that have been shown to impact individuals' health and well being