INTRODUCTION

The performance of a player not only depends upon his physical abilities or efficiency of the skill rather it also depends to a great extent on his psychological training. It has been seen in number of cases and presented (reported) in newspapers and other sources of the media. In the contemporary period of sports competition the sports psychology has made a remarkable contribution in enhancing the performance of sports persons.

Researchers within the field of sport psychology have also evaluated the role of specific psychological skills in enhancing performance (Nisar, 2009; Ali, 1996). Overall, research in sport settings has provided evidence that psychological skills facilitate athletic performance of both team and individual athletes (Thelwell & Greenlees, 2001; Beauchamp et al. 1996; Smith, Schultz, Smoll & Ptacek, 1995; Mullen & Copper, 1994; Greenspan & Feltz, 1989). Psychological skills such as relaxation training, positive thought control, self-regulation, imagery, concentration, energy control, self-monitoring, goal setting, cohesion and host of other psychological variables have all been found to influence the performance of athletes.

Hockey in India became popular with the coming of British. It was when the British army regiments played the game, the Indian regiments also picked up the game and then followed the tradition of playing the game of hockey. Then gradually this game was adopted by the masses. Hockey in India saw its roots first ever in house hockey club in Calcutta, which was formed in the year 1885-86, then followed the formation of hockey clubs in Bombay and Punjab. Slowly and gradually this game gained its importance amongst the masses and more and more people started playing it.
Hockey in India has a glorious past. The golden era of Indian hockey was in between the period from 1928 to 1956. During this period India won six consecutive gold medals in Olympic games. During that era India played a total of 24 matches and won all the 24 matches, it scored a massive number of 178 goals and conceded only seven. There were some legendary players in the history of hockey in India. Amongst them some were Dhyan Chand, K.D. Singh ‘Babu’, Zafer Iqbal, Ajit Pal Singh, Mohd. Shahid and Dhanraj Pillay. Dhyan Chand was the most legendary amongst all and he was known as the magician of hockey as well as “Hockey Wizard”. All these legendary players geared the position of hockey to new heights.

Self-Confidence

Self-confidence is the inner feeling of certainty. It is a feeling of certainty about who you are and what you have to offer to the world. It is also the feeling that you are worthwhile and valuable. Everyone craves to possess self-confidence because it makes life so much easier and so much more fun. Self-confidence gives us the energy to create our dreams. It is an essential element to being able to create powerfully.

In sport, self-confidence is one of the most frequently cited psychological factors thought to affect athletic achievements. "Self-confidence," as the term is used here, is the belief that one can successfully execute a specific activity rather than a global trait that accounts for overall performance optimism. For example, one may have a high degree of self-confidence in one's driving ability in golf but a low degree of selfconfidence in putting.

Although self-confidence is thought to affect athletic performance, its relationship with performance has not been clear in much of the sport science research. Self-confidence has been shown to be significantly correlated with skillful sport performance, but whether there is a causal
relationship, and what the direction of that relationship is, cannot be determined from the correlational designs of the studies.

The research from the sport literature provides clear evidence that a significant relationship exists between self-confidence and performance. This evidence spans different tasks, measures of self-confidence, and major theoretical paradigms (Bandura, 1977; Harter 1978). In terms of causal interactions between self-confidence and performance, evidence from sport shows that self-confidence is both an effect and a cause in relation to performance (Feltz 1982; Feltz, 19; Feltz 1983; McAuley, 1985). However, in the athletic domain, other factors, such as prior performance and behavior (Feltz 1982; Feltz 1984; Feltz 1983; McAuley, 1985), are also instrumental in influencing performance. Self-confidence, if considered as a common mechanism mediating behavior, should not be expected to fully explain human behavior (Bandura, 1984), particularly the complex behavior of sport performance.

Self-confidence is widely believed to be an important aspect of the psychological make-up of the individual athlete. A high level of self-confidence is one of the most consistently reported psychological characteristics of elite athletes, and research has shown that self-confidence often distinguishes highly successful athletes from the less successful ones (Gould, Weiss, & Weinberg, 1981; Highlen & Bennett, 1979; Mahoney & Avener, 1977; Weiss, Wiese, & Klint, 1989).

**Body Image**

For the first time interest in the body image appeared in the work of neurologist who observed brain damage could produce bizarre alterations in a person’s perception of his body. Patients suffering from brain damage manifested such extreme symptoms as the inability to recognize parts of their own bodies and the assignment of entirely different identities to the
right and left sides of their bodies. Interest in body image phenomena was further reinforced by observations that neurotics and schizophrenic patients frequently had unusual body feelings (Schilder, 1935). Neurologists, psychiatrics and early influential theorists reported the following kinds of distortion in the schizophrenic patients: a sense of alienation from his own body (depersonalization), inability to distinguish the boundaries of his body, and feelings of transformation in the sex of his body. Other early influential theorists took the view that a body scheme was essential to the functioning of the individual (Mead and others, 1920). Fisher (1958-a) has explained that Freud considered the body concept basic to the development of identity and ego structure. When the child is able to perceive his own body as something different from its environment, he presumably acquires a basis for distinguishing self from non-self.

If we closely examine the definitions and view points of body image, two distinct aspects emerge. Lerner (1976) emphasizes more, the immediate and temporary aspects of the body image which according to him is in constant flux and information. Fisher and Cleveland (1958) on the other hand emphasize the relatively stable and unchanging aspects of body image. Interestingly the two aspects of body image, according to Puretz (1982) are not in conflict with one another. Body image represents the manner in which a person has learned to organize and integrate his body experience (Witkin, 1965; Fisher, 1958-b; Whiting, 1973). Dosamantes (1992) while discussing body image, describe that cultural definition of the idealized body image is subject to change under pressure from social, economic, political and religious sources. Body image reflects the individual’s own attitudes as well as those of others towards his/her embodied self.
Achievement Motivation

During the last 30 years, studies on motivation in sport have adopted a social cognitive approach. One approach, achievement goal theory, became one of the most important approaches to understanding sport motivation. Goals are cognitive representations of the different purposes people may have in achievement situations, and are presumed to guide behaviour and cognition, and affect academic, work, or sport situations.

Achievement motivation can be defined as the athlete’s predisposition to approach or avoid a competitive situation. In a broader sense, it includes the concept of desire, or desire to excel. The desire to achieve success in sport is not an innate drive, such as hunger or thirst, but is likely one that is developed or learned in the sporting environment. The best explanation of approach–avoidance conflict situation for the athlete is provided by the McClelland–Atkinson model of achievement motivation. In its simplest form, it suggests that achievement motivation is a function of two constructs. These two constructs are (a) the motive to achieve success, and (b) the fear of failure. The motive to achieve success is believed to represent an athlete’s intrinsic motivation to engage in an exciting activity. The fear of failure is a psychological construct associated with cognitive state anxiety. According to this theory, a person’s desire to enter an achievement situation is a function of the relative strengths of these two constructs – the motive to achieve success and the fear of failure. If an individual’s desire to participate in the activity is greater than the fear of failure, then it is likely that the person will perform the activity.

Achievement motivation is an essential element of human personality. It directs a person’s activity and makes it more or less dynamic. Without the desire to succeed other psychological features and abilities do not provide nearly so much influence on performance.
Achievement motivation influences other factors affecting performance in sport like: physical preparation, technique, tactics and even life style (Gracz & Sankowski, 1995).

**Statement of the problem**

Keeping in view the purpose of the study and after reviewing the available literature, the researcher stated the problem as “**Study of Self-Confidence, Body Image and Achievement Motivation among Various Levels Hockey Players**”.

**Objectives of the Study**

To accomplish the purpose of the study following objectives have been stated:

- To explain the relationship of Self-confidence, Bosy Image and Achievement Motivation.
- To find out difference among various levels hockey players on self-confidence.
- To find out difference among various levels hockey players on body image.
- To find out difference among various levels hockey players on achievement motivation.

**Hypotheses**

Keeping in view the objectives of the study, literature survey, experts’ opinion it is hypothesized that:

- There would be no significant difference among various levels hockey players on self-confidence.
• There would be no significant difference among various levels hockey players on body image.

• There would be no significant difference among various levels hockey players on achievement motivation.

• There would be no significant difference among various levels hockey players cumulatively on Self-confidence, Body Image and Achievement Motivation.

**Significance of the study**

• The study would signify the role of stated psychological variables specifically for hockey players.

• The study will be helpful to the physical education teachers, coaches, trainers, professionals and scientists in the field of physical education.

• The study may throw new light on the field of sports psychology for further research.

• The outcome of the study may add new information to the existing literature in the area of research in physical education and sports sciences.

• The findings would help in spotting the talents on the basis of their psychological make-up.