A STUDY ON LEVEL OF ASPIRATION, SUBJECTIVE WELL-BEING AND HUMAN VALUES AMONG SPORTS PERSONS

ABSTRACT

OF THE
THESIS

SUBMITTED FOR THE AWARD OF THE DEGREE OF
Doctor of Philosophy
IN
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BY
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Under the Supervision of
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ABSTRACT

INTRODUCTION

The twenty first century has seen a number of changes in various fields as against the traditional practices prevalent in the past. To keep pace with the fast and vast changes that are taking place in the various disciplines, there is tremendous demand and responsibility cast on training systems to meet the challenges of preparing men and women to achieve tasks with success and excellence.

Participation in modern sports is influenced by various physical, physiological, sociological and psychological factors. During training, besides good physique and physical fitness of the athlete, emphasis is also laid on the development of various types of motor skills involved in a game, as well as on teaching the strategies, techniques and tactics of that game. Until recently, the coaches have been paying inadequate attention to the social and psychological factors which have been proved to contribute to performance in the higher competitive sports. It is only recently that sports administrators and coaches have realized the importance of psychological preparation and training of players to enable them to bear the strain and stresses inherent in sports participation. So now sports trainer and coaches have started giving more importance to psychological conditioning or
1. To find out the difference in level of aspiration among sportspersons.

2. To find out the difference in subjective well being among sportspersons.

3. To find out the difference in human values among sportspersons.

**HYPOTHESES**

On the basis of objectives the following hypotheses have been formulated:

1. University level players should score better on level of aspiration scale than College level players.

2. University level players should score higher on subjective well being than College level players.

3. University level players should score higher on human values than College level players.

4. University and College level female players should score significantly different on level of aspiration.

5. University and College level female players should score significantly different on subjective well being.

6. University and College level female players should score significantly different on human values.
building the mental makeup of the players before their performance in the national and international competitions.

The significance of psychological factors for exploring performance has been forcefully advocated by many experts (Singer and Kane 1975; Mein 1973; Broake and Whiting 1975; Bucl; 1995). They suggest that an individual is affected not merely by his physical, technical & tactical qualities but also by his their psychological make up.

In recent years sports performance is not simply a matter of basic skill, rather it is a cast of variable influences, such as general aspiration subjective well being and human nature which determines abilities and maximize etiological peaking which are presently emphasized for attaining high performance.

Statement of the Problem

The problem undertaken for the present thesis is stated as a study of level of aspiration, subjective well being and human values among sportspersons.

OBJECTIVES OF THE STUDY

The objectives of the proposed study are as follows:
7. University and College level male players should score significantly different on level of aspiration.

8. University and College level male players should score significantly different on subjective well being.

9. University and college level male players should score significantly different on human values.

LIMITATIONS

1. The response of the subjects to the questionnaire might not be honest in all case and this was recognized as a limitation.

2. The general mood and environment factor at the time of responding to the questionnaire would affect the response of the subject and this was also recognized as a limitation.

3. The limitation of time and economic constraints were considered as another limitation of the study.

4. No sophisticated apparatus or equipment was used.

DE-LIMITATION:

The study was delimited to male and female sportspersons at College level and a university level of northern U.P. only. The samples have not been taken from all the stadiums and institutions of northern Uttar Pradesh, rather from institutions that have been selected randomly.
SIGNIFICANCE OF THE STUDY:

1. The study aims to understand the difference between level of aspiration, subjective well being and human values among sportspersons.

2. The study helps in examining the relative difference in level of aspiration, subjective well being and human values among the University and College level female players of different games and sports.

3. The study helps in diagnosing the relative difference in level of aspiration, subjective well being and human values among University and College level players of various games and sports.

METHODOLOGY:

For this thesis random sampling method was used for the collection of data. An attempt has been made to find the difference between psychological variable, of different games. The study was conducted on three hundred University and College level players in approximately equal ratio of male and female of Northern UP.

1. Data was collected through questionnaires.

2. Level of aspiration was measured by using scale developed by Dr. H.M. Singh and Dr. Govind Tiwari (1976).
3 Subjective well being was measured by using the SWLS developed by Diener, Emmons, Larsen and Griffin (1985).

4 Human values were measured by using the scale developed by Shery (1973).

DATA ANALYSIS

Data was analyzed with the help of student t-test to determine the significance of difference between the mean scores of University and College level players of different games.

CONCLUSIONS, SUGGESTIONS AND RECOMMENDATIONS

On the basis of the critical inferences drawn from the chapter number IV we can conclude that:

1. There is significant difference between University and College level sportspersons in terms of level of aspiration.

2. There is no significant difference on the Subjective well-being between University and College level sportspersons.

3. There is no significant difference between University and College Sportspersons on religious, social, democratic, aesthetic, economic, hedonistic, power, family prestige and health values. However significant difference can be found between University and College level players in terms of knowledge value.
4. There is no significant difference in the score of level of aspiration between University and College level female hockey players.

5. There is no significant difference on the score of Subjective well-being between University and College level female hockey players.

6. It was found that there is no significant difference on the values among University and College level female hockey players.

7. There is no significant difference in the level of aspiration between University and College level female cricket players.

8. There is no significant difference in the Subjective well-being between University and College level female cricket players.

9. There is significant difference between female cricket players of University and College level in knowledge value, whereas there is no significant difference in the other values like religious, Social, democratic, aesthetic, economic, hedonistic, power, family prestige and health.

10. No significant difference lies in the level of aspiration between University and College level female kabaddi players.

11. There is no significant difference in the subjective well being between University and College level female kabaddi players.

12. University and College level female kabaddi players do not have any significant difference on religious, social, democratic aesthetic, economic hedonistic, power, family prestige and health values.
13. There is no significant difference in the level of aspiration between University and College level female swimmers.

14. University and College level female swimmers do not differ significantly on Subjective well-being.

15. University and College level female swimmers do not have any significant difference in terms of religious, social, democratic, aesthetic, economic, knowledge, hedonistic and family prestige values. But significant difference exists between University and College level female swimmers on power and health value.

16. There is no significant difference on the variable of level of aspiration between University and College level female volleyball players.

17. There is no significant difference in the Subjective well-being between University and College level female volleyball players.

18. Female volleyball players of University and College level do not have significant difference in terms of religious, social, democratic, aesthetic, economic, knowledge, hedonistic, power and health values. However, significant difference exists between University and College level female volleyball players in terms of family prestige value.

19. There is a significant difference between University and College level female cricket players on the variable of aspiration level.

20. There is no significant difference in Subjective well-being between University and College level male cricket players.
21. There is a significant difference between University and College level cricketers on knowledge value, but no significant difference can be found in terms of religious, social, democratic, aesthetic, economic, hedonistic, power, family prestige and health values.

22. There is no significant difference in the score of University and College level male hockey players on the variable of level of aspiration.

23. There is no significant difference on Subjective well-being between University and College level male hockey players.

24. There is no significant difference between University and College level male hockey players on religious, social, democratic aesthetic, economic hedonistic, power, family prestige and health values.

25. There is no significant difference in the level of aspiration between University and College level male kabaddi players.

26. No significant difference in the subjective well being exists between male kabaddi players of University and College level.

27. University and College level male kabbadi player have no significant difference in terms of religious, social, democratic, aesthetic, knowledge, hedonistic, power, family prestige and health values. But in economic value there is a significant difference.

28. There is no significant difference in the level of aspiration between University and College level male swimming players.
29. There is no significant difference in the Subjective well-being between University and College level male swimmers.

30. There is no significant difference between University and College level male swimmers in terms of religious, social, democratic, aesthetic, economic, knowledge, power, family prestige and health values. However, but significant difference exists in the score of University and College level male swimmers.

31. There is no significant difference in the level of aspiration between University and College level male volleyball players.

32. There is no significant difference in Subjective well-being between University and College level male volleyball players.

33. There is no significant difference on the variable of various values among University and College level male volleyball players.

**Suggestions and Recommendations:**

Keeping in view the findings of the present study, the following suggestions are being forwarded:

1. Talent selection among various games at state and college can be conducted on the basis of the present study.

2. Similar studies may be conducted on the with other.
3. The scope of the study can be widened to cover national, Inter university and state level sports persons.

4. A comparative study may be conducted on East, West, North and South-Zone players to find out degree of variation with respect to these variables.

5. Other psychological variables which left unattended in this study may be included to have a broader understanding of the psychological make up of the players.

6. The findings of this study can be a guide to use aspiration and values to light the fire of spirit for competition and training.

7. In future, a series of studies need to be conducted considering the important psychological variables and their relationship with performance.

**Recommendations**

1. It is recommended that factors like health status, achievement motivation and other psychological factors should also be considered in future studies.

2. Similar studies may be conducted in other states of the country.
3. It is recommended that educational institutions and authorities should pay special attention to inculcate values among sports participants.

4. Along with psychological parameters, physical and biomechanical parameters of sports persons should also be studied.

5. Further, a study should be conducted to compare elite and non elite sports persons of different sports in relation to well being, aspiration level and human values.
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Certificate of the Supervisor

This is to certify that the thesis entitled "A STUDY ON LEVEL OF ASPIRATION, SUBJECTIVE WELL-BEING AND HUMAN VALUES AMONG SPORTS PERSONS" is an empirical research work carried out by Ms Farida Ashraf under my guidance and supervision for the degree of Doctor of philosophy. The thesis is an original contribution and adds substantially to the existing treasure of knowledge in the discipline of Physical Education. The thesis is fit for submission to the examiners for evaluation.

( Dr. Zamirullah Khan)
Supervisor
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(Farida Ashraf)
CHAPTER – 1

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CHAPTER-I

Introduction
INTRODUCTION

Competitive sports are an arena where the young and super challenging athletes fight for supremacy and records. Here Athletes are scientifically prepared by experts, sports scientists and coaches to tussle among themselves. The motive is, to win and then to enjoy their dreams and the fruit of their efforts put in for years together. At the same time it is a fact that today’s athletes are simply stronger, faster and more efficient than yesterday’s and tomorrow may be still better.

The main aim of modern sports training is to detect and diagnose human capabilities at an early stage in life and channelize it in the right direction to realize the achievements aimed at, in a particular game or sports.

Excelling, doing better and surpassing are some of the expressions which are generally used to denote competition. There is a sort of deliberate and conscious animosity that has existed for centuries and shall continue to exist, so long as betterment remains the goal of the society. Consciously or unconsciously, everyone is competing in one way or the other.
Man is not as consistently predictable in performance as are other things that we might choose to observe. However unfortunate it is but obvious. We can borrow information from related areas to apply it to sports, as another alternative. Whatever method is used, the so called truth is at best loosely structured. We must then logically deduce the facts from the empirical evidence that pertains to sport.

As one moves from one level of competition to another aspirations also get higher and higher and the will to perform better increase to reach the top order, or in other words to win the competition to become champion. One’s level of aspiration affects one’s performance.

Competitions are so tough nowadays that even marginal factors influence sports performances. In order to overcome all the factors that may influence the performance performers face various types of psychological problems. So it is a must on the part of coaches and trainers to have a close look at the well being of the trainees.

‘Conquering’ remains the spirit of competitors in competitions. In today’s competitions the best performers are awarded with various types of awards. So these competitions have lead the competitors to
forget the sprit of the game. There remains only one thing in their minds i.e., to win. To win, they may adopt unfair means also. Therefore it can be said that it is human values that lets competitors decide whether to be fair in competitions or not.

The significance of psychological factors for exploring performances has been forcefully advocated by many experts (Singer and Kane 1975; Mein 1973; Broake and Whiting 1975; Bucl; 1995). They suggest that the individual is affected not merely by his physical, technical & tactical qualities but also by psychological make up.

In recent years sports performance is not simply a matter of basic skill, rather, It is a cast of variable influences such as general aspiration, subjective well being and human values. There determine capabilities and maximize psychological strength which are the pre requisites for attaining high performance.

**Statement of the thesis**

The issue undertaken for investigation in this thesis is study on level of aspiration, subjective well being and human values among sportspersons.
Objectives of the study

The objectives of the proposed study are as follows:

1. To find out difference of level of aspirations among sportspersons.
2. To find out difference of subjective well being among sportspersons.
3. To find out difference of human values among sportspersons.

Hypotheses

On the basis of the above mentioned objectives, the following hypothesis have been formulated:

1. University level players should score better on level of aspiration scale than college level players.
2. University level players should score higher on subjective well being than college level players.
3. University level players should score higher on human values than college level players.
4. University and college level female players should score significantly different on level of aspiration.
5. University and college level female players should score significantly different on subjective well being.

6. University and college level female players should score significantly different on human values.

7. University and college level male players should score significantly different on level of aspiration.

8. University and college level male players should score significantly different on subjective well being.

9. University and college level male players should score significantly different on human values.

Limitations

1- The response of the subjects to the questionnaire might not be honest in all cases and this is recognized as a limitation.

2- The general mood and environment factor at the time of responding to the questionnaire affects the response of the subject and this is also recognized as a limitation.

3- The limitation of time and economic constraints are considered as another limitation of the study.

4- No sophisticated apparatus or equipment has been used.
De-limitation:

The study was delimited to male and female sportspersons in college level players and university level players of northern U.P. only. The samples have not been taken from all stadiums and institutions of northern Uttar Pradesh, rather institutions have been selected randomly.

Significance of the study:

1. The study aims to help understand the difference between level of aspiration, subjective well being and human values among sportspersons.

2. The study helps in examining the relative difference in level of aspiration, subjective well being and human values among the university and college level female players of different games and sports.

3. The study also helps in diagnosing the relative difference in level of aspiration, subjective well being and human values among the university and college level players of various games and sports.

Definition of the technical terms:

The variables which are used in the present study have been defined as under.
Level of Aspiration

The term 'Level' of aspiration is English translation for the German word "Anschpruchsniveau" which means the level of performance that an individual expects of himself. In other words it refers to the goal that an individual sets for himself. However, while doing so he is seldom guided entirely by considerations which are realistic in nature. Level of aspiration has received considerable attention from investigators in the area of personality, Social Psychology, Clinical and Experimental psychology, etc. This phenomenon was first observed as a matter of chance by Dembo, a student of Lewin, in the late twenties, while she was studying experimentally produced anger through frustration. The situation required the subject to try hard for the unattainable goal set for him by the experimenter. During the course of her observation she noted that when the required goal was too difficult to attain, some of the subjects set up their own secondary goal vat an intermediate level. This goal was termed as the subject's momentary level of aspiration'. However, she made no further attempt to pursue the phenomenon that she had discovered.

It was left to Hoppe (1930), another student of Lewin, to define the phenomenon, study its characteristics, and deliberate over its
nature. While defining the phenomenon he states that the subject always undertakes the task with certain demands, which can change during the course of activity. The totality of these constantly shifting, now indefinite and now precise - expectations, goal settings or demands in connection with one's own future performance, shall be term at as level of aspiration of the subject. It follows from what Hoppe states that the totality of highly shifting demands and expectations of varying vividness and specificity, constitute the level of aspiration.

Hoppe's method for studying level of aspiration was inferential, i.e., it involved drawing inference, of a subject's level of aspiration on the basis of overt and verbal behavior, including the expression of the feelings of success and failure during the course of performance of the task or activity. His observation revealed that success tends to raise, and failure tends to lower the level of aspiration; and that the characteristics of subjects, like ambition, cautiousness, and prudence, etc., exercise a determining effect. Obviously, the operation of these factors is not likely to make the individual realistic enough in his goals and expectations.

Level of aspiration exercises a strong motivating effect on performance. This is evident from a number of studies reported
by Woodworm and Schlosberg (1954), and Underwood (1955). Kausler (1959) and Ali (1969) performed studies specifically designed to test the motivational and esteem-defense hypotheses of level of aspiration. They found that the subjects of ‘level of aspiration’ groups who were required to up the goal of achievement on each trial, before performing a series of letter-symbol substitution-tasks, did significantly better than the subjects of the ‘control group’, who simply worked on the tasks without setting any goal of achievement. The time allowed in each case was constant. However, when the height of level of aspiration was correlated with the level of performance, they failed to obtain any relationship between the two. Holt (1946) had earlier reported results in the Oam direction, the results obtained were true not only for the individuals who were maladjusted but also for the individuals who were well adjusted (Ali and Masooda, 1973),

It is evident from the above studies that while the level of aspiration or setting up of the goal of achievement leads to a substantial improvement in performance, the amount of improvement is not related to the height of the goal set by the individual. Apparently, the level of the goal set is determined not only by the urge to achieve, but also by some other urge of defensive
nature. On the basis of available evidence, it will not be justified to reject one view of hypothesis and accept the other. Both motivational and esteem defense factors seem to operate, when the individual is setting the goal of achievement. However, which ever of the two factors assumes dominance, is dependent upon the nature of the situation, particularly, whether it is stressing or non-stressing, and the personality makeup of the individual.

**Subjective well being**

Another important variable which is considered for the present study is subjective well being.

The term "subjective well being" (SWB) refers to people's evaluation of their lives. These evaluations include both cognitive judgments of life satisfaction and effective evaluations of moods and emotions. If a person reports that his/her life is satisfying, that she/he is experiencing frequent pleasant effects, or that she/he is infrequently experiencing unpleasant effects, she/he is said to have high subjective well-being. Although life satisfaction, pleasant effect, and the lack of unpleasant effects often co-occur to some degree within the same individuals, these components are separable.
Someone who experiences a great deal of pleasant effect, for example, may also experience very little unpleasant effect and be labeled as ‘happy’, whereas someone who experiences high levels of both pleasant and unpleasant effects may be labeled ‘highly emotional’.

Subjective well-being especially life satisfaction reflects a person's fulfillment of his or her values and goals, and involves the search for meaningfulness in one's life. (SWB) becomes a broader measure of quality of life because it reflects deeper-values than physical pleasure and ephemeral emotions.

Work on subjective well-being or psychological well-being is carried out under the broad topic of quality of life. Studies on psychological well-being have become proliferated in recent years.

Well-being is viewed as a harmonious satisfaction of one's desires and goals (Chekola, 1975). According to Campbell and others (1970), the quality of life is a composite measure of physical, mental and social well-being. Happiness and satisfaction involve many life situations, such as health, marriage, family, work, financial situation, educational opportunity, self-esteem, creativity, belongingness and
trust in-others. The terms like subjective well-being, happiness, life satisfaction and quality of life are often used interchangeably.

Levi (1987) defined ‘well-being’ as a dynamic state of mind characterized by a reasonable amount of harmony between an individual’s capabilities, needs and expectations and, environmental demands and opportunities. Three features of subjective well-being have been identified: (a) It is based on subjective experience, instead of objective conditions of life, (b) It has positive as well as negative affect, and (c) It is a global experience as opposed to experience in particular domains such as work (Okun & Stock, 1987).

According to Diner (2000), Subjective well being refers to people’s evaluations of their lives; evaluations that are both affective and cognitive. People experience abundant SWB when they feel much pleasant, and a few unpleasant emotions; when they are engaged in interesting activities, when they experience much pleasure and few pains, and when they are satisfied with their lives. Diener, Sapyta, and Suh (1998) say that Subjective well being is not sufficient for the good life, but it appears to be increasingly important for it.
Components of subjective well-being

There are a number of separable components of subjective well-being: life satisfaction (global judgments of one's life), satisfaction with important domains (e.g., work satisfaction), positive affect (experiencing many pleasant emotions and moods), and low levels of negative affect (experiencing few unpleasant emotions and moods). Each of these three major facets of subjective well-being can be broken into sub-divisions. Global satisfaction can be identified with satisfaction with various domains such as recreation, love, marriage; friendship etc. and these domains can in turn be divided into facts. Pleasant effects can be divided into specific emotions such as joy, affection and pride. And, unpleasant or pleasant effects can be separated into specific emotions and moods such as shame, guilt, sadness, anger, and anxiety. Each of the subdivisions of affects can also be subdivided even further. Subjective well-being can be assessed at the most global level, or at progressively narrower levels, depending on one's purposes. For example, one researcher might study life satisfaction, whereas another might study the narrower topic of marital satisfaction. The justification for studying more global levels (rather than just focusing on the most molecular concepts) is that the narrower levels tend to co-occur. In
other words, there is a tendency for people to experience similar levels of well-being across different aspects of their lives, and the study of molar levels can help us understand general influences on that cause these co variations subjective well being A justification for studying narrower definitions of subjective well being is that we can gain a greater understanding of specific conditions that might influence well-being in particular domains. Furthermore, narrower types of measures are often more sensitive to causal variables.

Values and value Orientation

A value is a behavioral concept related to an individual or a group. It is a concept of the desirable, that which influences the choice of available means and ends. In the determination of human behavior the most important factor is a person's specific value awareness. One's choice of a course of action is dependent on value alternatives. We prefer one course of action to another on the assumption that our choice will help us realize our inherent values at a comparatively high level. Values are one of the most important dispositions motivating human beings and setting them apart from non-human life forms. Values lie at the core of all human behavior and pervade each and every aspect of their lives. Initially, it was believed that human behavior can best be explained in terms of
one's personality system needs, motives, beliefs, goals and attitudes. But eventually the emphasis is shifting towards values, as there are many aspects of human behavior which cannot be attributed to the former concept, but they can be identified where values play a role. Value systems develop bit by bit over the life cycle of individuals and hence, are intricately interwoven with instinctual and habitual behavior. Joshi, (1983) and Morris (1956) have conceived of values in three forms i.e. operative values, which are the behaviors of the organism in which they show a preference for one object rather than the other; conceived values, which are the preference of an individual for a symbolized object; and objective values, which refer to what is objectively preferable, whether or not it is sensed or conceived of as desirable. A considerable amount of work on values has been done by Spranger (1982). He classified values into six categories i.e. theoretical, aesthetic, economic, social political, and religious.

Schwartz (1992) defined values "as desirable goal that vary in their importance and that serve as guiding principles in people's lives." He presented a model of ten motivational values. They are: Power, Achievement, Hedonism, Stimulation, Self-direction, Universalism, Benevolence, Tradition, Conformity and Security. He
distinguished between values in terms of the motivational goals that they express. The content of values was linked to three basic requirements of human existence that were assumed to pre-exist for all individuals and societies, i.e., to satisfy biological needs, to achieve coordinated social interaction, and to meet social institutional demands for group welfare and survival.

Allport (1928) explored how people develop attitudes and motives, which in turn, produced values, and both together produced behavior. Allport viewed that people learned everything from their environment because they were born as tabula rasa, which translates into blank slate (Allport, 1955). Allport and Vernon (1931) constructed a 6-category taxonomy of values: political, social, economic, theoretical, religious and aesthetic. England (1969) defined values as a "relatively permanent perceptual framework, which shapes and influences the general nature of an individual's behavior".

England's theoretical model of values divided them into two types, operative, and intended or adoptive. Operative values are the ones which have the greatest influence on behavior. On the other hand, intended or adoptive values are those that are professed but do not directly influence behavior. Rokeach (1976) states that these
values combine over time to form people's personalities. In the words of Rokeach, "Value as a conception, explicit or implicit, [is] distinctive of an individual or characteristic of a group, of the desirable, which influences the selection from available modes means and ends of actions." Erickson (1950) stated that values are enduring, but if they were completely stable, there individual and social change would be impossible. If values were completely unstable, continuity of human personality and society would become impossible. Thus all conceptions of human values have to account for both their enduring as well as dynamic character. Values persist in an individual because they become a part of his sense of identity. Values can be posited as the reference framework of individual actions at the levels of environment apprehension and interpretation. Hofstede, one of the most prominent theoreticians in this area, defined values as broad tendencies to prefer certain states of affairs over others, and considered them to be at the core of culture (Hofstede, 1991; Wade, 2003). Values can, therefore, be described as the standards we strive for and see as our objective or ideal (Musek, 1993). Our values are the internal criteria against which we judge our actions. On that basis, we distinguish right from wrong, and then rank alternative actions. Although we are often not aware of them, they serve us as an internal control (Kavcic, 1998). Our
families and society contribute most to the shaping of our values (Maclagan, 1998) and for this reason, values can only be changed over a long period of time, and hardly overnight.

**Values: The Indian Context**

Like most of the concepts in the field of psychology, western thinking influences the conceptualization and definition of values in the social science literature as well as. At this point it seems necessary to talk about values in context of the Indian scene in particular. This is a very demanding exercise and therefore, literature review shall be restricted only to those areas that seem to be relevant for the present doctoral work.

Religion and philosophy, and social practices that transmit values from one generation to the other, and the harsh social reality of the Indian sub-continent, may be delineated as the three major sources of values. Discussing these sources in detail is beyond the scope of this doctoral work. However, it may be mentioned that Hinduism, Islam and Buddhism have been the mother religions and a source of values for million of people in India and around the world.
CHAPTER-II

Review of Related Studies
REVIEW OF RELATED STUDIES

Review of related studies implies locating reporting and evaluating of research as well as reports of casual observation and opinion that is related to the individuals who planned research projects. It gives the scholar an understanding of the previous mark has been done. It enables him to know the mean of getting to the frontier in the field of a problem. Until we have learnt what others have done and what still remains to be done we can not move forward. The review provides us with an opportunity of gaining insight into the methods, measures and approaches implied by other research workers. The review of related study in any field forms the foundation upon which all future work will be developed. The investigator taped the various sources of available literature like various books, journals, periodicals, handbook of information year book, university news and other related materials.

So in this chapter an attempt has been made to present a brief resume of research finding related to the study on level of aspiration subjective well-being and human values. The information pertaining to the present study is a comprehensive review of the variable is classified year-wise under the following heads:

1. Review of level of aspiration
2. Review of subjective well being

3. Review of human values

1. Level of Aspiration

Today in sports the athletes want to move up at the ladder of success very fast as in an enterprise an employees wish to move up the ladder of success very fast, but where some people long for the vertical growth, some strive for the lateral growth. For example, an assistant manager can have entrepreneurial aspirations and might aspire to become the V.P or head of the department, whereas an employee engaged in some technical job might want to achieve mastery in his skill or craft.

Hoopes (1930) has studied on this method for studying aspiration level was inferential, which involved drawing interferences about subject's aspiration level on the basis of over and verbal behavior, including the expression of the task of activity. His observation revealed that success Tends rays and failure tends, to lower the expiration level, and that characteristic of the subject like ambition, consciousness and prudence etc. Exercise a determining effect obviously; the operation of these factors one not likely to make the individual a realistic enough is goal and expectation.
Jusknat (1937) has studied on "developed indirect precise for studying aspiration level". She made use of a series of ten papers and pencil mazes arranged in order of difficulty, which the subject code easily recognized when glancing over them. The subject was asked to choose a maze and start working on it. The particular maze chosen indicated his aspiration level. The idea of forming the situation in such a way that the subject expressed his aspiration level automatically could be considered a significant advancement to the subjective inferential technique of hope satisfaction is an over-riding concept which beyond the context in which terms like restoration of homeostasis and drive is used. Cantril (1965) found the term more suitable for describing an experience, which is unique to human being and is permeated with value overtones.

Alexander (1950) stated that "In overt behavior many peptic ulcer patients show an exaggerated aggressive ambitions, independent attitude". Sullivan and Nickel (1950) described the ulcer patients as "the driving active individual frequently seen as the together, who will not admit defeat and who are continually striving to excel in their environment." Little and Choen (1951) found that asthmatic children showed significantly higher level of aspiration than non-asthmatic. Berkeley (1952), Gorard and Phillips
(1953) found a reliable relationship between adrenal activity and level of aspiration scores.

Karen and Weitz (1955) state that the organism is having certain needs or desires that must be fulfilled in order to adjust to the environment. As a result of this organism changes, its behaviours in various ways for maintaining its behaviour in the environment.

As argued by Hall and Lindsey (1957) the achievement need is a learned motive and strive for success and a seas of human behavior. Since achievement need is a learned motive and there are wide differences among individuals in their past experiences, the strength of their motivation with respect to achievement also differs accordingly.

Muthayya, B.C. (1959) conducted a study on level of aspiration and saw its relation to modes of reaction and frustration among adolescents. He tried to explore the relationship between frustration reaction categories and different aspiration measures such as goal discrepancy score, attainment discrepancy score etc.

Lener and Kube (1964) and Coleman (1956) say that it is a continues process of interaction between ourselves and our
environment and it is the effectiveness of an individual efforts to his needs. Lazarus (1961) state that adjustment consists of psychological processes by which the individual manages or copes with various demands of pressures.

The study of Lefcout (1965) on Black and white grown up prison imamates has yielded results, though not significant, but opposite in direction to that obtained by Boyd on black and white children. Using skill and chance type (Gambling) tasks of level of aspiration, Negrose were found to be continuous and failure avoiding, particularly in skill situation. Beside lower goal discrepancy they made larger number of erratic shifts in the goal as compared to whiter. It was also evident that Negroes were more externally creative than whites. That is, they see the events that happened to them contingent much more upon luck or outside power beyond control than on their actual effort.

Shanmugen (1975) have conducted a study “A factor analytical of delinquents in comparison with non-delinquents.” The sample of the study was total of 90. In the sample, delinquents (24 Boys plus 22 Girls) and 44 non-delinquents (20 Boys plus 24 Girls) of age ranged from 14 to 18 plus years. Eyzenek personality inventory test of aesthetic performance, suggestibility tests the self-
deal self-congruity test. The ladder test of level of aspiration the rigidity test, the creative instruments picture frustration test, cognitive dissonance test, semantic deferential test, Ravens standard progressive metrics ware used, He found dynamics of delinquent boys and girls have special characteristic distinguishing them from those of non-delinquents. In contrast to non-delinquents, delinquent's boys were characterized by high degree of psychologist, impunities reaction and intelligence and by lack of extra version, extra punitive reaction, suggestible and level of aspiration. Delinquent girls were found to have high degree of rigidity suggestibility and evaluative leniency and lack of intelligence and ideal self governance.

Khan, et al (1982) made an attempt to examine the scholastic achievement of pre-university students as influenced by their educational and vocational aspiration, religion and socio-economic status. They found that the students with low education and vocational aspiration were poor achievers when compared with students with high educational and vocational aspirations.

Grichting (1983) has studied on "investigated happiness, satisfaction, constructs and gives valuable information with regard to the issue of domain, scope and degree". The term happiness was
restricted by him but its ambiguity was also pointed out. The enunciation of domain, scope and degree was an attempt to clarify its meaning concomitants.

Prettic (1984) attempted to find out the relationship between sex, aspiration level of perceptual discriminations. The author attempted to investigate some of the differences in a perceptual discriminations performance task due to (i) sex and (ii) level of aspiration of eighty-seven female and fifty-six male undergraduates. It was found that the discrimination performance of females was greater as compared to males. Level of aspiration did affect both males and females. But the female students to a greater degree there was a significant effect of sex and aspiration level.

Kanwal and Kaur (1987) studied the relationship of aspiration level of performance in four hockey skills. The result indicated that there was a significant relationship between aspiration level and motor skill attainment.

Bhatnagar (1993) stated that the correlation between level of aspiration and involvement in studies was found -.42 which is insignificant and denotes almost no relationship between these two variables. The result also showed when the high involvement girls and boys were compared significant difference (at .05 levels) in the
level of aspiration with boys showing higher mean score than girls. Same pattern is evident where both sexes having low involvement are compared. The difference was significant at .01 levels with boys showing higher level of aspiration than girls.

Kaur S. (1994) conducted a study to see the difference in educational aspiration and academic achievement between athletes and non-athletes of university and college students. They selected a sample of two hundred students comprising of fifty female athletes, fifty male non-athletes and fifty female non-athletes, equal number from the same class and institution. They administered educational aspiration test by Saxena to measure educational aspiration and academic achievement scores were worked out against the percentage of marks secured by the subject in the previous university examination. After analyzing the data they found that mean of educational aspiration scores of athletes and non-athletes differed significantly at .01 level and similar results were reported when subjects were compared for educational aspiration within sex groups. It was finally concluded that on the average the athletes have significantly high educational aspiration as compared to non-athletes group. This study has taken into consideration the educational aspiration of the athletes and non-athletes. The draw
generalizations regarding aspiration level in broader sense the need is there to study the general aspiration level of individuals.

Sharma and Joshi (2000) stated that competition in sports is connected with the aspiration of the individual for achieving higher goal in other field along plans to create a new record or to become the champion in particular sports- the higher the category of competition, the higher the aspiration. This might be the reason that female athlete may have higher aspiration.

Ram Chander (2007) found in study that state and inter college level players have more level of aspiration and goal discrepancy scores than those of the national and interuniversity level players.

2. Subjective well-being

Chadha and Dhillon studied the psychological well being among players. The relationship between an individuals economic resources an other component of standard of living and his subjective well-being is sometimes considered to be curvilinear up to a certain moderate level of living, the major determinant of the subjective well being would be the matching between situational characteristics demands and opportunities and the individual needs,
abilities and expectations as perceived by the individual. The sample consisted of eighty (80) students from Delhi University, (40) students more those who represented university, and college in various competitions (40) student (20 male and 20 female) more university non players. A questionnaire used of subjective well being (SWB.). Nagpal and Gell in 1985 was employed to collected the data. The findings of the present study some how neither accepted nor rejected the common belief that sports enhance physical and mental health of an individual.

Warr (1978) has studied on “three kinds of psychological well-being first tests reposed anxiety about the specific features of everyday life, second, about specific features in general, and third obtains materials about positive and negative effects”. The last component of well-being was studied by Brad Burn on a large sample survey in U.S.A. He found positive effect was associated with higher levels contact and more exposure to new experiences; Negative affect was found to be associated with various indices of anxiety. Fear of break down, physical, symptoms of illness. Several research study. Carried out in U.S.A. and U.K. have broadly confirmed. Broadburn's result, (coasta & Mac care, 1980, Bryant & Vennroff, 1982) warr further pointed out the several facts of well-
being are conceptually and statistically distinct but overlapping, well-being is not the same as happiness although the latter is a component of the former; external factors, such as sex, employment position, age, education, work orientation have varying influence on different facts of well-being.

Warr (1978) concluded the unemployment people reported significantly lower well-being more and more anxiety, than their employed counterpart’s. However, employment position was related to aspect of well-being only for higher orientation group’s and not for those in the middle-aged groups. Bhogle and parpash (1995) developed the psychological well-being Questionnaire (PWB) for help of factor analysis, they identified the following sources of correlation among two item taken from different sources.

a) Meaningfulness, b) Symptoms, c) Self-esteem, d) Positive effect, e) Daily activities, f) Life Satisfaction, g) Suicidal idea, h) personal control, i) social support, j) tension, k) wellness, l) General efficiency.

Thomas, Joan (1987) investigated whether thoughts of past life experience, made available in memory influence person’s judgment of subjective well-being however because this predicator could not be assumed effects of the cognitive availability of life
experiences and affected of possible mood charge on reports of subjective well-being were differentiated by making some student aware of possible mood charges. Following recall subjective well-being was measure by subjects of the affect balance seek the fandyee-happiness measure, and the satisfaction with life seek scare on neuroticism were used as a covariance.

Result indicated no significant mood charges multivariate analyses of covariance indicated no different rations of positive to negative life experience (.05 level) cheung Ping and Chung (1988) It was found that self perception and motivational orientation were well differentiated satisfactions with a particular personal projects was related to the specific perceived ability self-conception and motivational orientation about that project. The relationship between project satisfaction and perched ability was moderated by self-consciousness and ego-orientation. Life satisfaction was found to relate positively associated with (a) the social comparison ability about important personal projects (b) the global evaluation of ability about important personal projects (c) the self definitions of important personal project (d) the self completion of important personal projects (e) the task orientation in important personal
projects and (f) the social satisfactory in important and personal projects.

Angle and Mariteyn Ditzn (1988) focused on four principled psychological variables in the study subjective well-being attitude towards aging sex-role orientation and a multifaceted sense of personal competence. Subjective well-being was operationalised by adaptations of life satisfaction index and the satisfaction with life scale, attitude toward aging was measured by the fear of aging scale overall zero order correlations support relation ship between many variable pars follow-on multiple regression analyses up hold the significance of the contribution of the psychological and personal variable on health, level of activity income employment, history, retirement status, martial status, social and education. Relationship among mark identity and age variable were explored by analysis of variance. T-test applied to retirement and martial variables. Result suggested that life satisfaction was corrected with attitude toward aging, sense of competence, number of class relationship and level of activity.

Terry et al. (1993) examined the relationship among level of work stress, social support and well-being. In the first instance, it was proposed that high levels of work stress (role ambiguity, role
conflict, work overload and under utilization of skill) would have a negative impact on job satisfaction and psychological well-being. Second, it was proposed that the perceived availability of support for work related problems would have both direct and stress-buffering effects on level of well-being. These hypotheses were tested in a study of 153 employees of a large public sector organization. After control of the potential confounding effects of neuroticism, there was some support for the proposed affects of work stress and social support on well being. Rate ambiguity and rate conflict emerged as significant predictors of both psychological well-being and job satisfaction. There was also some support for the proposed rate of under utilization of skill, however, contrary to expectations, the experience of quantitative work overload did not have a significant effect on either psychological well-being or job satisfaction. As expected there was evidence to suggest that, irrespective of the level of stress, level of supervisor support had main effects on level of well-being. Consistent with Cohen and Wills (1985) stress-support matching hypothesis, there was also some evidence to suggests that the availability of work-related support (from one’s supervisor) buffered the negative effects of work stress (rate conflict and work overload).
Nathawat and Mathur (1993) compared marital adjustment and subjective well-being in 200 adult Indian housewife and 200 adult women working outside the home. Subjective were administered a marital adjustment Questionnaire (P. Kumar and Rastogi (1978) and measure of subjective well-being (e.g., general health Questionnaire self-rating, Depression Questionnaire scale) Results indicate significantly better marital adjustment and subjective well-being for the subjects working outside the home than for the subjects working outside the home than reported higher scores on hopelessness, insecurity and anxiety. However, housewife had lower scores on negative effects than did subjects working outside the home.

Nishizaa (1996) constructed the well-being scale (SWB), which comprised eight factors: good and poor mental health, social support and stress, and personal support and stress. Each factor consists of five items. The WBS was found to save reliable and valid indicator of people’s well-being in that Cronbach Alpha 0.70-0.80; test-retest reliability (month interval) 0.79; convergent validity with Goldberg’s 12 item GHQ (r=0.83) and Kozma and Stones MUNSH (r=0.82).
Garrison (1998) identified the socio-economic/demographic determinates of the quality of life of rural families, computer dialing procedures was used to collect data in spring (1996) from 510 rural (both farm & non-farm) respondents. Quality of life was measured by five subscales: finances, home family and friends, household, community and environment. Regression analysis indicated that the independent variables gender, race, marital status, employment status, residence, age, family income and household size differentially affected the quality of life subscales. Among the independent variables, household size was the most important predictor of subjective well-being findings support dimension rather than global measurement of subjective well-being.

Lee (1998) explores the effects of marital status and gender on the subjective quality of life in Korea drawing on national scale data from 955 marital on single predictor of the quality of life regardless of one's marital status men are found better off than women being married appears to affect the level of general happiness positively. Analyses with other measures of quality of life suggest that the effect of marital status is moderated by gender for men being married negatively affects the quality of life, while the effect is positive for women.
Linda Mezydlo Subich (1998) in the article on women's work and life satisfaction in relation to career adjustment wrote that literature on women's satisfaction and career adjustment encompasses a broad range of women's career experiences subsequent to entry into an occupation. The experiences most commonly investigated in relation to satisfaction include satisfaction in relation to work experiences and characteristics, satisfaction in relation to managing multiple roles, and satisfaction in relation to occupational transitions. Conclusions drive from this review include the need to use multidimensional assessments of satisfaction and to use more qualitative assessment strategies as they may be more sensitive to non-normative events than are standard quantitative approaches.

Gohm et al. (1998) examined the association between parental married status, marital conflict, and culture (individualism-collectivism, divorce rate) and the subjective well-being of young adults. Study assessed 2,625 men and 4,118 women from 39 countries on 6 continents, subjective well-being was negatively associated with marital conflict among offer prying of never-divorced and re-married parents. The association of marital status and the subjective well-being of offer prying differed across individualism collectivism and divorce rate. Collectivism lessens
the impact of divorce after a high-conflict marriage and the impact of marital conflict when a parent remarriage study to examine the association of parental marital status and conflict among 76 adopted and 87 non-adopted young adults. The negative association of divorce and marital conflict with the life satisfaction of the offering did not differ by adoption. The selection hypothesis was not supported.

Hugher and Thomes (1999) demonstrated that the subjective well-being of African American's in the force as well as better than whites, suggesting a change in the pattern observed for nearly 40 years. Using data from the general society survey for the period 1972 to 1996, it is shown that quality of life do not vary and are not explained by S E S. Although racial inequality appears to be the primary cause of their differences the exact processes producing them are as yet unknown.

Schwarz and Stake (1999) demonstrated in a series of studies that global measures of satisfaction could be influenced by mood at the moment of responding to the scale and by other situational factors. They also found that the ordering of items and other facts could influence SWB. Eid and Diner (1999) found, however, that situational usually place in comparison with long-term influences
on well-being measures. Another potential problem is that people may respond scales in socially desirable ways. If they believe that happiness is normatively appropriate, they may report they are happier than other types of assessment may indicate. Magaletta and Oliver (1999) differentiated among hope, self-efficacy and well-being. Magaletta and Oliver sought the structure underlying the instruments operational zing the concepts when the unit of analysis was individual items comprising the instruments. They discuss the origin of the constructs of hope, self-efficacy and optimism. They were of the view that hopes both will and ways while optimism refers to general expectancy that one will experience good outcome in life. Optimism does not implies the specification of the agency through which the good outcome is realized.

Magaletta and Oliver (1999) have not explained the construct of well-being beyond that it is related to the constructs of hope, efficacy, and optimism. However, the General well-being Questionnaire used in the studies reported to have the following seven higher order factors.

1. Attitudes relevant to health and well-being-

2. Beliefs-ethical and spiritual and broad values that direct such goals as achievement and community with others.
3. Behaviour and health related

4. Situations representing environmental forces and process, such as work and social settings.

5. Emotions and subjective aspects of feeling stress,

6. Physical components, symptoms of physiological and immune dysfunctions.

7. Recent events and recent stressors.

The maximum likelihood method of factor analysis yielded four factors showing that will, ways, self-efficiency and optimism are related but not identical constructs. The hierarchical multiple regression analyses that were done to predict well-being to find unique contribution of the predictors and would enable to differentiable between them.

Good life can be defined in terms "subjective well-being" SWB and in colloquial terms is sometimes labelled "happiness". According to Diner (2000), Subjective well-being refers to people's evaluations of their lives-evaluations when they feel many pleasant and few unpleasant emotions, when they are engaged in interesting activities, when they experience, many pleasures and few pains, and when they are satisfied with their lives". The field of
Subjective well-being focuses on people's own evaluations of their lives. Diner, Sapyta, and Suh (1998) says that Subjective well-being is not sufficient for the good life but it appears to be increasingly necessary for it.

Hillers, Aguero, Hedda and Winblad (2001) examined the facts that either increase or decrease well-being of both young and old people. Many factors have been studied in relation to well-being but only some have been found to be associated with it. These factors are demographic (Age, sex, Culture, Marital status) social (socio-economic status,- having children, religion social contacts) all are related to personality, life events, health and activity. However some of their factors have a stronger association than others.

Kim and McKensy (2002) examined the relationship between marriage and psychological well-being using a sample from the national survey of families and households panel data. Eight different marital status groups were identification and used to test two competing perspective explaining the relationship between (Protection vs. Selection) Findings confirmed the strong effects of marital status on psychological well-being supporting the protection perspective. The effects of the quality of marital
(cohabiting) relationship on psychological well-being was significant, but the strong effect of marital status remained unchanged after controlling for relationship quality findings also indicated that the transition to cohabiting did not have the same beneficial effects as marriage for psychological well-being suggesting that the protective effects of marriage are greater of psychological well-being were found to be weak and inconsistent, the finding generally did not vary by gender.

Diener et al. (2002) conducted two large international studies on subjective well-being, the authors examined that whether happy and unhappy individuals weighted 8 life domains (health, financier, family, friends, recreation, religion, self and education) differently when constructing life satisfaction judgment. In both studies, regression equations predicting life satisfaction showed that there were significant interaction between happiness and a person worst domain even after controlling for participants weightier their best domains more heavily than did unhappy individuals, where unhappy people used different information when constricting satisfaction judgment.

Subhakrishna (2003) studied with the aim to examine the role of work-related factors, availability of support and coping styles as
predictors of well-being. Sixty married working women were individually interviewed with regard to reasons for employment and support availability, well-being inventory. Results on stepwise multiple regression analysis, depicted that greater use of social support seeking and less use of denial as coping styles, absence of multiple role strain, working to be financially independent, availability of support and refusal of job promotion were significant predictors of well-being.

Khan (2004) examined the differences between mean scores of married working and non-working women on subjective well-being. The sample consisted of 100 working women and 100 non-working women from different department of Aligarh Muslim University and residence of Aligarh city by using random sampling. Dieners (1985) satisfaction with life scale (S W L S) was used to measure the subjective well-being of the subjects. The data were analyzed by married working and non-working women on subjective well-being.

Ojala and maria (2006) compared adolescents various about environmental risk subjective well being, values and existential dimension. The sub group of adolescents experiencing a high degree of worry about environmental risk but, displaying varying
level of subjective well being more identified and scared low on well being while the other scared high. There after the assumption that the low subgroup would different on theoretically relevant comparison measure was investigated. The group high on both warry and well-being scared significantly higher on meaningfulness, trusts in environmental organizations, and on anger and hope in relation to environmental risk than the group high on warry but low on well being. Finding, environmental warry mainly predicted hispheric and altruistic values, but also high level of trust is science and environmental organizations. Jama Mikintm and Alexandra M. Freund (2008) examined the subjective well being is often interns of frequent affect, infrequent negative affect, and high life satisfaction, (e.g. Diener, Suh, Lucas and Smith, 1999). Life circumstances and demographics traits and dispositions, and intentional behaviours have been identifying as predictors of well being (Syulomiasky, Sheldon, and Schkade 2005). Within these three categories personality traits account for the largest portion of the individual variance in subjective well being (40-50%). Diener et al. 1999) In research on personality traits and subjective well being, extra various and neuroticism energy as the two most robust predictors of well being. As can be expected, given the content of these personality dimensions, extra version
with low subjective well being (e.g. costa and me crae, 1980 Emmons and Diner, 1985). Importantly, social affiliation seems to be the most frequently subjective well being and mediator between personality and subjective well being (Tkach and Lyubo mirsky, 2006). People who socialize a lot with other are happier than those who do not.

Marco Bonhouser et al, (2006) has studied on improving physical fitness and emotional well being in adolescents of low socioeconomic status in Chile. The objective of this study was to evaluate the effects of school-based physical activity program on physical fitness and mental health status of adolescents living in a low socio-economic status area in Santiago, Chile, quasi-experimental design was used to evaluate the effects of the programme over one academic year. The study included 198 student aged 15 year old. Two ninth grade classes were randomly selected as the intervention group, with two classes of the same grade as controls. A social planning approach was used to develop the intervention. The programme was designed and implemented based on student preferences, teachers' expertise and local resources. Changes in physiological and mental health status were assessed. After the intervention, maximum oxygen capacity
achieved a significant increase of 8.5% in the intervention versus 1.845 in the control group (p<0.01). Speed and jump performance scares improved significantly more in the intervention versus the control group (p>0.01). Anxiety scare decreased 13.7% in the intervention group versus 2.8% in the control group (P<0.01), and self-esteem scare increased 2.3% in the intervention group and decreased 0.1% in the control group after the end of the programme (P<0.01). The result was found that no significant change was observed in the depressive scare. Student participation and compliance with the program was >80%. To conclude, a school based program to improve physical activity in adolescents of low socioeconomic status obtained a high level of participation and achieved significant benefits in terms of physical fitness and mental health status.

A further key influence on psychological well-being is the extent to which work life negatively affects private life. It is widely accepted that achieving a positive work-life balance is a significant protector of good health. Although work-life balance is the most commonly used term, a body of research (e.g. Demerouti, Bakker, and Bulterns 2004, Guerts, Kompier, Roxburgh, and Houtman 2003; Guerts, Rutte, and Peeter 1999; Jamssem, Peeters,
De Jonge, Hourkes and Tummers 2004) prefers the term work-hone interference (WHI). This is defined as the extent to which a person experiences pressure within the work domain that are incompatible with the pressure that arise within the family domain (Guest et al., 1999, 1136). It has been shown for a variety of occupations, including medicine, that work characteristics are more powerful than home factors in explaining WHO. Work by Guest et. Al (1999) on medical residents suggested that WHO serves to mediate the impact of some key work characteristics (having an inflavour able work-schedule, e.g. Shift working are high work load) and hone characteristics (having a partner who frequently work overtime) on psychological health..

**HUMAN VALUES**

Sikula (1973 a) investigated values and value systems of government executives. He administered Research's Value Survey to 54 male federal government executives. Medians and rankings for the 18 terminal and 18 instrumental values are presented. The value profile indicated that subjects gave the highest priority to the goals of family security, self-respect, a sense of accomplishment, freedom and equality. The lowest goal priority included pleasure and comfortable life. The instrumental values of honesty,
responsibility, capability and self-control were rated highest, while the lowest ratings included obedience and politeness. The use of Rokcach's Value survey in selection and placement procedures in training and development and in determining comparison is considered.

Sikula (1973 b) studied Values and value system of industrial personnel managers. He administered the Rokeach's value survey to 59 personnel managers of industrial corporations. All subjects held positions of upper or middle managerial responsibilities and had at least of two years of experiences in personal work. Result were compared with previous studies of other managerial and employees group, personnel managers were found to hold values generally similar to other managerial groups, except for ambition, logical, forgiving, harmony and wisdom, which they valued more than any other managerial groups. Managers in general attach more importance to security and decorum than industrial workers.

Furnham (1984b) examined and administered Rokeach's Value Survey and anomie scale to subjects from Africa, India and Europe to see the similarities and differences in their value systems and its relationship to anomie. Results showed that African's assigned more values to equality and peace and Europeans more to
friendship and love. Although there were large significant differences between black and while groups on anomie, these scores did not correlate significantly with the instrumental and terminal values.

Firdous and Husain (1989) determined the role of instrumental values in spouse selection. A value scale consisting of 18 instrumental and 18 terminal values was administered on 45 female and 25 male graduate students. Sex differences existed in self-evaluation on four values, 'Broadminded', 'Honest', 'Imaginative', and 'Independent'. 'Cheerful', 'Independent' and 'Intellectual' were the values rated highest by the female subjects in comparison with male subjects for other evaluation.

Husain and Firdaus (2000) determined sex and cultural differences on 18 instrumental and 18 terminal values. The major findings of the study were: Significant differences existed between Srinagar boys and Aligarh boys on two values - 'Honest', and 'Obedient'. Aligarh girls scored significantly higher than the Srinagar girls on 'Ambitious', 'Broadminded', 'Cheerful', 'Forgiving', and 'Honest'. Srinagar girls as compared to Srinagar boys, showed significantly higher preferences for 'Ambitious', 'Forgiving', 'Honest', 'Imaginative' and 'Self-controlled' values.
Aligarh girls scored significantly higher than Aligarh boys on the values: 'Ambitious', 'Broadminded', 'Capable', 'Clean', 'Honest', 'Imaginative', 'Independent', 'Loving' and 'Self-controlled'.

Schwartz and Sagie (2000) the authors tested hypotheses regarding causal impacts of socioeconomic development and political democratization on both value importance and value consensus in a society. Data were from matched samples of teachers from 42 nations (N = 7,856) who completed a survey that measures 10 distinct types of values. Both development and democratization correlate positively with the importance of openness and self-transcendence values, and negatively with the importance of conservation and self-enhancement values. Development and democratization have opposite relations to value consensus, suppressing on another's effects. Development increases overall value consensus, whereas democratization decreases it. Differences between effects or specific value types are discussed.

Jalilvand (2000) investigated and found that working women appear have a personal-value structure different from those of nonworking women economic and political values are more prominent among women who work, while social and religious values play a greater role for women who stay at home.
Schwartz and Bardi (2001) hierarchical order of values representative and near representative samples from 13 nations exhibit a similar pattern that replicates with school teachers in 56 nations and college students in 54 nations. Benevolence, self-direction, and universalism values are consistently most important; power, tradition, and stimulation values are least important; and security, conformity, achievement, and hedonism are in between. Value hierarchies of 83% of samples correlate at least 0.80 with this pan-cultural hierarchy. To explain the pan-cultural hierarchy, the authors discuss its adaptive functions in meeting the requirements of successful societal functioning. The authors demonstrate, with data from Singapore and the United States that correctly interpreting the value hierarchies of groups requires comparison with the pan-cultural normative baseline.

Asthana and Alka (2004) studied the values of women belonging to four communities- Hindu, Muslim, and Sikh and Christian. A sample of 200 women (50 from each community) from Varanasi was taken. The age range was 25 to 35 years. 'Study of Values' by Kulshreshlha (1971) was administered to the total sample individually. The only significant difference obtained was regarding political value. Christian women had a higher political
value in comparison to Hindu, Muslim and Sikh women. Sikh women also scored higher than Hindu women with regard to political value. Value hierarchy for different communities is non-similar: Hindu and Muslim women place social values at the highest, while Sikh and Christian women place religious and political values at the highest level. All the subjects have placed economic and aesthetic values at the lowest level of value hierarchy.

Khan and Khan (2005) examined the human values among working and non-working women. Rokeach (1973) Value Survey was administered on 100 working and 100 non-working women of different departments of Aligarh Muslim University, and Aligarh city. The subjects ranked 18 terminal and 18 instrumental values separately according to their personal importance. The data was analyzed by median rank. The results of terminal values revealed that 'equality' and 'mature love' were ranked higher by both working women and non-working women. The 'responsible' value was given highest preferences by both working women and non-working women on instrumental values in their lives.

Khan (2005) measured the human values, Rokeach Value Survey form was administered on 100-employed husbands and 100
employed wives of different faculties of Aligarh Muslim University, and Aligarh city. The subjects were asked to rank 18 terminal and 18 instrumental values separately according to their personal importance. The data were analyzed by median rank. The results of terminal values revealed that 'A world at peace' and 'Salvation' were ranked higher by both working husband and working wives. But working wives also gave higher priority to 'equality', 'happiness', 'national security', 'mature love', and 'an exciting life. The results of instrumental values revealed that 'responsible' were given highest preferences by both spouses. Cheerful and loving were ranked higher by working husband whereas working wives ranked values 'clean' higher in their life.

Frans and Geert (2005) examined relative effects of both spouses' educational levels on the value parents place on children's conformity. Eight General Social Survey samples, covering the 1970's and 1980's, containing information on 3,005 mothers, 2,634 fathers, and their spouses were analyzed simultaneously. Application of "diagonal reference models" showed symmetric influence. Although own educational level had the larger effect on conformity, the effect of spouse's educational level, particularly the father's, was substantive. Among mothers, interdependence was
moderated by mother's employment, and marital happiness. Education of mothers who are the sole breadwinners had a smaller effect on their own child-rearing values, than education of mothers who are not the sole breadwinners. In addition, education of happily married mothers had a smaller effect on own child-rearing values, than education of unhappily married mothers.
CHAPTER-III

Methodology

Procedure
METHODOLOGY

Having made the formulation of objectives for a study it becomes the responsibility of the researcher to clearly spell out the procedure to be adopted, sample to be taken and tools to be used. All this has to be clearly mentioned in the chapter of methodology. It is on the basis of this that the design and structure will take shape, and one must evaluate this critically to see the extent to which it fulfills the set objectives of the investigation.

Scientists attempt to use a study as a basis for answering questions of interest (Lindzey, 1954; Festinger and Katz, 1953; Selltizetal, 1964; Underwood, 1957; Stollak and others, 1966; Megargee, 1966; and Shontz, 1965). Edwards (1968) believes that in research we do not haphazardly make observations of any or all kinds, but rather, the attention is directed towards those observations that “we believe to be relevant to the questions we have previously formulate. In other words, we can say that scientists ascertain facts and analyze them in an unbiased manner in order to draw conclusions. This emphasizes that the research should be well planned, and must be carried out using sound means and techniques of investigation. Mohsin (1984) opines that, “Research design depicts the plan which states the relation between observed facts and events on the basis of which conclusions could be drawn”. Further elaborating, Ferguson (1981) has asserted that several
methodological approaches and designs have been developed but the choice of appropriate design ultimately depends upon the special characteristics of the sample, nature of measuring instruments and restraints regarding the manipulations of variables being studied. Thus, the choice of an applied method is governed by the aims of the study, the variables under investigation and the nature of the data.

In the chapter research design is systematically presented by a selection of subjects (sample), the selection of variance, the books used, collection of data and its reliability. The administration of test and statistical techniques are employed to analyze the data.

For the present study, random sampling method was used for the collection of data. An attempt has been made to find the difference between psychological variables of different games. The concept of framework within which the study was conducted has been undertaken through the following steps.

(i) Sample
(ii) Tools used
(iii) Data collection
(iv) Statistical design.

**Sample:**

The present study was conducted on three hundred university and college level players in northern UP (n=300) approximately
equal ratio of male and female. Subjects selected were from different institutes stadiums, Centre of Sports Authority of India (SAI) through random sampling. The sample was split into 150 male and 150 female. The age of the respondents varied from 18 to 25 years.

**Distribution of the Subjects**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>150 Female</td>
<td>150 Male</td>
</tr>
</tbody>
</table>

**Data Collection:**

It was not possible to collect data from each and every unit of population, so a random sampling technique was adopted to collect the required data. The players were contacted in

(i) Coaching camps

(ii) Competitions

(iii) Educational institutions

The data collected by the investigator from the various places are-

(i) MMH College, Ghaziabad

(ii) Sports stadium, Ghaziabad

(iii) Bareilly College, Bareilly

(iv) Campus of Rohailkhand University
(v) Sports Stadium Bareilly
(vi) Sports campus, Meerut University
(vii) DS College, Aligarh
(viii) AMU Aligarh
(ix) Agra Sports Stadium

**Tools Used:**

Keeping in view the research criteria availability, suitability, reliability and validity the following tools (questionnaire) were used to collect the data.

**Level of Aspiration:**

In order to measure the level of aspiration among sports persons, a test constructed by Dr. H.M. Singh and Dr. Govind Tiwari (1976) was used. Although there are many tests for level of aspiration that are available, and have been used by researchers, but in the light of the fact that aspiration level among sports persons, the present test was chosen. This is a very simple but highly efficient test. Although authors of the test have not quoted reliability and validity coefficients of the test in its manual, the techniques of the test and its format is quite the same, as have been used in most of the other level of aspiration tests. The test therefore, is presumed to be satisfactorily reliable and valid.
The test consisted of ten levels of aspiration forms. There are, in each test sheet, five rows of forty eight, half inches squares. In the first, third, and fifth row there are ten squares and in the second and fourth row, there are nine squares. All in all there are forty eight squares on the left hand corner of the test; shut there is a space for prospected scores and, on the bottom right hand side, there is space for actual scores. For administration of the test, only a stop watch is needed with the test sheet. It may be administered to a group or oven an individual. Only two signals “Start” and “Stop” are given to the subjects. The task is to draw “Satis” ( ) in the squares of the test within the given time of 30 seconds. Only 10 trials are given to a subject.

The investigator instructed the subjects that they had to draw the “Satis ( )” in the columns of a given form of level of aspiration. They had to draw as many “Satis” as they could within 30 seconds on the signal of “Start”. Before starting the work, subjects were asked to write-down the expected scores in the given column. When they had done this they were given “Start” signal and work was started, and after 30 seconds “Stop” signal was given to the subject to stop the task. After this the investigator asked the subjects to count their performance scores and write down their actual scores in the column which is there at the bottom.
of the form. In this manner, all the ten forms one by one were given to each subject and the subjects completed them each within the prescribed period of 30 seconds.

After completing the task, the subjects returned the forms to the investigator. Then the investigator scored them, and calculated the D-scores through the following formula. D-Score = Actual score- expected score of the next trial. Similarly, the mean of all the D-scores of each trial were computed to draw the level of aspiration of the subjects.

**Subjective Well-being (SWB):**

Subjective well being was measured by using the satisfaction with life scale (SWLS) of 5- items. The SWLS was developed by Diener, Emmons, Larsem and Griffin (1985). Individuals responded to items using 7 point Likert scale ranging from 1= strongly disagree” to 7= strongly agree”. Responses were summed to produce a total SWLS score, with higher scores indicating more life satisfaction. Internal consistency (0.87), test retest reliability (0.82, eight weeks), and validity of the SWLS are good (Diener et al., 1985). The total SWLS score ranged from 5 to 35. Internal consistencies of 85 and test/retest coefficient of 0.84 were reported.
**Human Values:**

For measuring personal values of the students, the personal values questionnaire (PVQ) was used. This is a standardized instrument developed by Shery (1973), and has been published by the National Psychological Corporation, Agra. This instrument measures ten personal values of the respondents. The format of (PVQ) is that the forced choice type items with multiple choice statements. A question consisted of two parts (i) a stem and (ii) 3 responses. In the stem of the question, a criterion situation for seeking the value preferences was depicted. The options depict the values for which the respondent had to express his comparative preference under forced choices, the stimulus of the criterion situation. The personal values questionnaire contains 40 items. Each value has an equal number of items and there are 12 items for each value. This PVQ was administered individually as per the procedure given in the manual. First, the respondents filled up the personal data blank printed on the front page. The investigator read out the instructions printed on page 1 of the PVQ loudly and clearly, and made sure that the subjects have understood the mode of recording their responses. The respondents were supposed to put a tick mark at the best answer of their choice. A copy of the inventory has been attached at the end of this report.
SCORING PROCEDURE:

Personal Values questionnaire:

For judging the personal values questionnaire, the responses were scored as follows:

(i) A weightage of ‘2’ (✓) points was assigned to the most preferred values under each item.

(ii) A score of ‘0’ for a cross (x) showing the least preferred value under the item.

(iii) A score ‘1’ for the blank ( ) or unmarked item showing the intermediate preference for the value. Sometimes, the respondents left some questions unanswered. If the number of such questions were 4 or less, each item of the unanswered question was scored as 1. If their number was more than 4 the script was rejected. In all cases, the scores were recorded beside the corresponding bracket and the total for each values (a to j) should be written in the cage given at the foot of the page. The correctness of scoring and recording of the totals for all the values is checked by summing the total for all of them on each page separately. If the grand total was 24, the scoring may be considered correct, provided that compensating errors have not been committed. Finally, the entries in the cage at the foot of
each page should be brought to the bigger cage on the front page of the PVQ. The total of each column should be noted down in the bottom row. These totals denote the scores of the respondents on the corresponding value given at the top of the column in this questionnaire.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of values</th>
<th>Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Religious value</td>
<td>(a)</td>
</tr>
<tr>
<td>2.</td>
<td>Social value</td>
<td>(b)</td>
</tr>
<tr>
<td>3.</td>
<td>Democratic value</td>
<td>(c)</td>
</tr>
<tr>
<td>4.</td>
<td>Aesthetic value</td>
<td>(d)</td>
</tr>
<tr>
<td>5.</td>
<td>Economic value</td>
<td>(e)</td>
</tr>
<tr>
<td>6.</td>
<td>Knowledge value</td>
<td>(f)</td>
</tr>
<tr>
<td>7.</td>
<td>Hedonistic value</td>
<td>(g)</td>
</tr>
<tr>
<td>8.</td>
<td>Power value</td>
<td>(h)</td>
</tr>
<tr>
<td>9.</td>
<td>Family Prestige value</td>
<td>(i)</td>
</tr>
<tr>
<td>10.</td>
<td>Health value</td>
<td>(j)</td>
</tr>
</tbody>
</table>

**Religious Value:**

This value is defined in terms of faith in God, attempt to understand Him, fear of divine wrath, and acting according to the ethical codes prescribed in religious books. The outward acts of behavior expressive of this value are going on pilgrimage, living a simple life, having faith in the religious leaders, worshipping God and speaking the truth.
Social Value:

This value is defined in terms of charity, kindness, love and sympathy for the people and efforts to serve God through the service of mankind; sacrificing personal comforts and gains to relieve the needy and the afflicted, of their misery.

Democratic Value:

This value is characterized by respect for individuality, absence of discrimination among persons on the basis of sex, language, religion, caste, colors, race and family status and ensuring equal social, political and religious rights to all, as well as impartiality and social justice and respect for the democratic institutions.

Aesthetic Value:

Aesthetic value is characterized by appreciation of beauty, form proportion and harmony, love for fine arts, i.e., drawing, painting, music, dance, sculpture, poetry and architecture and love for literature, love for decoration of the home and the surroundings, neatness and system in the arrangement of the things.
Economic Value:

This value stands for desire for money and material gains. A man with high economic value is guided by considerations of money and material gain in the choice of his job. His attitude towards the rich persons and the industrialists is favorable and he considers them helpful for the progress of the country.

Knowledge Value:

This value stands for love of knowledge of theoretical principles of any activity, and love of discovery of truth. A man with knowledge value considers knowledge of theoretical principles underlying a work as essential for success in it. He values hard work in studies, only if it helps develop ability to find out new facts and relationships, and aspires to be known as a seeker of knowledge. For him knowledge is virtue.

Hedonistic Value:

Hedonistic value, as defined here, is the concept of the desirability of loving pleasure and avoiding pain. For a hedonist, the present is more important than the future. A man with hedonistic value indulges in pleasures of senses and avoids pain.
Power Value:

Here, the power value is defined as the concept of desirability of ruling over others and also of leading others. The characteristics of a person of high power value are that he prefers a job where he gets opportunity to exercise authority over others; that he prefers to rule in a small place rather than serve in a big place; that the fear of law of the country, rather than the fear of God deters him from having recourse to improved means for making money, and that he is deeply status-conscious and can even tell a lie for maintaining the prestige of his position.

Family Prestige Value:

As defined here, the family prestige value is the concept of the desirability of such items of behavior, roles, functions and relationships as would become one's family status. It implies respect for roles which are traditionally characteristic of different castes of the Indian society. It also implies the maintenance of the purity of family blood by avoiding inter-caste marriages. It is respect for the conservative outlook as enshrined in the traditional institution of family.
Health Value:

Health value is the consideration for keeping the body in a fit state for carrying out one's normal duties and functions. It also implies the consideration for self-preservation. A man with high health value really feels sorry if through some act of negligence, he impairs his health. He considers good physical health essential for the development and use of his abilities.

Data Analysis:

Data was analyzed with the help of the student t-test to determine the significance of difference between the mean scores of University and College level players of different games and sports.
CHAPTER-IV

Results and Discussion
RESULT AND DISCUSSION

Table-1
Level of aspiration among university and college level sportspersons (N = 300)

<table>
<thead>
<tr>
<th>Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>150</td>
<td>5.47</td>
<td>5.10</td>
<td>0.26</td>
<td>5.09*</td>
</tr>
<tr>
<td>College</td>
<td>150</td>
<td>8.48</td>
<td>5.08</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P > .05

Tab: [300,298]2.02

The reading in Table 1 shows that there is significant difference on the score of level of aspiration between University and College level sportspersons. From the mean it is evident that College level players scored more than the University level sportspersons. So it can be said that College level players are more aspired than University level players.
Table-2
Subjective well - being among university and college
Sportspersons (N = 300)

<table>
<thead>
<tr>
<th>Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>150</td>
<td>19.59</td>
<td>4.56</td>
<td>0.25</td>
<td>1.74</td>
</tr>
<tr>
<td>College</td>
<td>150</td>
<td>18.63</td>
<td>4.92</td>
<td>0.25</td>
<td></td>
</tr>
</tbody>
</table>

Tab: [300,298] 2.02

Table 2 shows that there is no significant difference on the score of Subjective well-being between University and College level sportspersons. From the mean it can be desired that University level players have scored more than the College level sportspersons i.e., It can be said that University level players are more aspired than College level players.
Table 3
Religious value among university and college Level Sportspersons (N=300)

<table>
<thead>
<tr>
<th>Value</th>
<th>Level</th>
<th></th>
<th></th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University (150)</td>
<td>College (150)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>Religious</td>
<td>12.90</td>
<td>3.33</td>
<td>12.42</td>
<td>2.99</td>
<td>0.20</td>
</tr>
<tr>
<td>Social</td>
<td>11.50</td>
<td>3.29</td>
<td>12.42</td>
<td>2.90</td>
<td>0.20</td>
</tr>
<tr>
<td>Democratic</td>
<td>14.96</td>
<td>3.00</td>
<td>14.65</td>
<td>2.85</td>
<td>0.19</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>11.83</td>
<td>3.10</td>
<td>11.42</td>
<td>3.01</td>
<td>0.20</td>
</tr>
<tr>
<td>Economic</td>
<td>9.80</td>
<td>2.38</td>
<td>10.24</td>
<td>2.88</td>
<td>0.96</td>
</tr>
<tr>
<td>Knowledge</td>
<td>13.50</td>
<td>3.29</td>
<td>12.54</td>
<td>3.88</td>
<td>0.20</td>
</tr>
<tr>
<td>Hedonistic</td>
<td>11.11</td>
<td>2.99</td>
<td>10.85</td>
<td>2.92</td>
<td>0.19</td>
</tr>
<tr>
<td>Power</td>
<td>9.18</td>
<td>2.76</td>
<td>9.65</td>
<td>2.60</td>
<td>0.18</td>
</tr>
<tr>
<td>Family</td>
<td>12.54</td>
<td>3.23</td>
<td>13.00</td>
<td>3.27</td>
<td>0.20</td>
</tr>
<tr>
<td>Prestige</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>10.01</td>
<td>2.79</td>
<td>9.91</td>
<td>2.62</td>
<td>0.19</td>
</tr>
</tbody>
</table>

P > .05

Tab [300,298] 2.02

It is observed from Table 3 that there is no significant difference between the score of University and College Sportspersons in terms of
religious, social, democratic, aesthetic, economic, hedonistic, power, family prestige and health value.

However, it is evident from Table 3 that there is a significant difference between University and College level players in terms of knowledge value, as the calculated t-value (2.59) is more than table value (2.02)

Table-4
Level of aspiration among university and college level female hockey players (N = 30)

<table>
<thead>
<tr>
<th>Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>15</td>
<td>12.83</td>
<td>2.40</td>
<td>0.68</td>
<td>1.91</td>
</tr>
<tr>
<td>College</td>
<td>15</td>
<td>10.15</td>
<td>4.62</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tab: [15, 28] 2.05

Table 4 shows that there is no significant difference in the score of level of aspiration between University and College level female hockey players. Though University level players scored (12.83) higher than the College level players (10.15) yet the difference is negligible.
Table-5
Subjective well-being among university and college level female hockey players (N = 30)

<table>
<thead>
<tr>
<th>Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>15</td>
<td>16.60</td>
<td>18.00</td>
<td>0.76</td>
<td>0.83</td>
</tr>
<tr>
<td>College</td>
<td>15</td>
<td>4.38</td>
<td>3.95</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tab: [15, 28] 2.05

Table 5 shows that there is no significant difference on the score of Subjective well-being between University and College level female hockey players.
<table>
<thead>
<tr>
<th>Value</th>
<th>Level</th>
<th>University (15)</th>
<th>College (15)</th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Religious</td>
<td></td>
<td>11.3</td>
<td>3.05</td>
<td>12.20</td>
<td>3.03</td>
</tr>
<tr>
<td>Social</td>
<td></td>
<td>12.13</td>
<td>2.44</td>
<td>12.13</td>
<td>1.85</td>
</tr>
<tr>
<td>Democratic</td>
<td></td>
<td>15.00</td>
<td>2.92</td>
<td>15.73</td>
<td>2.23</td>
</tr>
<tr>
<td>Aesthetic</td>
<td></td>
<td>11.86</td>
<td>2.98</td>
<td>10.53</td>
<td>3.34</td>
</tr>
<tr>
<td>Economic</td>
<td></td>
<td>10.60</td>
<td>2.75</td>
<td>10.73</td>
<td>2.81</td>
</tr>
<tr>
<td>Knowledge</td>
<td></td>
<td>12.66</td>
<td>2.44</td>
<td>12.60</td>
<td>3.11</td>
</tr>
<tr>
<td>Hedonistic</td>
<td></td>
<td>10.20</td>
<td>3.14</td>
<td>10.86</td>
<td>2.70</td>
</tr>
<tr>
<td>Power</td>
<td></td>
<td>9.45</td>
<td>1.85</td>
<td>9.93</td>
<td>1.80</td>
</tr>
<tr>
<td>Family</td>
<td></td>
<td>13.80</td>
<td>2.97</td>
<td>14.06</td>
<td>2.95</td>
</tr>
<tr>
<td>Prestige</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td>9.53</td>
<td>2.32</td>
<td>8.86</td>
<td>2.65</td>
</tr>
</tbody>
</table>

Tab [15, 28] 2.05

It can be observed from Table 6 that there is no significant difference in the above mentioned values among University and College level female hockey players.
Table-7
Level of aspiration among university and college level female cricket players (N = 30)

<table>
<thead>
<tr>
<th>Level</th>
<th>Mean</th>
<th>SD</th>
<th>SEM</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>University (N= 15)</td>
<td>4.73</td>
<td>4.55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College (N = 15)</td>
<td>8.04</td>
<td>5.41</td>
<td>0.81</td>
<td>1.75</td>
</tr>
</tbody>
</table>

Tab: [15, 28] 2.05

Table 7 shows that there is no significant difference on the score of level of aspiration between University and College level female hockey players.
Table-8
Subjective well-being among university and college level female cricket players (N =30)

<table>
<thead>
<tr>
<th>Level</th>
<th>Mean</th>
<th>Sd</th>
<th>Sem</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>University (N= 15)</td>
<td>21.66</td>
<td>5.64</td>
<td>0.83</td>
<td>1.78</td>
</tr>
<tr>
<td>College (N = 15)</td>
<td>18.11</td>
<td>4.78</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tab: [15, 28] 2.05

Table 8 shows that there is no significant difference on the score of Subjective well-being between University and College level female hockey players.
### Table-9

Value among university and college level female cricketers (N=30)

<table>
<thead>
<tr>
<th>Value</th>
<th>University (15)</th>
<th>College (15)</th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Religious</td>
<td>12.53</td>
<td>2.36</td>
<td>12.40</td>
<td>3.40</td>
</tr>
<tr>
<td>Social</td>
<td>11.85</td>
<td>3.26</td>
<td>13.00</td>
<td>2.53</td>
</tr>
<tr>
<td>Democratic</td>
<td>14.86</td>
<td>2.18</td>
<td>14.53</td>
<td>2.27</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>12.26</td>
<td>2.59</td>
<td>10.26</td>
<td>3.02</td>
</tr>
<tr>
<td>Economic</td>
<td>9.26</td>
<td>3.21</td>
<td>10.73</td>
<td>2.67</td>
</tr>
<tr>
<td>Knowledge</td>
<td>14.13</td>
<td>3.11</td>
<td>11.40</td>
<td>2.41</td>
</tr>
<tr>
<td>Hedonistic</td>
<td>9.65</td>
<td>2.38</td>
<td>10.13</td>
<td>2.68</td>
</tr>
<tr>
<td>Power</td>
<td>10.65</td>
<td>2.49</td>
<td>9.13</td>
<td>2.09</td>
</tr>
<tr>
<td>Family Prestige</td>
<td>12.06</td>
<td>3.27</td>
<td>13.13</td>
<td>3.11</td>
</tr>
<tr>
<td>Health</td>
<td>10.26</td>
<td>2.20</td>
<td>10.06</td>
<td>2.35</td>
</tr>
</tbody>
</table>

P > .05

Tab [15,28] 2.05

It is evident from the readings of Table 9 that there is significant difference between the score of female cricket players of University and College level in terms of knowledge value; whereas there is no significant difference in other values like religious, Social, democratic, aesthetic, economic, hedonistic, power, family prestige and health.
Table-10
Level of Aspiration among of University and college level female kabaddi players (N =30)

<table>
<thead>
<tr>
<th>Level</th>
<th>Mean</th>
<th>SD</th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>University (N= 15)</td>
<td>8.05</td>
<td>5.39</td>
<td>0.79</td>
<td>1.00</td>
</tr>
<tr>
<td>College (N = 15)</td>
<td>9.87</td>
<td>4.04</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tab: [15, 28] 2.05

Table 10 shows that there is no significant difference on the score of level of aspiration between University and College level sportspersons. From the mean it can be seen College level players scored more than University level sportspersons. Therefore the study shows that College level players are more aspired than University level players.
Subjective Well-being among University and College level female kabaddi players (N = 30)

<table>
<thead>
<tr>
<th>Level</th>
<th>Mean</th>
<th>SD</th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>University (N= 15)</td>
<td>18.46</td>
<td>5.67</td>
<td>0.78</td>
<td>0.44</td>
</tr>
<tr>
<td>College (N = 15)</td>
<td>19.26</td>
<td>3.62</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tab: [15, 28] 2.05

Table 11 that there is no significant difference on the score of level of aspiration between University and College level sportspersons. From the mean it is evident that College level players have scored more than the University level sportspersons. Therefore, it can be said College level players are more aspired than University level players.
Tab [15, 28] 2.05

Readings of Table 12 indicate that University and College level female kabaddi players have no significant difference in the values mentioned above.
Table 13: Level of Aspiration among University and College level female swimmers (N = 30)

<table>
<thead>
<tr>
<th>Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>15</td>
<td>9.06</td>
<td>4.56</td>
<td>0.80</td>
<td>2.00</td>
</tr>
<tr>
<td>College</td>
<td>15</td>
<td>5.40</td>
<td>4.99</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tab: [15, 28] 2.05

Table 13 shows that there is no significant difference on the score of level of aspiration between University and College level female swimmers.
Table-14
Subjective well-being among University and College level female swimmers (N =30)

<table>
<thead>
<tr>
<th>Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>15</td>
<td>16.60</td>
<td>2.75</td>
<td>0.65</td>
<td>0.97</td>
</tr>
<tr>
<td>College</td>
<td>15</td>
<td>17.80</td>
<td>3.69</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tab: [15,28] 2.05

Table 14 shows that there is no significant difference on the score of Subjective well-being between University and College level female swimmers.
Table-15
Religious value among University and College level female swimmers (N=30)

<table>
<thead>
<tr>
<th>Value</th>
<th>Level</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University (15)</td>
<td></td>
<td></td>
<td>College (15)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious</td>
<td>13.73</td>
<td>2.86</td>
<td></td>
<td>13.26</td>
<td>2.35</td>
<td>0.59</td>
<td>0.47</td>
</tr>
<tr>
<td>Social</td>
<td>12.53</td>
<td>3.51</td>
<td></td>
<td>10.93</td>
<td>2.79</td>
<td>0.64</td>
<td>1.33</td>
</tr>
<tr>
<td>Democratic</td>
<td>14.50</td>
<td>3.35</td>
<td></td>
<td>13.93</td>
<td>2.64</td>
<td>2.65</td>
<td>0.10</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>10.60</td>
<td>1.81</td>
<td></td>
<td>12.13</td>
<td>3.09</td>
<td>0.57</td>
<td>1.59</td>
</tr>
<tr>
<td>Economic</td>
<td>9.86</td>
<td>2.52</td>
<td></td>
<td>10.40</td>
<td>3.05</td>
<td>0.61</td>
<td>0.50</td>
</tr>
<tr>
<td>Knowledge</td>
<td>12.86</td>
<td>1.78</td>
<td></td>
<td>11.80</td>
<td>2.92</td>
<td>0.56</td>
<td>1.16</td>
</tr>
<tr>
<td>Hedonistic</td>
<td>11.73</td>
<td>1.76</td>
<td></td>
<td>11.46</td>
<td>3.03</td>
<td>0.56</td>
<td>0.28</td>
</tr>
<tr>
<td>Power</td>
<td>8.06</td>
<td>2.64</td>
<td></td>
<td>9.93</td>
<td>2.04</td>
<td>0.55</td>
<td>2.08*</td>
</tr>
<tr>
<td>Family Prestige</td>
<td>13.93</td>
<td>2.74</td>
<td></td>
<td>12.53</td>
<td>3.98</td>
<td>0.67</td>
<td>1.08</td>
</tr>
<tr>
<td>Health</td>
<td>9.73</td>
<td>1.84</td>
<td></td>
<td>11.13</td>
<td>1.66</td>
<td>0.48</td>
<td>2.10*</td>
</tr>
</tbody>
</table>

P > .05

Tab [15, 28] 2.05

The score of Table 15 indicates that University and College level female swimmers do not have any significant difference in terms of religious, social, democratic, aesthetic, economic, knowledge, hedonistic and family prestige values.

Significant difference exists between University and College level female swimmers in terms of power and health value.
Table-16
Level of Aspiration among female volleyball players of
University and college level (N =30)

<table>
<thead>
<tr>
<th>Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>15</td>
<td>7.26</td>
<td>4.69</td>
<td>0.76</td>
<td>1.29</td>
</tr>
<tr>
<td>College</td>
<td>15</td>
<td>9.41</td>
<td>4.05</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tab: [15, 28] 2.05

Readings of Table 16 show that there is no significant difference on the score of the variable of aspiration between University and College level female volleyball players.
Table-17

Subjective well-being among university and college level female volleyball players (N =30)

<table>
<thead>
<tr>
<th>Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>15</td>
<td>20.26</td>
<td>5.03</td>
<td>0.84</td>
<td>0.35</td>
</tr>
<tr>
<td>College</td>
<td>15</td>
<td>19.53</td>
<td>5.76</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tab: [15, 28] 2.05

Readings of Table 17 show that there is no significant difference on the score of Subjective well-being between University and College level female volleyball players.
### Table-18

**Value among university and college level**

*female volleyball players (N=30)*

<table>
<thead>
<tr>
<th>Value</th>
<th>Level</th>
<th></th>
<th></th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University (15)</td>
<td>College (15)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>Religious</td>
<td>12.46</td>
<td>2.75</td>
<td>12.60</td>
<td>2.55</td>
<td>0.59</td>
</tr>
<tr>
<td>Social</td>
<td>12.53</td>
<td>2.96</td>
<td>12.13</td>
<td>3.09</td>
<td>0.63</td>
</tr>
<tr>
<td>Democratic</td>
<td>15.00</td>
<td>3.03</td>
<td>14.80</td>
<td>2.42</td>
<td>0.60</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>12.73</td>
<td>4.05</td>
<td>11.06</td>
<td>2.14</td>
<td>0.64</td>
</tr>
<tr>
<td>Economic</td>
<td>9.26</td>
<td>2.74</td>
<td>10.46</td>
<td>3.30</td>
<td>0.63</td>
</tr>
<tr>
<td>Knowledge</td>
<td>12.80</td>
<td>4.49</td>
<td>13.13</td>
<td>3.05</td>
<td>0.70</td>
</tr>
<tr>
<td>Hedonistic</td>
<td>12.06</td>
<td>3.90</td>
<td>10.06</td>
<td>2.79</td>
<td>0.66</td>
</tr>
<tr>
<td>Power</td>
<td>10.53</td>
<td>3.11</td>
<td>9.20</td>
<td>3.60</td>
<td>0.66</td>
</tr>
<tr>
<td>Family Prestige</td>
<td>10.86</td>
<td>2.60</td>
<td>13.26</td>
<td>3.08</td>
<td>0.61</td>
</tr>
<tr>
<td>Health</td>
<td>9.26</td>
<td>2.20</td>
<td>10.93</td>
<td>3.54</td>
<td>0.61</td>
</tr>
</tbody>
</table>

P > .05

Tab: [15, 28] 2.05

It is evident from Table 18 that female volleyball players of University and College level do not have significant difference in religious, social, democratic, aesthetic, economic, knowledge, hedonistic, power and health values.
However, significant difference exists between University and College level female volley ball players on family prestige value, as the calculated t value (2.22) is more than the tabulated t value (i.e., 2.05).

Table-19

Level of aspiration among university and college level male cricket players (N =30)

<table>
<thead>
<tr>
<th>Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>15</td>
<td>2.01</td>
<td>4.75</td>
<td>0.78</td>
<td>2.47*</td>
</tr>
<tr>
<td>College</td>
<td>15</td>
<td>6.36</td>
<td>4.55</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P > 0.5

Tab: [15, 28] 2.05

The readings of Table 19 show that there is a significant difference between University and College level female cricket players on the variable of aspiration level.
**Table-20**

Subjective well-being among male cricket players of University and college level (N =30)

<table>
<thead>
<tr>
<th>Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>15</td>
<td>22.93</td>
<td>5.22</td>
<td>0.83</td>
<td>1.66</td>
</tr>
<tr>
<td>College</td>
<td>15</td>
<td>19.66</td>
<td>5.14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tab: [15, 28] 2.05

Table 20 shows that there is no significant difference on the score of Subjective well-being between University and College level male cricket players.
### Table-21
Values among university and college level male cricket players (N=30)

<table>
<thead>
<tr>
<th>Value</th>
<th>University (15)</th>
<th>College (15)</th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Religious</td>
<td>14.66</td>
<td>4.78</td>
<td>12.73</td>
<td>2.62</td>
</tr>
<tr>
<td>Social</td>
<td>11.60</td>
<td>3.28</td>
<td>12.13</td>
<td>3.26</td>
</tr>
<tr>
<td>Democratic</td>
<td>15.46</td>
<td>3.36</td>
<td>15.53</td>
<td>2.50</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>10.13</td>
<td>3.42</td>
<td>11.00</td>
<td>2.09</td>
</tr>
<tr>
<td>Economic</td>
<td>9.13</td>
<td>3.32</td>
<td>10.80</td>
<td>2.04</td>
</tr>
<tr>
<td>Knowledge</td>
<td>15.60</td>
<td>3.55</td>
<td>13.06</td>
<td>2.76</td>
</tr>
<tr>
<td>Hedonistic</td>
<td>9.53</td>
<td>3.00</td>
<td>11.00</td>
<td>2.58</td>
</tr>
<tr>
<td>Power</td>
<td>9.60</td>
<td>3.05</td>
<td>9.13</td>
<td>2.57</td>
</tr>
<tr>
<td>Family</td>
<td>11.06</td>
<td>2.23</td>
<td>12.06</td>
<td>3.89</td>
</tr>
<tr>
<td>Prestige</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>9.66</td>
<td>2.52</td>
<td>9.60</td>
<td>2.12</td>
</tr>
</tbody>
</table>

P > .05

Tab: [15, 28] 2.05

It can be observed from Table 21 that there is a significant difference between University and College level cricketers in terms of knowledge value, there is but no significant difference found in terms of
religious, social, democratic, aesthetic, economic, hedonistic, power, family prestige and health values.

Table-22

Level of aspiration among university and college level male hockey players (N = 30)

<table>
<thead>
<tr>
<th>Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>15</td>
<td>6.11</td>
<td>5.63</td>
<td>0.79</td>
<td>0.05</td>
</tr>
<tr>
<td>College</td>
<td>15</td>
<td>6.22</td>
<td>3.72</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tab: [15, 28] 2.05

It can be observed from Table 22 that there is no significant difference between University and College level male hockey players on the variable of level of aspiration.
Table-23
Subjective well-being among university and college level male hockey players (N = 30)

<table>
<thead>
<tr>
<th>Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>15</td>
<td>21.00</td>
<td>5.09</td>
<td>0.70</td>
<td>1.02</td>
</tr>
<tr>
<td>College</td>
<td>15</td>
<td>19.46</td>
<td>2.30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tab: [15, 28] 2.05

Readings of Table 23 show that there is no significant difference on the score of Subjective well-being between University and College level male hockey players.
Table-24
Value among university and college level male hockey players (N=30)

<table>
<thead>
<tr>
<th>Value</th>
<th>University (15)</th>
<th>College (15)</th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Religious</td>
<td>12.66</td>
<td>2.62</td>
<td>13.26</td>
<td>2.54</td>
</tr>
<tr>
<td>Social</td>
<td>11.20</td>
<td>3.25</td>
<td>10.60</td>
<td>3.49</td>
</tr>
<tr>
<td>Democratic</td>
<td>14.06</td>
<td>2.46</td>
<td>15.46</td>
<td>2.55</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>11.93</td>
<td>3.08</td>
<td>12.25</td>
<td>3.33</td>
</tr>
<tr>
<td>Economic</td>
<td>10.13</td>
<td>1.32</td>
<td>10.06</td>
<td>3.08</td>
</tr>
<tr>
<td>Knowledge</td>
<td>14.86</td>
<td>2.65</td>
<td>13.33</td>
<td>3.78</td>
</tr>
<tr>
<td>Hedonistic</td>
<td>10.73</td>
<td>2.71</td>
<td>12.06</td>
<td>2.43</td>
</tr>
<tr>
<td>Power</td>
<td>8.06</td>
<td>2.29</td>
<td>9.73</td>
<td>3.45</td>
</tr>
<tr>
<td>Family</td>
<td>13.26</td>
<td>2.70</td>
<td>11.06</td>
<td>2.81</td>
</tr>
<tr>
<td>Prestige</td>
<td>13.26</td>
<td>2.70</td>
<td>11.06</td>
<td>2.81</td>
</tr>
<tr>
<td>Health</td>
<td>10.26</td>
<td>3.17</td>
<td>10.53</td>
<td>3.24</td>
</tr>
</tbody>
</table>

Tab: [15, 28] 2.05

Table 24 shows that the observed score on the above values among University and College level male hockey players had no significant difference.
Table-25
Level of aspiration among university and college level male kabaddi players (N = 30)

<table>
<thead>
<tr>
<th>Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>15</td>
<td>5.13</td>
<td>5.55</td>
<td>0.80</td>
<td>0.27</td>
</tr>
<tr>
<td>College</td>
<td>15</td>
<td>5.64</td>
<td>4.15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tab: [15, 28] 2.05

Table 25 shows that there is no significant difference on the score of level of aspiration between University and College level male kabaddi players. From the mean it is evident that College level players scored more than University level players but the t-value is insignificant.
Table-26
Subjective well-being of university and college level male kabaddi players (N = 30)

<table>
<thead>
<tr>
<th>Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>15</td>
<td>17.46</td>
<td>3.55</td>
<td>0.80</td>
<td>0.27</td>
</tr>
<tr>
<td>College</td>
<td>15</td>
<td>5.64</td>
<td>4.15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tab: [15, 28] 2.05

Table 26 shows no significant difference on the score of subjective well being between male kabaddi players of University and College level. Though the mean value shows that the university level players have scored better than the College level players yet the t-value is less than the tabulated value.
Table 27 shows that the score on religious, social, democratic, aesthetic, knowledge, hedonistic, power, family prestige and health values among University and college level male kabaddi players has no
significant difference; but in terms of economic value there is a significant difference as the calculate t-value 2.42, is more than the tabulated value.

### Table-28

<table>
<thead>
<tr>
<th>Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>15</td>
<td>6.91</td>
<td>4.31</td>
<td>0.85</td>
<td>0.67</td>
</tr>
<tr>
<td>College</td>
<td>15</td>
<td>8.36</td>
<td>6.04</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tab: [15, 28] 2.05

Table 28 shows that there is no significant difference on the score of level of aspiration between University and College level male swimmers. From the mean it is evident that College level players scored more than the university level players but the difference is a trifle one.
Table-29  
Subjective well-being among university and college level  
male swimmers (N =30)

<table>
<thead>
<tr>
<th>Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>15</td>
<td>18.13</td>
<td>2.75</td>
<td>0.57</td>
<td>1.85</td>
</tr>
<tr>
<td>College</td>
<td>15</td>
<td>16.40</td>
<td>2.15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tab: [15, 28] 2.05

Reading from table 29 show that there is no significant difference on the score of Subjective well-being between University and College level male swimmers. From the mean it is apparent that University level swimmers scored more than the College level sportspersons, but the difference is trivial. So it can be to conclude that that University level swimmers are:
It is apparent from Table 30 that there is no significant difference between University and College level male swimmers on religious, social, democratic, aesthetic, economic, knowledge, power, family

<table>
<thead>
<tr>
<th>Value</th>
<th>University (15)</th>
<th>College (15)</th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Religious</td>
<td>12.80</td>
<td>3.61</td>
<td>12.13</td>
<td>2.94</td>
</tr>
<tr>
<td>Social</td>
<td>12.26</td>
<td>3.37</td>
<td>11.93</td>
<td>2.69</td>
</tr>
<tr>
<td>Democratic</td>
<td>12.40</td>
<td>2.41</td>
<td>14.40</td>
<td>2.70</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>13.26</td>
<td>2.62</td>
<td>11.40</td>
<td>3.47</td>
</tr>
<tr>
<td>Economic</td>
<td>10.13</td>
<td>3.15</td>
<td>10.26</td>
<td>3.01</td>
</tr>
<tr>
<td>Knowledge</td>
<td>13.06</td>
<td>3.59</td>
<td>13.20</td>
<td>3.16</td>
</tr>
<tr>
<td>Hedonistic</td>
<td>9.86</td>
<td>2.36</td>
<td>12.06</td>
<td>2.32</td>
</tr>
<tr>
<td>Power</td>
<td>8.66</td>
<td>2.35</td>
<td>9.06</td>
<td>2.04</td>
</tr>
<tr>
<td>Family</td>
<td>13.13</td>
<td>3.58</td>
<td>12.93</td>
<td>2.54</td>
</tr>
<tr>
<td>Prestige</td>
<td>13.13</td>
<td>3.58</td>
<td>12.93</td>
<td>2.54</td>
</tr>
<tr>
<td>Health</td>
<td>9.46</td>
<td>1.82</td>
<td>9.93</td>
<td>2.69</td>
</tr>
</tbody>
</table>

P > .05

Tab: [15, 28] 2.05
prestige and health values. However, there is significant difference in the score of University and College level male swimmers.

**Table-31**

**Level of aspiration among university and college level male volleyball players (N =30)**

<table>
<thead>
<tr>
<th>Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>15</td>
<td>3.98</td>
<td>5.06</td>
<td>0.70</td>
<td>0.03</td>
</tr>
<tr>
<td>College</td>
<td>15</td>
<td>4.04</td>
<td>2.32</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 31 shows that there is no significant difference in the score of level of aspiration between University and College level male volleyball players. Though College level players scored (4.04) higher than the University level (3.98), but the difference remains negligible.
Table 32 shows that there is no significant difference on the score of Subjective well-being between University and College level players. From the mean it is evident that University level players scored more than the College level players but the difference is too trifle to conclude that university level players are better on the quotient of well-being.
Table-33
Value among university and college level male volleyball players (N=30)

<table>
<thead>
<tr>
<th>Value</th>
<th>University (15)</th>
<th>College (15)</th>
<th>SEM</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Religious</td>
<td>12.60</td>
<td>3.94</td>
<td>13.06</td>
<td>2.97</td>
</tr>
<tr>
<td>Social</td>
<td>11.40</td>
<td>3.22</td>
<td>11.40</td>
<td>3.46</td>
</tr>
<tr>
<td>Democratic</td>
<td>15.60</td>
<td>2.75</td>
<td>15.40</td>
<td>3.40</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>11.86</td>
<td>2.72</td>
<td>12.00</td>
<td>2.78</td>
</tr>
<tr>
<td>Economic</td>
<td>8.80</td>
<td>3.14</td>
<td>9.26</td>
<td>2.23</td>
</tr>
<tr>
<td>Knowledge</td>
<td>13.66</td>
<td>2.98</td>
<td>13.00</td>
<td>2.96</td>
</tr>
<tr>
<td>Hedonistic</td>
<td>10.86</td>
<td>3.04</td>
<td>11.13</td>
<td>2.87</td>
</tr>
<tr>
<td>Power</td>
<td>9.93</td>
<td>3.04</td>
<td>9.3</td>
<td>2.62</td>
</tr>
<tr>
<td>Family Prestige</td>
<td>12.60</td>
<td>8.87</td>
<td>12.93</td>
<td>3.45</td>
</tr>
<tr>
<td>Health</td>
<td>10.66</td>
<td>2.38</td>
<td>10.13</td>
<td>3.44</td>
</tr>
</tbody>
</table>

Tab: [15,28] 2.05

Readings of Table 33 show that insignificant difference lies between University and College level male volleyball players on the above depicted values.
MAIN FINDINGS OF THE STUDY

From the analysis of the gathered data it can be observed that college level players were more aspired than the University level players in all the games/sports undertaken for the study. College level female cricket players showed more aspiration than their counterparts. This may be because of their new exposure to competitions along with their college mates. On the other hand, data of University level players might have been of those who would have participated in interuniversity competitions and might not have good experience with their team-mates from different colleges. The findings of this study incorporate the findings of Ram Chander (2007) inter college and state level players who scored more on aspiration scale than interuniversity and national level basket balers. The findings of the study did not support the findings of Kanwal and Kaur (1987).

It was found from the analysis of the data that there was a significant difference between University and College level cricket players in terms of knowledge value. Knowledge value stands for love for knowledge of theoretical principles of an activity and, love for discovery of truth. A man with knowledge value considers knowledge of theoretical principles underlying a work as essential for success in it and for him knowledge was a virtue.
So, this may be one of the reasons that the Indian cricket team was performed so well at the international level.

It was found that female swimmers of University and College level had significant difference on the variable of power value. It was evident from the data collected that College level players scored more on the quotient of power value than University level players. Power value was defined as the concept of desirability of ruling over others, and at the same time leading others. Usually, intercollegiate competitions were conducted in the respective colleges; therefore, the sample for this study might have been of such female players who would be participating in competitions just to have recognition in college.

University and College level female swimmers differed on the variable of health value. College level female swimmers give more importance to health value than University level swimmers. This might be because the believers of this value consider good physical health as essential for the development and use of his abilities.

By analyzing the collected data it is found that there was significant difference in family prestige value among female volleyball players of University and College level. Family prestige value was the concept of the desirability of such items of behavior,
roles, functions and relationships as would become one's family status. It implies respect for roles which were traditionally the characteristic of different castes of Indian society. It also implies the maintenance of the purity of family blood by avoiding inter-caste marriages. It is also respect for the conservative outlook as enshrined in the traditional institutions of a family.

During the analysis of the data it was found that significant difference exists between University and College level male kabbadi players on the variable of economic value. College level players scored more on economic value than University level players. As this value stood for desire of money and material gains, therefore, it meant that college level players were more interested in economic gain rather than performance.

From the mean it was evident that College level players scored better than the University level male swimmers on hedonistic value. Hedonistic value, as defined here, is the concept of the desirability of loving pleasure and avoiding pain. This means that college level swimmers were more pain avoiding than, the players of other sports and therefore, remained only at College level.
DISCUSSION

The first hypothesis that University level players would score better on the level of aspiration scale, than the college level players, was not accepted. The reason is that the findings of the study indicate that there was significant difference on the score level of aspiration between University and College level sportspersons. From the mean it was evident that College level players have scored better than University level sportspersons i.e., college level players were more aspired than University level players. Therefore, this hypothesis was rejected.

The second hypothesis that University level players would score higher on subjective well being rather than College level players was rejected, as there was no significant difference on the score of Subjective well-being between University and College level sportspersons. From the mean, it was evident that University level players scored more than the College level sportspersons. We can therefore say that University level players were more aspired than College level players.

That third hypothesis that University level players would score higher on human values than College level players was partially accepted, as in some variables of the human values scale like, religious, social, democratic, aesthetic, economic, hedonistic, power, family, prestige and health, there was no significant difference in the score of
University and College level players. But there was a significant difference in the score of University and College level players on the variable of knowledge value. It was evident from the mean of score that University level players scored higher than the College level players.

The fourth hypothesis that University and College level female players would score significantly different on level of aspiration was rejected, as no significant difference in the score of level of aspiration between University and College level female player was found, except in the case of cricket players, where, from the readings, it was evident that there is a significant difference between University and College level female cricket players on the variable of aspiration level.

The fifth hypothesis that University and College level female players would score significantly different on subjective well being was rejected as there was no significant difference on the score of Subjective well-being between University and College level female players.

The sixth hypothesis that University and College level female players would score significantly different on human values was partially accepted and partially rejected, as on, some values, there was no significant difference between the University and College level female players. But from Table 9, it can be observed that the University and College level female Players of cricket differ significantly on the variable of Knowledge value, because the calculated t-value i.e., 2.59
is more than the tabulated value i.e., 2.05. It can also be observed from Table 15 that the score of female swimmers of University and College level have significant difference on the variable of power value. Similarly, it was evident from the data of above Table that there was significant difference between University and College level female swimmers on the variable of health value. And the reading of Table 18 shows that the difference of score on the variable of family prestige value among female volleyball players of University and College level was significant.

The seventh hypothesis that University and College level male players would score significantly different on level of aspiration was rejected, as from the readings of the tables, it was evident that there was no significant difference between the University and College level players on the variable of aspiration level.

The eighth hypothesis that University and College level male players would score significantly different on subjective well being is rejected as well because from the observed values, it is evident that no significant difference exists between the University and College level male players.

The ninth hypothesis that University and College level male players would score significantly different on human values, is in some measure acceptable and to some extent rejected. It can be observed from
Table 21 that there was a significant difference between University and College level male cricket players, since the calculated t-value 2.10 was more as compared to the tabulated value (i.e., 2.05) on the variable of knowledge value. Readings of a Table 27 show that there was a significant difference on the score of economic value between University and College level male kabaddi players. From the mean it was evident that College level players had scored more than the University level players i.e., College level players were more aware towards economy than University level players. Similarly readings of Table 30 show that there was significant difference on the score of hedonistic value between University and college level male swimmers. From the mean it was evident that clear College level players scored more than the University level male swimmers in terms of hedonistic value.
CHAPTER-V

Conclusion, Suggestions & Recommendations
CONCLUSIONS, SUGGESTIONS AND RECOMMENDATIONS

On the basis of the critical inferences drawn from the chapter number we can conclude that:

1. There is significant difference between University and College level sportspersons in terms of level of aspiration.

2. There is no significant difference on the Subjective well-being between University and College level sportspersons.

3. There is no significant difference between University and College Sportspersons on religious, social, democratic, aesthetic, economic, hedonistic, power, family prestige and health values. However significant difference can be found between University and College level players in terms of knowledge value.

4. There is no significant difference in the score of level of aspiration between University and College level female hockey players.

5. There is no significant difference on the score of Subjective well-being between University and College level female hockey players.

6. It was found that there is no significant difference on the values among University and College level female hockey players.
7. There is no significant difference in the level of aspiration between University and College level female cricket players.

8. There is no significant difference in the Subjective well-being between University and College level female cricket players.

9. There is significant difference between female cricket players of University and College level in knowledge value, whereas there is no significant difference in the other values like religious, Social, democratic, aesthetic, economic, hedonistic, power, family prestige and health.

10. No significant difference lies in the level of aspiration between University and College level female kabaddi players.

11. There is no significant difference in the subjective well-being between University and College level female kabaddi players.

12. University and College level female kabaddi players do not have any significant difference on religious, social, democratic aesthetic, economic hedonistic, power, family prestige and health values.

13. There is no significant difference in the level of aspiration between University and College level female swimmers.

14. University and College level female swimmers do not differ significantly on Subjective well-being.
15. University and College level female swimmers do not have any significant difference in terms of religious, social, democratic, aesthetic, economic, knowledge, hedonistic and family prestige values. But significant difference exists between University and College level female swimmers on power and health value.

16. There is no significant difference on the variable of level of aspiration between University and College level female volley ball players.

17. There is no significant difference in the Subjective well-being between University and College level female volley ball players.

18. Female volleyball players of University and College level do not have significant difference in terms of religious, social, democratic, aesthetic, economic, knowledge, hedonistic, power and health values. However, significant difference exists between University and College level female volley ball players in terms of family prestige value.

19. There is a significant difference between University and College level female cricket players on the variable of aspiration level.

20. There is no significant difference in Subjective well-being between University and College level male cricket players.

21. There is a significant difference between University and College level cricketers on knowledge value, but no significant difference
can be found in terms of religious, social, democratic, aesthetic, economic, hedonistic, power, family prestige and health values.

22. There is no significant difference in the score of University and College level male hockey players on the variable of level of aspiration.

23. There is no significant difference on Subjective well-being between University and College level male hockey players.

24. There is no significant difference between University and College level male hockey players on religious, social, democratic aesthetic, economic hedonistic, power, family prestige and health values.

25. There is no significant difference in the level of aspiration between University and College level male kabaddi players.

26. No significant difference in the subjective well being exists between male kabaddi players of University and College level.

27. University and College level male kabbadi player have no significant difference in terms of religious, social, democratic, aesthetic, knowledge, hedonistic, power, family prestige and health values. But in economic value there is a significant difference.

28. There is no significant difference in the level of aspiration between University and College level male swimming players.
29. There is no significant difference in the Subjective well-being between University and College level male swimmers.

30. There is no significant difference between University and College level male swimmers in terms of religious, social, democratic, aesthetic, economic, knowledge, power, family prestige and health values. However, but significant difference exists in the score of University and College level male swimmers.

31. There is no significant difference in the level of aspiration between University and College level male volleyball players.

32. There is no significant difference in Subjective well-being between University and College level male volley ball players.

33. There is no significant difference on the variable of various values among University and College level male volleyball players.
SUGGESTIONS AND RECOMMENDATIONS

Keeping in view the findings of the present study, the following suggestions are being made:

1. Talent selection among various games at State and College level can be conducted on the basis of the present study.

2. Similar studies may be conducted on other games and sports.

3. The scope of the study can be widened to cover national, inter University and state level sports persons.

4. A comparative study may be conducted on East, West, North and South-Zone players to find out the degree of variation with respect to these variables.

5. Other psychological variables which have been left unattended in this study may be included in other studies to have a broader understanding of the psychological makeup of the players.

6. The findings of this study can be used as a guide to use promotes aspiration and other values to pick up the spirit for competition and training.

7. In future, a series of studies need to be conducted considering the important psychological variables and their relationship to performance.
RECOMMENDATIONS

1. It is recommended that factors like health status, achievement motivation and other psychological factors be considered in future studies.

2. Similar studies may be conducted in other states of the country.

3. It is recommended that educational institutions and authorities should pay special attention to inculcate values among sports participants.

4. Along with psychological parameters, the physical and biomechanical parameters of sportspersons should also be studied.

5. Further, a study should be conducted to compare elite and non-elite sportspersons of different sports in relation to well being, aspiration level and human values.
CHAPTER-VI

References
REFERENCE


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File://G\ppppMental skill. Sports psychology uncovered.htm (7/11/2007)


Linda Mezydlo Subich (1988), Women’s work and life satisfaction in Relation to career Adjustment Journal of career Assessment, Vol.6, No.4, 389-402


Annexure
APENDIX-1
SUBJECTIVE WELL-BEING
(Diener et al., 1985)
Satisfaction with life scale

Name........................................
Sex..........................Age...............Class........................................
.Name of the
College/University.................................................................
Date of
birth..........................................Urban/Rural........................................
Father Name &
Occupation.................................................................
Monthly Income............................Types of
Qualification......................
Percentage of Marks in Previous
Class.................................................................
Number of participate in game (College level/University
level).................................
Permanent Address.................................................................

INSTRUCTION
Using the Ito J below, indicate your agreement with each item by placing the
appropriate number on the line preceding item. Please be open in responding.

1. Strongly Agree. (7)
2. Agree. (6)
3. Slightly Agree. (5)
4. Neither Agree nor Disagree. (4)
5. Disagree. (2)
6. Strongly Disagree. (1)

.................................................................The conditions of my life are excellent.
.................................................................I am satisfied with my life.
.................................................................So for I have got the important things I want in life.
.................................................................If I could live my life over, I would change almost nothing.
# APENDIX-2

## PERSONAL VALUES QUESTIONNAIRE (P.V.Q.)

*(Sherry & Verma 1973)*

<table>
<thead>
<tr>
<th>Name</th>
<th>Sex</th>
<th>Age</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the College/University</td>
<td>Date of birth</td>
<td>Urban/Rural</td>
<td></td>
</tr>
<tr>
<td>Father Name &amp; Occupation</td>
<td>Monthly Income</td>
<td>Types of Qualification</td>
<td></td>
</tr>
<tr>
<td>Percentage of Marks in Previous Class</td>
<td>Number of participate in game (College level/University level)</td>
<td>Permanent Address</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pages</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
</tr>
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<tbody>
<tr>
<td>2</td>
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<td></td>
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</tr>
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<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### INSTRUCTION

a) A weight age of ‘2’ (√) points was assigned to the most preferred values under each item.

b) A score of ‘0’ for a cross (×) showing the least preferred value under the item.

c) A score ‘1’ for the blank ( ) or unmarked item.

d) You have to mark one tick mark and one crass marks ageist only one response.
1. What would you prefer with choosing a groom for sister/daughter?
   I. Groom’s family
   E. Groom’s ability for earning more
   J. Groom’s sound hears

2. What job do you like? Such a job you have
   H. Control over some people
   G. Physical control and rest
   E. Opportunity to make a lot of money

3. If there is no fear of punishment, under which circumstances would tell a lie?
   B. For the welfare of your friend.
   I. For the prestige of own family
   H. For the prestige of your position

4. Where do you like a job/business?
   E-Where there is more income than other place.
   J-Where climatic condition are suitable for your health
   C-Where all are equally treated.

5. If there is God, do you think that you can comprehend him?
   F. By knowledge.
   A. By devotion
   B. Social service

6. How would you like to spend vacation?
   D. Decorating your flower garden or completing a literary composition.
   B. Doing work for social welfare.
   C. Going to cinema, circus or any other amusement function.

7. What would you perfect for a happy life?
   I. Sound health
   F. Sound knowledge of human nature
   D. Interest in fine art

8. What kind of action would you consider bad?
   G. Rejecting proposal fore cinema by a friend of opposite sex
   C. Disobedience of penchant’s decision if it is against you
   A. Telling a lie for material gain
9. Under which condition can you have meal at the residence of a low if-
   I. The meal is nutritive
   B. he is your friend
   H. he is your officer

10. What would you fear of earning by manner means/conducts.
    A. punishment by God
    H. Punishment by law
    B. defame

11. In your opinion how education should be imparted? That
    C. will equally regard people irrespective of religion and cast
    E. will enable earning for livelihood
    A. will enable to conduct according to religious codes

12. In your opinion, when does one succeed for laborious studies? When
    E. improving ability for better earning
    H. occupying higher position/office
    F. developing ability for finding out new facts.

13. What fine arts would you consider best?
    G. that give pleasure
    D. that creates aesthetics idea
    F. that ascertain reality

14. What is lacking the people today?
    A. less faith in god
    D. less interest in art
    I. less concern for family prestige

15. What class of people would you like?
    F. scholar who advance knowledge by the discovery of new facts.
    C. doctor, validly, hakims who protect health
    E. industrial for contributing economic development of the country

16. If your brother/son wants to marry a lower caste girl what would you like to do?
    C. allowing the marriage because you treat all caste equally
    I. disallowing the marriage because it will degrade family prestige
    G. allowing the marriage because you consider that in love Happiness is
        comparatively important than family prestige.
17. Which of the following would you like for friendship? Who
   I. belong to your caste
   A. has firm belief in your religion
   D. has interest in art and literature

18. Why do you like Mahatma Gandhi?
   H. he worked controlling over congress organization
   A. he had firm belief in God
   C. he tried for ensuring equal rights to all

19. What would you consider important for the success of your profession/job?
   H. ability to control over your subordinate employees
   F. knowledge of basic principles for work
   C. marinating impartially among race class (rich-poor) or religion

20. By your own mistake what would pain most?
   E. damages heavy wealth
   A. breaks religious codes
   J. results in bad health

21. When would you consider fruitful for the dedication to the studies of art? When
   D. the artist find self-satisfaction
   B. others find pleasure
   E. it is a means of livelihood

22. What would the boy/girl like to think of own marriage?
   E-money condition of the new relative
   C-its own choice
   I-choice of the family member

23. What food do you like?
   B. that is offered with love
   G. that is delicious food
   F. that is highly nutritive

24. You have started a work with a friend in what circumstance would you like to discontinue the work?
   I-when there is fear of effecting family prestige
   G-when there is fear of troubling in health
   F-when there is firm knowledge that the work is bad
25. Which portion of the would you like to stay?
   D. cleanliness of the place       D (x)
   I. neighbor is of equal status to our family  I (x)
   H. where you can exercise authority   H (x)

26. Whom you consider a good administration?
   B. who is kind and sympathy       B (x)
   H. who strictly maintain discipline H (x)
   F. who acquires knowledge of administrative principles F (x)

27. If you badly require a job for earning what job would you accept with difficulty?
   J. where there is fear of bad health  J (x)
   H. where you have to work under the control of others H (x)
   I. that will degraded your family prestige I (x)

28. By winning lottery prize three persons god Rupees one lakhs each and spend a
large portion of the amount. In your opinion who spend the amount for good?
   G. in buying articles for personal comfort and advantage  G (x)
   E. in utilizing for better income      E (x)
   B. in utilizing for development of his community   B (x)

29. you find the following qualities in three persons, whom would regard?
   A. whose life is simple and thinking is religious  A (x)
   C. who respects all regardless of rich & poor     C (x)
   B. who hardly care of his weal & woe in helping needy persons B (x)

30. In your opinion what would like to the aim of the property?
   F. portraying reality of the society  F (x)
   D. portraying loveliness            D (x)
   G. giving entertainment            G (x)

31. In your opinion what would perfect to do in the ‘good hours of morning’?
   J. working and physical exercise for maintenance of health J (x)
   F. study for advancement of knowledge   F (x)
   A. worship God                        A (x)

32. Why do you consider health best? for the reasons that:
   G. you can enjoy the worldly pleasures G (x)
   J. you can perfectly utilize your ability J (x)
   C. you can regard all equally having devoid of fear C (x)

33. If you are in need of qualified assistant whom would you like to keep?
   I. who possesses the essential qualification and belongs to a good family I (x)
   C-who possesses the highest qualification C (x)
   E-who possesses the highest qualification and is also a needy persons E (x)

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34. On the eve of happy/occasion (like birthday) what presentation would you like?
   D. article for later model for drawing-room decoration  D (  )
   E. gold ring  E (  )
   J. any article for physical game like badminton set  J (  )

35. In your opinion in the present situation who is more important for the welfare of the country?
   A. true religious leader  A (  )
   G. good scientist  G (  )
   E. hard-working industrial  E (  )

36. If you are to stay in a room with somebody for sometimes outside your house whom would you like to stay with?
   I. who is of equal family  I (  )
   C. who denies discrimination among castes, colors, religious & language  C (  )
   D. who has interest in music, fine art and poetry  D (  )

37. While doing a work what do you consider important?
   B. that trouble none  B (  )
   I. that does not degraded family prestige  I (  )
   J. that does not affect your health  J (  )

38. Which of the following families would you respect?
   F. many scholar/scientists were born in the family  F (  )
   G. member of the family were well known for their democratic Qualities (such as generosity in religion absence of discrimination)  G (  )
   H. officers (such as collector police captain ) were born in the family  H (  )

39. In your opinion what is truth? That makes the belief that:
   C. there should not be discrimination among persons on the Basis of casts religion language etc  C (  )
   D. God is present in all beautiful things, therefore practice for appreciates of beauty (Art) is desired  D (  )
   A. God is omnipotent and omnipresent therefore there should be fear of religion  A (  )

40. Which of the sayings do you trust?
   H. ruling in a small place is better than servicing in big place  H (  )
   G. he who can not fulfill his personal desires is dead though he is alive  G (  )
   D. man who devoid, of loving for literature, music & art is like an animals.  D (  )
APENDIX-3

LEVEL OF ASPIRATION
(Dr. H.M. Singh and Dr. Govind Tiwari 1976)

Name...............................................................Name of the College/University.................................
Sex...........................................Age...........Class..........................................................
Name of the College/University.................................
Date of birth........................................Urban/Rural........................................
Father Name &
Occupation..................................................
Monthly Income..........................Types of Qualification..........................
Percentage of Marks in Previous
Class..........................................................
Number of participate in game (College level/University
level)........................................
Permanent
Address..........................................................

INSTRUCTION:

The test consisted of ten levels of aspiration forms. There are in each
test sheet five rows of forty eight, half inches squares. In first, third, and fifth
row there are ten squares and in second and fourth row, there are nine squares.
In total there are forty eight squares on the left hand corner of the test, there is
a space prospected scores and on the bottom right hand side there is space for
actual scares. For administration of the test only step watch is needed with
test sheet. It may be administered to a group as well as to an individual. Only
two signals “Start” and “Stop” are given to the subjects. The task is to draw
“$ \infty ( \quad )$” in the squares of the test sheet within a given time of 30
second. Only 10 trials are given to a subject.
LEVEL OF ASPIRATIONS

Dr. H.M. Singh & Dr. Govind Tiwari

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