CHAPTER – III
PROCEDURE

Design

The purpose of the study was to measure the economic status and social status between all India inter university hockey Players of different zones. For this purpose it was felt necessary to collect adequate data and other factual information regarding the subject economic status and social status. It is a status study.

Selection of Subjects

The study was designed to survey from various universities throughout India. Totally twenty four University Men Hockey players were selected from four zones in order to find out their socio-economic status differences among each zone. The age of the university Men Hockey players selected for this study was eighteen to twenty five.

To achieve the purpose of this study three hundred and eighty five Men Hockey players were selected from the following universities in various zones.

East Zone
1. Guru Ghasidas University

West Zone
1. Barkatullah University
2. LNIPE, Gwalior
3. Devi Ahalya University
4. M.S. University, Baroda- Gujrat
5. Mumbai University
6. North Gujrat University- Patna
7. Nagpur University
8. Pune University
9. Dr.BAM University, Aurangabad
10. Jiwaji University

North Zone
1. Kumaon University, Nainital
2. M.D. University, Rohtak
3. Kurukshetra University, Kurukshetra
4. Guru Nanak Dev University, Amritsar
5. M.L.S.U, Udaipur
6. M.J.P.R. University, Bareailly
7. Delhi University

South Zone

1. Alagappa University
2. Calicut University
3. Annamalai University
4. Osmania University
5. Kerala University
6. Bangalore University

Selection of Variables

The research scholar reviewed the available scientific literature relevant to the study from books, journals, periodicals, magazines, and research papers, considering the importance of the variables. The following variables were selected for this study.

7. Players' caste system
8. Players' religion
9. Players' geographical situations (Area background)
10. Players' family income
11. Family background in sports
12. Availability of facilities for the players during early years.

Social Status

It is one of the importance factors to develop individual performance. When a player is playing for college level and university level, which will get some popularity in the society, it is very essential to motivate the players to develop her performance. If the player has good qualities regarding in social values, who can get good qualities regarding in social values, who can get good contact with sports personalities and also
develop her own personality. The parents of the player who must be educated in a position to guide in proper way. The home environment often influences his motivation to succeed in sports to which success in this endeavor leads to inner satisfaction. Taking into consideration of the above facts social status was chosen as a variable.

Importance of Caste System in Sports

Earlier the upper class people crush and neglect the lower class in India. But nowadays the lower class people are competing with the upper class people in all areas. In sports also lower class people are grown up. To find out their position in sports the caste system is an important variable.

In India caste system playing dominant role in education and employment. In sports its role was minimized. But in recent years sports quotas were also filled up only by the caste system.

Importance of Religion in Sports

India is separated by lot of religious factors. Often they were fighting with each other. But in sports the religious factor is an exceptional one. Muslims, Hindus, Christians, Sikhs etc are playing in one team. Muslims are playing under the captainship of Hindu. Hindus are playing are playing under the captainship of Muslims. So it is important to find out the religion in sports.

Importance of geographical situations (area Background) in sports

Geographical situations shows the urban area as well as rural areas from where the player hail. More or less the urban area people were well educated and equipped than rural area people. But physically rural people are better than urban people. It is true that geographical situations influence the game. Urban area students usual choose the games like Tennis, Golf, Billiards, Hockey, Shuttle etcetera. But the rural area students usually select Kabaddi, Kho-Kho, and Volleyball etcetera. So it is important. So it is important to know the geographical situations in sports.
Importance of Family Income in Sports

Every aspect depends on the economical status in the world a player needs nutritious food, quality, sports kits and durable playing materials. These can cost more expenses. Further participating in coaching camps and regular competitions also are expensive. Only if the parents have a good economical status (income), they can afford more attention and support to the players to improve their performance. So the parents income plays an important role in socio-economic status.

Importance of Facilities in Sports

Game preferences of a player may be influenced by the family members. Say, if a father was a football player her/his child also interested to play football. So family sports background plays an important role in selecting the game. From his we can also know whether a player has sports background or without sports background.

Availability of facilities in sports is an important one for the players. Even though a player is having good individual skills and facilities, without facilities she can’t compete with international players. But in an university level some of them were not tasted the facilities availed in sports. But facilities like ground, ball equipment like shooting board, accuracy, hanging wall, coaching camp etcetera plays an important role in sports men carriers to become an outstanding players.

Reliability of the Data

The reliability of the data was ensured by establishing the instrument reliability, tester competency, reliability of test and subject reliability.

Instrument Reliability

The investigator continued herself to the survey method based on questionnaire. The investigator to measure socio-economic background of the subjects. This was reviewed by the professors in the field of physical education for further modification, suggestions and meaningful survey. There after implementing the processes of trial run. Tabulation and rearrangement of the questionnaire was done. The final from of questionnaire was drafted discarding those items unsuitable for the study and hence the questionnaire was considered reliable.
**Tester’s Competency**

The tester’s competency was assessed together with the reliability of the tests. To determine the reliability of the test, the data collected twice under similar conditions. This was done by test-retest method. The scores thus collected was correlated using person’s product moment correlation.

**TABLE -1**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>VARIABLE</th>
<th>CORRELATION VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Parents Caste System</td>
<td>0.92</td>
</tr>
<tr>
<td>2.</td>
<td>Family Income</td>
<td>0.94</td>
</tr>
<tr>
<td>3.</td>
<td>Player’s Family Sports Background</td>
<td>0.98</td>
</tr>
<tr>
<td>4.</td>
<td>Player’s Area Background</td>
<td>0.97</td>
</tr>
<tr>
<td>5.</td>
<td>Religious Background</td>
<td>0.96</td>
</tr>
<tr>
<td>6.</td>
<td>Availability of sports Facilities during Early Years</td>
<td>0.99</td>
</tr>
</tbody>
</table>

\[ df = N - 2 = 10 - 2 = 8 \]

Total Value at 0.05 level = 0.635

**Subject Reliability**

The test retest scores also indicated the subject reliability as the same subjects were used on both the occasions.

**Orientation of Subjects**

The printed questionnaire was explained in detail to the subjects to ensure the proper understanding and cooperation as to obtain reliable data from the subjects.

**Collection of Data**

The printed standardized questionnaire (appendix) was personally handed over to the Hockey players of All India Inter University Men Hockey players at the time of their participation in the All India Inter University competition held at Mumbai in 2009. They were requested to go through the questionnaire carefully and furnish the details questionnaire covered all factor such as the name of the university, name of the player’ religion, community, family income, family background in sports, facilities availed during earlier years and zone background.
The collected data were complied and presented for thorough analysis. The collected data have been classified into different tables in order to have a clear picture and better understanding.

**Statistics Employed**

In order to analyze the socio-economic status of the All India Inter University Men Hockey Players, the following statistical technique was used.

To determine their socio-economic status of Indian University Hockey players, the percentage was calculated.

The percentage of participants from different communities (forward, background, scheduled and scheduled tribe community) was calculated.

The percentage of participants from different religion (Hindi, Muslim, Christian, Sikh, etcetera) was calculated.

The percentage of participants from different areas (rural and urban) was computed. On the basis of the information’s collected the income group (economic status of parents) of the participants was classified into four categories such as.

Parents of the individuals with the income of rupees 10000 and below per annum (lower class) were treated as one group.

Parents of the individuals with the income of rupees 10000 to rupees 15000 per annum (lower middle) were considered as one group.

Parents of the individuals with the income of rupees 15000 to rupees 20000 per annum (upper middle) were considered as one group.

Parents of the individuals with the income of rupees 25000 and above and above per annum (upper class) were considered as one group.

The percentage of participants from the different income group was calculated.

The percentage of participants from family background in sports (with sports background and without sports background) was calculated.
Remaining the anthropometric measurements if we include influencing skill of the athletes development and performance of the players we be develop.

Height has the potential placement as preferable perquisite for the performance excellence in many sports or games. Anthropometric measurements have revealed co-relation between body structure and physical characteristics and sports capabilities. That branch of anthropology which is concerned with the taking of measurements of the human body. This definition has been confined to the kinds of measurements commonly used in associating physical performance with body build.

The measurement of structure and proportion of the body is called anthropometry. It has wide application as one of the essential parameter constituting the selective diagnostic of any games or sports.

The Anthropometry consists the marking of the external measurements of the players and human body and the results can be used to appraise body build, nutritional status and the posture.

In the human motor performance was a composite of many of variables. One of which is the structure of the body and the specific measurements of the Limb Lengths, Circumference, Breadths and the Body Build indices can revel relationship between the anthropometry long legs to the length and mass of the body is build to jump.

Physique will be useful in choosing a suitable physical and mental activity for an individual because of the fact that according to physique they have too many mechanical advantages.

Longer legs are helpful to take the necessary long strides over hurdles without the loss of time that jumping entails.

Tall structure and long lower extremities have been noticed in all games and events such as volleyball, basketball, high jump, pole-vault and goal-keeping where jump is involved. The height and reach of the players make better performance in these games and events.
Sport has become a psycho-social activity, full of tension, anxiety, fear and stresses. In competitive sports, teams and individual players play to win and this spirit of winning the matches and individual events causes many psychological stresses. So the job of the coach is to prepare or train the individual athlete as well as teams in such a way that the players individually as well as, in their capacity, as members of the team are to bear all types of stresses and overcome the effect of over-stresses and strains which may deteriorate the sports performance. The players need to undergo such an arduous, training that they should be able to have physical load during practice schedules and can have psychic stress during the period of competition, because it is during competition that athletes as well as teams inevitably come under psychological stress.

In modern competitive sports, the role of anxiety in sports performance has attracted the attention of sports scientists. As the physical load during training of sportsmen for international competition is increasing day-by-day, the psychic stress during competition has been intensified. It has been realized that during their participation in competitive sports, the players and athletes are also anxiety-prone. Hence in these days, psychological training of the players and athletes has attracted a greater attention than in the past.

It is agreed by most of the sports scientists that besides developing the physical and physiological aspects of the players i.e. power, strength, endurance, agility and speed as well as providing the best type of the training, unit and unless the players and athletes the mentally prepared for contest, they cannot win in any competition or attain their peak performance which is considered the optimum objective of the modern sports.
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Thus, it has become necessary to conduct research to know which psychological factors enhance sports performance. There is a need to conduct research on the national and international sportsmen with respect to some psychological characteristic. It is also essential to know what type of emotional problems like anxiety, fear, aggressiveness or stresses occur when they have to face some strong opponent and how to overcome these problems to achieve the optimum level of achievement/performance. It may be possible if proper research on scientific lines is conducted on the top level sportsmen. In view of this, five psychological variables namely visual reaction time, auditory reaction time, extraversion, neuroticism and competitive anxiety were selected and the relationship of disjunctive reaction time, both visual and auditory with extraversion, neuroticism and competitive anxiety was examined in the present study.

The great majority of empirical research in sport personality has utilized assessment devices which embody the factor theory as their main premise. As expressed by Cattell (1973), the factor theory searches for consistencies in behaviour. It is assumed that internal dispositions or traits are relatively stable and so enduring that they override environmental or situational influences. This infers that questions cold be asked in any situation and the responses to generalized to a sport situation. Thank for example he broad category of anxiety. Is knowing that a person low on an omnibus inventory of anxiety enough to conclude that he will never exhibit anxiety; are there no situations in which his heart rate may increase a little. The situation position as exemplified in Mischel’s [1969] social learning theory, appears to go too far to the other extreme, entering into open debate with personalize. This paradigm
can be regarded as the antithesis of the factor theory and maintains that behavioural variation is primarily a function of the situation in which a person is placed.

In this research emotion is open to observation. It can be studied in the same way in which other phenomena in the universe can be studied. But among human beings there is also experience alongside with emotion. The child who has learnt to speak will not only with draw his hand when he is pricked with a pin; he also shouts that it is hurting him. The pinprick not only leads to withdrawal, which is an observable emotion, it also leads to an experience, which is expressed in the statement that he is suffering pain. This experience is not open to observation by others; it is private, it is personal. Only the person experiencing can make an assertion about it. The ancient thinkers were generally concerned with the study and analysis of these experiences. These are the mental activities that we are conscious of. We not only experience them we are also aware of them. But every mental neuromuscular system is involved in all mental activity. A few decades ago the psychologist Watson tried to limit the scope of psychology to the near observation of human emotion so that other persons concern it only with phenomena open to observation. In other words, it was his intention that psychology should be completely objective. Since experience is private, subjective, he said, that it should not be included in the scope of psychology. Thus there was a swing from almost exclusive preoccupation with the analysis of experience to an almost exclusive preoccupation with the analysis of experience to a campaign for the abandonment of experience.

As we have seen, all mental activities involve the neuro-muscular system. The sense organs, the brain, the spinal cord, and the muscles are all very active whether the mental activity knows, feeling or doing. This is no way we can neither accept the old notice that psychology deals with the mind or the mental activities; nor can we accept the position of psychologists like Watson who assert that the scope of psychology should be limited only to emotion. Often emotion cannot be understood without knowledge of the experience, which influenced the action. Our desires and our thoughts influence our activities. While psychology in its quest for general principles must observe and measures external emotion, it must also get information from the grown up human beings by asking them to describe verbally their own experience.
In a broad way we may state that psychology deals with two aspects of the problems of emotion. There is on the one hand the interest in the general laws of human emotion and experience; the aim of psychology is to formulate general laws which hold good of all human beings irrespective of their sex, race etc. On the other hand it aims at the study of individual differences. While all human beings are capable of learning, it is a familiar fact that some learn faster and take less time and some take longer time to learn the same activity, poem or song. This is due to differences in memory, intelligence etc. There are also differences regarding personality, leadership, and so on. Some of these differences are tied with age. There are differences between the activities of children, adolescents, adults and old people. It is the aid of development psychology to study these differences between the various stages in the growth of human beings. Differential psychology studies the differences between individuals. When we study them we find that these differences themselves obey certain general laws. Thus, the aim of psychology is to study the individual differences as well as the general principles of emotion.

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We have studied different aspects of man: man the perceiver, man the needful, and man the adaptive. But it has always been clear that this tripartite division is merely one of convenience – for analytic purposes – and that man, functioning in his social and physical world is an indivisible unity who perceives and desires and learns.
simultaneously. We now turn to the task of synthesis – to – the task of describing the whole man.

One of the first things to become apparent as we turn our attention to the whole man is that he manifests himself in infinite variety. There has never been a person exactly like you, and there never will be. And one of the major factors which distinguish you from your neighbour is the way your perceptual, motivational, and learning processes are organized into unique patterns of capacities: intelligence, abilities, talents, and aptitudes. It is this patterning and synthesis which helps makes you, you; which make you Jim McGraw, or Shirley Cohen, or Tony Morales instead of Mr. any man.

The study of the abilities of man has been intimately tied up with intelligence testing. Literally millions of people, representing different ages, economic groups, cultures, nationalities and races have been subjected to intelligence testing of one kind or another. There are individual tests (where one person at a time is tested) and group tests (where hundreds of people at a time are tested); speed tests (where the scores are determined by the rapidity with which correct answers can be given) and power tests (where the difficulty of the task successfully completed determines the score); verbal tests (requiring verbal responses to questions) and performance tests (involving such nonverbal responses as stringing variously coloured beads in a specified order.

Form these taste we have accumulated much useful information. We can fairly quickly and reliably determine where a person stands in relation to any reference group of his fellows, and on the basis of this we can predict a number of things about his performance in various situations. But the question of what it is we are testing, the question of what is “intelligence”, remains unanswered.

Intelligence is a concept variously used and variously defined. Some people define it as the ability to adapt to new circumstances, others as the ability to learn, and still others as the capacity to deal with complex and abstract material.

Different psychologists have championed these (and other) definitions of intelligence, and much research has been addressed to these questions. However, none of this research has resulted in a clear definition of intelligence. For this reason many psychologists today have reached the point where they no longer ask “What is
intelligence?” They have decided that they can do a useful job in measuring intelligence without defining it. In this respect they are doing what the early physicists did when they studied heat. Long before the physicists could agree on a sound definition of heat they have invented reliable thermometers to measure changes in temperature and with these instruments they were able to discover many important physical laws.

Standardization of intelligent tests. But all of the above statements are relative to the group on which the test was standardized. To say that the “average” ten-year old can pass certain items of an intelligences test implies, of course, that we have previously tested a representative sample of the entire population of then year old children. This procedure is called standardizing the test items. The problem of obtaining a sample truly representative of the entire population is beset with difficulties. If the unrepresentative of the entire population of children the intelligence test was standardized on a sample which did not adequately include children of the lower economic groups, merely use this test to measure the I.Q. for these children. This is but a reflection of the fact that the I.Q. is a relative score, not an absolute score.

Adult I.Q.’s We have seen that intelligence, as measured by our available tests, does not grow at the same rate after puberty as it does prior to that age this means, of course, that the concept of I.Q. cannot have the same meaning for an adult as it does for a person younger than about 16. In order to use the I.Q. unit for adults, several simplifying assumptions have been made. In computing a Stanford – Binet I.Q. for anyone over the age of 15 the person is given a chronological age of 15 no matter how old he really is. This is done because it is assumed that the average adult has stopped growing in intelligence at that age.

Since the Stanford-Binet test has been standardized on children and very young adults (up to the age of 18) many psychologists do not consider it an adequate test for older adults. In response to these difficulties a number of tests have been developed especially for adults. Among the most commonly used of these is the Wechsler Adult Intelligence Scale which consists of two parts – a verbal part and a performance part, each consisting of five kinds of items. The verbal part includes information, comprehension, vocabulary, memory span for digits forwards and
backwards, arithmetical rezoning, etc. The performance scale includes tasks involving object assembly (putting together cut out parts to complete a figure such as a human profile – very much like a jig – saw puzzle), picture completion, picture arrangement, etc. It is of interest to note that the correlation between the Stanford – Binet and the Wechsler Adult Intelligence Scale is about 85.

By way of summary, in selecting items to differentiate the more intelligent from the less intelligent children, intelligence test constructors usually follow several guiding principles in the first place, the content of the items must, on the fact of it, be “intellectual” in nature; secondly, items must discriminate between children of different ages, such that percentage of children passing the item must increase with increase in age. Other considerations also have been taken into account the items should be reasonably easy to administer and score, should sample a wide variety of tasks, and should reflect the experiences common to all children.

The use of such items when standardized on representative samples enables us then to convert the raw scores earned on intelligence tests into age scores and I.Q. scores. When this is done we find that intelligence shows a fairly constant developmental growth up to the age of approximately 14 years. This can be taken as a “known group” validation of the intelligence test. But this very fact makes for difficulties in using the I.Q. concept when measuring adult intelligence.

The bicycle but to preserve status with the gang, go to school, or show off. Physical training is an older but still used term to describe the training of the physical components of the body without any necessary reference to the purposes which are significant in modern education. It should not be confused with physical education. They are not synonymous, as we shall see in the chapters which follow.

Nor should the term physical education be allowed to imply a separation from the mental and thus perpetuate the unfortunate but traditional notion that man exists as mind and body, and that education is concerned with only one, or at the most two, of these parts. The concept of man as a unified being makes confusion on this score unnecessary. The physical education is most importance part of the score in human
The natural movement of active plays or influence of everyone who are working in the field of physical education.

It has been said frequently that people in the United States are among the most sports-loving in the word. Each year millions play and other millions watch. It is common for a person to be a spectator at a contest one day and a participant the next. He may watch a baseball game, play golf, take in a tennis match, or fish, all on the same week end. There is no great class of spectators and another of participants. Many millions are skilled at both and gain from both certain elemental satisfactions.

How wide is the participation? Such things are not easy to appraise accurately, but it is probably safe to say that if there are forty million children less than 12 years of age, forty million of them at one time or another play tag or two o’cat or hide-and- seek. They develop their own version of baseball on city streets and call it stick ball. Or they play marbles under the elms in the village square. Hundreds of thousands of them annually put on their first roller skates or master the technique of the bicycle. And some are fortunate enough to learn to ski or ice-skate. More than half of them develop a love for swimming in pools and lakes and rivers. Over the years, there has developed a very real conviction that childhood is a time for play and that our children must have a full measure of it if life is to be judged good. Time enough later on, we say, for the serious business of making a living or establishing a home. Play now while you are young and can enjoy it to the fullest!

In American there are roughly fourteen million men and women who fish for sport each year, and thousands more who do it for a living. These fishermen spend a billion dollars a year on their equipment. There are millions of licensed hunters and millions more who shoot for fun at targets. Golf attracts six million people every year, and howling is the favorite sport of perhaps even more. The six billion dollars or more invested in motorboats in the inland and slat waters of the country, when added to the amount spent by those who canoe or sail, brings boating into focus as one of the most popular sports on the American scene. More than seventy million people pay to attend baseball contests each year. They come to see hundreds of thousands of players. Roughly sixty million people watch football each season; the players in action range from little fellows barely able to see from under their oversized helmets to great professionals stars who play the game for money. Dancing in one or more of its
various forms attracts vast numbers. Whether in the round dance of the ballroom or the square dance of the ballroom or the square dance of the husking bee or carnival young and old find in dance the answer to their need for self-expression and for fun. The dancing classes of the country are filled with children learning not merely the steps but also the social skills that go with the particular forms of dance most frequently used in our society. Summer finds hundreds of thousands bound for the beach, the mountain lakes, and the neighborhood swimming pools. Swimming, diving, surfing, scuba diving, water-skiing, and boating have their devotees; the water seems to challenge the skills of people of all ages. These activities offer emancipation from the restrictions on movement which our society imposes through the highly conventional life we are supposed to lead. People fret under such restrictions and, when the opportunity is at hand or can be created, revert to the natural state of willing participation in play.

The aim of higher sports in this age of competition is to win in international meets or to attain peak performance in competition. And it is on this factor that the Physical Education teachers try to concentrate. In order to reach the target and accomplish the social expectation, the players also work hard, ignoring their comforts in their daily lives and practice for many hours a day. Stress, both psychological and social inhibits the peak performance of players. Unless the players are prepared mentally and psychologically for the contest, they are not able to achieve the desired results. The psychological training has to be provided to the players by the coaches to face stressful situation occurring during the competition.

Sport has become a psycho-social activity, full of tension, anxiety, fear and stresses. In competitive sports, teams and individual players play to win and this spirit of winning the matches and individual events causes many psychological stresses. So the job of the coach is to prepare or train the individual athlete as well as teams in such a way that the players individually as well as, in their capacity, as members of the team are to bear all types of stresses and overcome the effect of over-stresses and strains which may deteriorate the sports performance. The players need to undergo such an arduous, training that they should be able to have physical load during practice schedules and can have psychic stress during the period of competition,
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In this research, researcher try to understand relation between obesity and health related physical fitness and how we can cope with health related fitness and obesity level among urban and physical collegiate students.

(Lamb et.al. 1988; Twisk et.al. 2002) and it may be important for the performance of functional activities and quality of life (Noreau, Shepherd 1995, Stewart et.al. 1994). Low physical fitness may result in high physical strain during the performance of activities (Bruinings et.al.2007). As a consequence, activity level may decrease due to fatigue and discomfort, exacerbating low physical fitness.

Emotion is open to observation. It can be studied in the same way in which other phenomena in the universe can be studied. But among human beings there is also experience alongside with emotion. The child who has learnt to speak will not only with draw his hand when he is pricked with a pin; he also shouts that it is hurting him. The pinprick not only leads to withdrawal, which is an observable emotion, it also leads to an experience, which is expressed in the statement that the is suffering pain. This experience is not open to observation by others; it is private, it is personal. Only the person experiencing can make an assertion about it. The ancient thinkers were generally concerned with the study and analysis of these experiences. These are the mental activities that we are conscious of. We not only experience them we are also aware of them. But every mental neuromuscular system is involved in all mental activity. A few decades ago the psychologist Watson tried to limit the scope of psychology to the near observation of human emotion so that other persons concern it only with phenomena open to observation. In other words, it was his intention that psychology should be completely objective. Since experience is private, subjective, he said, that it should not be included in the scope of psychology. Thus there was a
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As we have seen, all mental activities involve the neuro-muscular system. The sense organs, the brain, the spiral cord, and the muscles are all very active whether the mental activity knows, feeling or doing. This is no way we can neither accept the old notice that psychology deals with the mind or the mental activities; nor can we accept the position of psychologists like Watson who assert that the scope of psychology should be limited only to emotion. Often emotion cannot be understood without knowledge of the experience, which influenced the action. Our desires and our thoughts influence our activities. While psychology in its quest for general principles must observe and measures external emotion, it must also get information from the grown up human beings by asking them to describe verbally their own experience.

In a broad way we may state that psychology deals with two aspects of the problems of emotion. There is on the one hand the interest in the general laws of human emotion and experience; the aim of psychology is to formulate general laws which hold good of all human beings irrespective of their sex, race etc. On the other hand it aims at the study of individual differences. While all human beings are capable of learning, it is a familiar fact that some learn faster and take less time and some take longer time to learn the same activity, poem or song. This is due to differences in memory, intelligence etc. There are also differences regarding personality, leadership, and so on. Some of these differences are tied with age. There are differences between the activities of children, adolescents, adults and old people. It is the aid of development psychology to study these differences between the various stages in the growth of human beings. Differential psychology studies the differences between individuals. When we study them we find that these differences themselves obey certain general laws. Thus, the aim of psychology is to study the individual differences as well as the general principles of emotion.

We have studied different aspects of man: man the perceiver, man the needful, and man the adaptive. But it has always been clear that this tripartite division is merely one of convenience – for analytic purposes – and that man, functioning in his social and physical world is an indivisible unity who perceives and desires and learns
simultaneously. We now turn to the task of synthesis – to – the task of describing the whole man.

One of the first things to become apparent as we turn our attention to the whole man is that he manifests himself in infinite variety. There has never been a person exactly like you, and there never will be. And one of the major factors which distinguish you from your neighbour is the way your perceptual, motivational, and learning processes are organized into unique patterns of capacities: intelligence, abilities, talents, and aptitudes. It is this patterning and synthesis which helps makes you, you; which make you Jim McGraw, or Shirley Cohen, or Tony Morales instead of Mr. any man.

The study of the abilities of man has been intimately tied up with intelligence testing. Literally millions of people, representing different ages, economic groups, cultures, nationalities and races have been subjected to intelligence testing of one kind or another. There are individual tests (where one person at a time is tested) and group tests (where hundreds of people at a time are tested); speed tests (where the scores are determined by the rapidity with which correct answers can be given) and power tests (where the difficulty of the task successfully completed determines the score); verbal tests (requiring verbal responses to questions) and performance tests (involving such nonverbal responses as stringing variously coloured beads in a specified order.

From these taste we have accumulated much useful information. We can fairly quickly and reliably determine where a person stands in relation to any reference group of his fellows, and on the basis of this we can predict a number of things about his performance in various situations. But the question of what it is we are testing, the question of what is “intelligence”, remains unanswered.

Intelligence is a concept variously used and variously defined. Some people define it as the ability to adapt to new circumstances, others as the ability to learn, and still others as the capacity to deal with complex and abstract material.

Different psychologists have championed these (and other) definitions of intelligence, and much research has been addressed to these questions. However, none of this research has resulted in a clear definition of intelligence. For this reason many psychologists today have reached the point where they no longer ask “What is
intelligence?” They have decided that they can do a useful job in measuring intelligence without defining it. In this respect they are doing what the early physicists did when they studied heat. Long before the physicists could agree on a sound definition of heat they has invented reliable thermometers to measure changes in temperature and with these instruments they were able to discover many important physical laws.

Standardization of intelligent tests. But all of the above statements are relative to the group on which the test was standardized. To say that the “average” ten-year old can pass certain items of an intelligence test implies, of course, that we have previously tested a representative sample of the entire population of ten-year old children. This procedure is called standardizing the test items. The problem of obtaining a sample truly representative of the entire population is beset with difficulties. If the unrepresentative of the entire population of children the intelligence test was standardized on a sample which did not adequately include children of the lower economic groups, merely use this test to measure the I.Q. for these children. This is but a reflection of the fact that the I.Q. is a relative score, not an absolute score.

Adult I.Q.’s We have seen that intelligence, as measured by our available tests, does not grow at the same rate after puberty as it does prior to that age this means, of course, that the concept of I.Q. cannot have the same meaning for an adult as it does for a person younger than about 16. In order to use the I.Q. unit for adults, several simplifying assumptions have been made. In computing a Stanford – Binet I.Q. for anyone over the age of 15 the person is given a chronological age of 15 no matter how old he really is. This is done because it is assumed that the average adult has stopped growing in intelligence at that age.

The percentage of participants who enjoyed the facilities availed during early years was computed and the percentage of participants who were not enjoyed the facilities availed during early years were calculated.

Thus, it has become necessary to conduct research to know which psychological factors enhance sports performance. There is a need to conduct research
on the national and international sportsmen with respect to some psychological characteristic. It is also essential to know what type of emotional problems like anxiety, fear, aggressiveness or stresses occur when they have to face some strong opponent and how to overcome these problems to achieve the optimum level of achievement/performance. It may be possible if proper research on scientific lines is conducted on the top level sportsmen. In view of this, five psychological variables namely visual reaction time, auditory reaction time, extraversion, neuroticism and competitive anxiety were selected and the relationship of disjunctive reaction time, both visual and auditory with extraversion, neuroticism and competitive anxiety was examined in the present study.

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In this research keeping in view the fact that students physical fitness has important health consequences during adulthood (Sallis et.al. 1992) a large number of studies on physical fitness have been reported form diferent countries of the world. Data on the physical fitness children from Denmark (Knuttgen, 1961), Engalnd (Campbell & Pohndof, 1961), South Africa (Sloan, 1966), Belgium (Hebbelinck & Borms 1969), Israel (Ruskin, 1978), & Japan (Ishiko, 1978) are available in the literature. All these reports made the health planners realise the importance of the contribution of the health education and physical fitness in the development of total
fitness. The practice of physical testing in children started thereafter in various countries.

Over the past four decades, there has been an increase in provenances of overweight and physical fitness deterioration in adult across all genders, ages and racial/ groups (Ichinohe et. al 2004). The negative effects of degraded physical fitness in both the individuals and society are serious and multidimensional. It can cause many risk factors to health including coronary heart diseases, certain forms of cancer, diabetes, hypertension stroke, gallbladder diseases, respiratory problems, and gout and is associated with increased in all case morality (Catalado 1999). In adults, relationship among physical activity, health related fitness, and health are fairly well established (Boucherd, Shepherd 1994). Low level of physical activity and cardio respiratory fitness are both associated with higher risk of all cause and diseases specific mortality (Thune et. al. 1998). Physical fitness is the ability to perform daily activities willingly and actively. Physical fitness includes not only components of sports but those of health as well regular physical activity prevents or limits weight gain, and weight in BMI, (Kyle et. al. 2001). The national college health risk behaviour survey reported that 35% of American college students are overweight (Lowry et. al. 2000). This is not surprisingly considering that more than two third of American adult population are classified as overweight (Flegal et. al. 2002), making weight gains America’s leading health problem (Mokdad et.al. 2001). The expert committee of the world health organization (1981) described the physical fitness as “the ability to undertake muscular work satisfactorily”. Physical fitness is the capacity to early out, reasonably well, various forms of physical activities, without being unduly tired and includes qualities important to the individuals health and wellbeing every person has a different level of physical fitness which may change with time, place of work, situation, and there is also an interaction between the daily activities, and the fitness of an individual, the point if where to put the level of optimum fitness. Form the physiological point of view physical fitness may say to be ability at the body to adapt and recover form strenuous exercise. Physical fitness recognized as an important component of health (Lamb et.al. 1988; Twisk et.al. 2002) and it may be important for the performance of functional activities and quality of life (Noreau, Shepherd 1995, Stewart et.al. 1994). Low physical fitness may result in high physical strain during the performance of activities (Bruinings et.al. 2007). As a consequence,
activity level may decrease due to fatigue and discomfort, exacerbating low physical fitness. Caspersen and co-workers defined several health related components of physical fitness, i.e. aerobic capacity, muscle strength and endurance flexibility and body composition (Caspersen et al. 1985).

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Since the Stanford-Binet test has been standardized on children and very young adults (up to the age of 18) many psychologists do not consider it an adequate test for older adults. In response to these difficulties a number of tests have been developed especially for adults. Among the most commonly used of these is the Wechsler Adult Intelligence Scale which consists of two parts – a verbal part and a performance part, each consisting of five kinds of items. The verbal part includes information, comprehension, vocabulary, memory span for digits forwards and backwards, arithmetical rezoning, etc. The performance scale includes tasks involving object assembly (putting together cut out parts to complete a figure such as a human profile – very much like a jig – saw puzzle), picture completion, picture arrangement, etc. It is of interest to note that the correlation between the Stanford – Binet and the Wechsler Adult Intelligence Scale is about 85.

By way of summary, in selecting items to differentiate the more intelligent from the less intelligent children, intelligence test constructors usually follow several guiding principles in the first place, the content of the items must, on the fact of it, be “intellectual” in nature; secondly, items must discriminate between children of different ages, such that percentage of children passing the item must increase with
increase in age. Other considerations also have been taken into account the items should be reasonably easy to administer and score, should sample a wide variety of tasks, and should reflect the experiences common to all children.

The use of such items when standardized on representative samples enables us then to convert the raw scores earned on intelligence tests into age scores and I.Q. scores. When this is done we find that intelligence shows a fairly constant developmental growth up to the age of approximately 14 years. This can be taken as a “known group” validation of the intelligence test. But this very fact makes for difficulties in using the I.Q. concept when measuring adult intelligence.

The bicycle but to preserve status with the gang, go to school, or show off. Physical training is an older but still used term to describe the training of the physical components of the body without any necessary reference to the purposes which are significant in modern education. It should not be confused with physical education. They are not synonymous, as we shall see in the chapters which follow.

Nor should the term physical education be allowed to imply a separation from the mental and thus perpetuate the unfortunate but traditional notion that man exists as mind and body, and that education is concerned with only one, or at the most two, of these parts. The concept of man as a unified being makes confusion on this score unnecessary. The physical education is most importance part of the score in human life. The natural movement of active plays or influence of everyone who are working in the field of physical education.

It has been said frequently that people in the United States are among the most sports-loving in the word. Each year millions play and other millions watch. It is common for a person to be a spectator at a contest one day and a participant the next. He may watch a baseball game, play golf, take in a tennis match, or fish, all on the same week end. There is no great class of spectators and another of participants. Many millions are skilled at both and gain from both certain elemental satisfactions.

How wide is the participation? Such things are not easy to appraise accurately, but it is probably safe to say that if there are forty million children less than 12 years of age, forty million of them at one time or another play tag or two o’cat or hide-and-seek. They develop their own version of baseball on city streets and call it stick ball.
Or they play marbles under the elms in the village square. Hundreds of thousands of
them annually put on their first roller skates or master the technique of the bicycle.
And some are fortunate enough to learn to ski or ice-skate. More than half of them
develop a love for swimming in pools and lakes and rivers. Over the years, there has
developed a very real conviction that childhood is a time for play and that our
children must have a full measure of it if life is to be judged good. Time enough later
on, we say, for the serious business of making a living or establishing a home. Play
now while you are young and can enjoy it to the fullest!

In American there are roughly fourteen million men and women who fish for
sport each year, and thousands more who do it for a living. These fishermen spend a
billion dollars a year on their equipment. There are millions of licensed hunters and
millions more who shoot for fun at targets. Golf attracts six million people every year,
and howling is the favorite sport of perhaps even more. The six billion dollars or more
invested in motorboats in the inland and slat waters of the country, when added to the
amount spent by those who canoe or sail, brings boating into focus as one of the most
popular sports on the American scene. More than seventy million people pay to attend
baseball contests each year. They come to see hundreds of thousands of players.
Roughly sixty million people watch football each season; the players in action range
from little fellows barely able to see from under their oversized helmets to great
professionals stars who play the game for money. Dancing in one or more of its
various forms attracts vast numbers. Whether in the round dance of the ballroom or
the square dance of the ballroom or the square dance of the husking bee or carnival
young and old find in dance the answer to their need for self-expression and for fun.
The dancing classes of the country are filled with children learning not merely the
steps but also the social skills that go with the particular forms of dance most
frequently used in our society. Summer find hundreds of thousands bound for the
beach, the mountain lakes, and the neighborhood swimming pools. Swimming,
diving, surfboarding, scuba diving, water-skiing, and boating have their devotees; the
water seems to challenge the skills of people of all ages. These activities offer
emancipation from the restrictions on movement which our society imposes through
the highly conventional life we are supposed to lead. People fret under such
restrictions and, when the opportunity is at hand or can be created, revert to the
natural state of willing participation in play.
The 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, main emphasis is laid on the development of various types of motor skills involved in the game as well as on teaching the strategies, techniques and tactics of the game. Until recently, the physical education teachers have been paying inadequate attention to the social and psychological factors which although have been proved to contribute to performance in events in the higher competitive sports. It is only recently that sports administrators and Physical Education teachers have realized the importance of the psychological preparation and training of players to enable them to bear the strain and stresses inherent in sports participation. Sport has become a psycho-social activity, full of tension, anxiety, fear and stresses. In competitive sports, teams and individual players play to win and this spirit of winning the matches and individual events causes many psychological stresses. So the job of the coach is to prepare or train the individual athlete as well as teams in such a way that the players individually as well as, in their capacity, as members of the team are to bear all types of stresses and overcome the effect of over-stresses and strains which may deteriorate the sports performance. The players need to undergo such an arduous training that they should be able to have physical load during practice schedules and can have psychic stress during the period of competition, because it is during competition that athletes as well as teams inevitably come under psychological stress.

In modern competitive sports, the role of anxiety in sports performance has attracted the attention of sports scientists. As the physical load during training of sportsmen for international competition is increasing day-by-day, the psychic stress during competition has been intensified. It has been realized that during their participation in competitive sports, the players and athletes are also anxiety-prone. Hence in these days, psychological training of the players and athletes has.

It is agreed by most of the sports scientists that besides developing the physical and physiological aspects of the players i.e. power, strength, endurance, agility and speed as well as providing the best type of the training, unit and unless the players and athletes the mentally prepared for contest, they cannot win in any
competition or attain their peak performance which is considered the optimum objective of the modern sports.

Thus, it has become necessary to conduct research to know which psychological factors enhance sports performance. There is a need to conduct research on the national and international sportsmen with respect to some psychological characteristic. It is also essential to know what type of emotional problems like anxiety, fear, aggressiveness or stresses occur when they have to face some strong opponent and how to overcome these problems to achieve the optimum level of achievement/performance. It may be possible if proper research on scientific lines is conducted on the top level sportsmen. In view of this, five psychological variables namely visual reaction time, auditory reaction time, extraversion, neuroticism and competitive anxiety were selected and the relationship of disjunctive reaction time, both visual and auditory with extraversion, neuroticism and competitive anxiety was examined in the present study.

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In a broad way we may state that psychology deals with two aspects of the
problems of emotion. There is on the one hand the interest in the general laws of
human emotion and experience; the aim of psychology is to formulate general laws
which hold good of all human beings irrespective of their sex, race etc. On the other
hand it aims at the study of individual differences. While all human beings are
capable of learning, it is a familiar fact that some learn faster and take less time and
some take longer time to learn the same activity, poem or song. This is due to
differences in memory, intelligence etc. There are also differences regarding
personality, leadership, and so on. Some of these differences are tied with age. There
are differences between the activities of children, adolescents, adults and old people.
It is the aid of development psychology to study these differences between the various
stages in the growth of human beings. Differential psychology studies the differences
between individuals. When we study them we find that these differences themselves
obey certain general laws. Thus, the aim of psychology is to study the individual
differences as well as the general principles of emotion.

We have studied different aspects of man: man the perceiver, man the needful,
and man the adaptive. But it has always been clear that this tripartite division is
merely one of convenience – for analytic purposes – and that man, functioning in his
social and physical world is an indivisible unity who perceives and desires and learns simultaneously. We now turn to the task of synthesis – to – the task of describing the whole man.

One of the first things to become apparent as we turn our attention to the whole man is that he manifests himself in infinite variety. There has never been a person exactly like you, and there never will be. And one of the major factors which distinguish you from your neighbour is the way your perceptual, motivational, and learning processes are organized into unique patterns of capacities: intelligence, abilities, talents, and aptitudes. It is this patterning and synthesis which helps makes you, you; which make you Jim McGraw, or Shirley Cohen, or Tony Morales instead of Mr. any man.

The study of the abilities of man has been intimately tied up with intelligence testing. Literally millions of people, representing different ages, economic groups, cultures, nationalities and races have been subjected to intelligence testing of one kind or another. There are individual tests (where one person at a time is tested) and group tests (where hundreds of people at a time are tested); speed tests (where the scores are determined by the rapidity with which correct answers can be given) and power tests (where the difficulty of the task successfully completed determines the score); verbal tests (requiring verbal responses to questions) and performance tests (involving such nonverbal responses as stringing variously coloured beads in a specified order.

Form these taste we have accumulated much useful information. We can fairly quickly and reliably determine where a person stands in relation to any reference group of his fellows, and on the basis of this we can predict a number of things about his performance in various situations. But the question of what it is we are testing, the question of what is “intelligence”, remains unanswered.

Intelligence is a concept variously used and variously defined. Some people define it as the ability to adapt to new circumstances, others as the ability to learn, and still others as the capacity to deal with complex and abstract material.

Different psychologists have championed these (and other) definitions of intelligence, and much research has been addressed to these questions. However, none of this research has resulted in a clear definition of intelligence. For this reason
many psychologists today have reached the point where they no longer ask “What is intelligence?” They have decided that they can do a useful job in measuring intelligence without defining it. In this respect they are doing what the early physicists did when they studied heat. Long before the physicists could agree on a sound definition of heat they have invented reliable thermometers to measure changes in temperature and with these instruments they were able to discover many important physical laws.

Standardization of intelligent tests. But all of the above statements are relative to the group on which the test was standardized. To say that the “average” ten-year old can pass certain items of an intelligences test implies, of course, that we have previously tested a representative sample of the entire population of then year old children. This procedure is called standardizing the test items. The problem of obtaining a sample truly representative of the entire population is beset with difficulties. If the unrepresentative of the entire population of children the intelligence test was standardized on a sample which did not adequately include children of the lower economic groups, merely use this test to measure the I.Q. for these children. This is but a reflection of the fact that the I.Q. is a relative score, not an absolute score.

Adult I.Q.’s  We have seen that intelligence, as measured by our available tests, does not grow at the same rate after puberty as it does prior to that age this means, of course, that the concept of I.Q. cannot have the same meaning for an adult as it does for a person younger than about 16. In order to use the I.Q. unit for adults, several simplifying assumptions have been made. In computing a Stanford – Binet I.Q. for anyone over the age of 15 the person is given a chronological age of 15 no matter how old he really is. This is done because it is assumed that the average adult has stopped growing in intelligence at that age.

light. Tests 2 and 3 measured more complex fencing movements as response to a more fencing-like starting procedure. The results showed that test 3 but not tests 1 and 2 could differentiate between world class fencers and beginners (p less than 0.006). The reaction time in test 3 correlated significantly (p less than 0.01) with competition success within the group of world class fencers. out, anthropometric measurements on seven British international male épée fencers, using a maximal
treadmill running test, a 20-s Wingate-type test, and isokinetic dynamometry. Testing was conducted on two occasions, 5 to 6 months apart, during mid-off-season (preparation) and mid-in-season (competition) periods. Maximal oxygen intake (VO2max) and maximal respiratory exchange ratio (Rmax) were among the parameters obtained from the treadmill test, while peak and mean anaerobic power outputs were measured during a 20-s maximal effort. Knee extensor and flexor muscle forces from both dominant (leading) and non-dominant (trailing) legs were observed seasonal variations in performance related physiological parameters in Sixty-six college women enrolled in either of 2 beginning fencing classes or 2 health classes in the required PE program were tested by Fiburzi (1970) for muscular endurance of the legs and for agility, using & selected tests. The Edgren Side Step Test and the Scott and French Shuttle Run were used as measurements of agility, and the successive number of leg lifts and the successive number of squat thrusts that could be performed until exhaustion, using a designated cadence, were used as measurements of muscular endurance of the legs. Testing was conducted at the beginning and completion of a 5 week programme of fencing, for the experimental group, or health, for the control group. The control group did not participate in any planned activity program.

Study on validity of selected tests used to measure fencing ability of college women for this purpose he enrolled women in 6 beginning fencing classes (n=100) and were given a Subjective Rating of Bouting Ability and an alternative criterion of tournament ranks. The tests validated were a Lunge Accuracy Skill Test and a Subjective form rating. Results indicated that the Lunge Accuracy skill Test and the subjective form rating were not valid measures of beginning fencing ability. Study in which two groups were involved: a “visual emphasis” group (n=9) practiced in the dark against luminous electrical wall targets for 5 min. each session; a “conventional” group (n=8) practiced against the same targets under standard conditions of light. Skills included in the study were the thrust, lunge, advance-lunge, and retreat-lunge, Assessments of S’s performances were recorded weekly for 6 weeks. Subjective reactions of Ss to their experience were solicited by means of a questionnaire. No differences in performances between degrees of complexity of footwork were found. According to the questionnaire, “visual emphasis” Ss generally agreed that the
experience was unpleasant. A descriptive analysis of the data suggested that: the dependence on peripheral cues was more crucial for men than for women, especially during the addition of more complex footwork; autistic factors, transfer effects, the relationship of attention to reinforcement, and vice versa might account for some of the findings; and individual differences had a marked effect on the outcome of the study. Discover which instructional method—speed, accuracy, or speed and accuracy—should be used during the initial stages of skill acquisition to produce the most successful fencer. Sixty female college students in 3 beginning fencing classes served as Ss with each class receiving different instructional emphasis. A solid state testing apparatus was designed to measure 2 response time measures and an accuracy score. A significant difference was found in favour of the speed group, speed and accuracy group, and the accuracy group, respectively, on the response time measures. A fencing tournament was held to determine which in situational emphasis produced the most successful fencer. Four criteria were set up to evaluate fencing performance. Results showed no significant difference between the performances of the 3 groups. A correlation matrix showed no relationship between the skills tests and the fencing bouts.

State-Trait Anxiety Inventory, a method of limits procedure, and advancing and retreating frequency on the fencing strip, 49 co-ed students, enrolled in 2 beginning fencing classes, were tested for anxiety levels and interpersonal distance preference in both a social and a sporting situation. Results indicated low positive rs between state and trait anxiety for the total group, and for the high advancers, and high positive r for the close personal distance preference group. No significant differences were found to exist when the following data were compared: state1 and state2 anxiety for the total group, state 1 anxiety and distance preference groups, and trait anxiety and distance preference groups. No r was found between the 2 interpersonal distance situations.

Tested 35 coed students from 2 fencing classes in the basic instructional program at PSU. The Bower Test of General Fencing Ability was employed to measure Ss fencing performance and the Gough ACL produced the achievement scores. A round robin tournament was conducted having Ss record (on the basis of 1-10 points per bout) how they thought they would do against each opponent, to determine level of aspiration. The discrepancy score was the difference between the
individual’s level of aspiration and actual performance. or % of bouts won for high and low achievers; and males and females did not significantly differ in need achievement, level of aspiration or performance.

The sport specific pattern of injuries in junior and adult elite fencers and potential causative factors for the specific injuries. Questionnaires were distributed in fencing clubs and competitions. A total of 180 athletes participated with 107 being elite fencers (55 male, 52 female) and 73 advanced fencers (77 male, 26 female). Injuries and pain could be ascertained in 167 fencers (92.8 %), and could be related to their activities in competitive.

Assessed the functional and dynamic components of asymmetry in the simple reaction time in female fencers, holders of the master, first or second sport class. A group of 45 female fencers, classified into 3 groups according to the sport class were studied. Dynamic asymmetry was assessed with the use of the Viennese Test System. The time of reaction and of simple movement to visual and acoustic stimuli was determined. It was found that Master class fencers exhibited a high (40%) left-side domination while those from the other two groups had right-side asymmetry (80%), the difference in the median reaction time between those groups being significant the pronounced dynamic asymmetry observed in master class fencers was due to a highly specific, one-sided training. It should be emphasised that asymmetrical exercises combined with very high training loads applied in the contemporary sport may lead to overloads of extremities, spine deformations and injuries.

The great majority of empirical research in sport personality has utilized assessment devices which embody the factor theory as their main premise. As expressed by Cattell (1973), the factor theory searches for consistencies in behaviour. It is assumed that internal dispositions or traits are relatively stable and so enduring that they override environmental or situational influences. This infers that questions cold be asked in any situation and the responses to generalized to a sport situation. Thank for example he broad category of anxiety. Is knowing that a person low on an omnibus inventory of anxiety enough to conclude that he will never exhibit anxiety; are there no situations in which his heart rate may increase a little. The situation position as exemplified in Mischel’s [1969] social learning theory, appears to go too
far to the other extreme, entering into open debate with personalize. This paradigm can be regarded as the antithesis of the factor theory and maintains that behavioural variation is primarily a function of the situation in which a person is placed.

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Since the Stanford-Binet test has been standardized on children and very young adults (up to the age of 18) many psychologists do not consider it an adequate test for older adults. In response to these difficulties a number of tests have been developed especially for adults. Among the most commonly used of these is the Wechsler Adult Intelligence Scale which consists of two parts – a verbal part and a performance part, each consisting of five kinds of items. The verbal part includes information, comprehension, vocabulary, memory span for digits forwards and backwards, arithmetical rezoning, etc. The performance scale includes tasks involving object assembly (putting together cut out parts to complete a figure such as a human profile – very much like a jig – saw puzzle), picture completion, picture arrangement, etc. It is of interest to note that the correlation between the Stanford – Binet and the Wechsler Adult Intelligence Scale is about 85.

By way of summary, in selecting items to differentiate the more intelligent from the less intelligent children, intelligence test constructors usually follow several guiding principles in the first place, the content of the items must, on the fact of it, be “intellectual” in nature; secondly, items must discriminate between children of different ages, such that percentage of children passing the item must increase with increase in age. Other considerations also have been taken into account the items should be reasonably easy to administer and score, should sample a wide variety of tasks, and should reflect the experiences common to all children.
The use of such items when standardized on representative samples enables us then to convert the raw scores earned on intelligence tests into age scores and I.Q. scores. When this is done we find that intelligence shows a fairly constant developmental growth up to the age of approximately 14 years. This can be taken as a “known group” validation of the intelligence test. But this very fact makes for difficulties in using the I.Q. concept when measuring adult intelligence.

The bicycle but to preserve status with the gang, go to school, or show off. Physical training is an older but still used term to describe the training of the physical components of the body without any necessary reference to the purposes which are significant in modern education. It should not be confused with physical education. They are not synonymous, as we shall see in the chapters which follow.

Nor should the term physical education be allowed to imply a separation from the mental and thus perpetuate the unfortunate but traditional notion that man exists as mind and body, and that education is concerned with only one, or at the most two, of these parts. The concept of man as a unified being makes confusion on this score unnecessary. The physical education is most importance part of the score in human life. The natural movement of active plays or influence of everyone who are working in the field of physical education.

It has been said frequently that people in the United States are among the most sports-loving in the world. Each year millions play and other millions watch. It is common for a person to be a spectator at a contest one day and a participant the next. He may watch a baseball game, play golf, take in a tennis match, or fish, all on the same week end. There is no great class of spectators and another of participants. Many millions are skilled at both and gain from both certain elemental satisfactions.

How wide is the participation? Such things are not easy to appraise accurately, but it is probably safe to say that if there are forty million children less than 12 years of age, forty million of them at one time or another play tag or two o’cat or hide-and-seek. They develop their own version of baseball on city streets and call it stick ball. Or they play marbles under the elms in the village square. Hundreds of thousands of them annually put on their first roller skates or master the technique of the bicycle.
And some are fortunate enough to learn to ski or ice-skate. More than half of them develop a love for swimming in pools and lakes and rivers. Over the years, there has developed a very real conviction that childhood is a time for play and that our children must have a full measure of it if life is to be judged good. Time enough later on, we say, for the serious business of making a living or establishing a home. Play now while you are young and can enjoy it to the fullest!

In American there are roughly fourteen million men and women who fish for sport each year, and thousands more who do it for a living. These fishermen spend a billion dollars a year on their equipment. There are millions of licensed hunters and millions more who shoot for fun at targets. Golf attracts six million people every year, and howling is the favorite sport of perhaps even more. The six billion dollars or more invested in motorboats in the inland and slat waters of the country, when added to the amount spent by those who canoe or sail, brings boating into focus as one of the most popular sports on the American scene. More than seventy million people pay to attend baseball contests each year. They come to see hundreds of thousands of players. Roughly sixty million people watch football each season; the players in action range from little fellows barely able to see from under their oversized helmets to great professionals stars who play the game for money. Dancing in one or more of its How wide is the participation? Such things are not easy to appraise accurately, but it is probably safe to say that if there are forty million children less than 12 years of age, forty million of them at one time or another play tag or two o’cat or hide-and-seek. They develop their own version of baseball on city streets and call it stick ball. Or they play marbles under the elms in the village square. Hundreds of thousands of them annually put on their first roller skates or master the technique of the bicycle. And some are fortunate enough to learn to ski or ice-skate. More than half of them develop a love for swimming in pools and lakes and rivers. Over the years, there has developed a very real conviction that childhood is a time for play and that our children must have a full measure of it if life is to be judged good. Time enough later on, we say, for the serious business of making a living or establishing a home. Play now while you are young and can enjoy it to the fullest!

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The 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, main emphasis is laid on the development of various types of motor skills involved in the game as well as on teaching the strategies, techniques and tactics of the game. Until recently, the physical education teachers have been paying inadequate attention to the social and psychological factors which although have been proved to contribute to performance in events in the higher competitive sports. It is only recently that sports administrators and Physical Education teachers have realized the importance of the psychological preparation and training of players to enable them to bear the strain and stresses inherent in sports participation. So, now the sports trainer and physical Education teachers have started
giving more importance to the psychological conditioning or the building the mental make-up of the players before their contests in the national and international competitions.

In these days, the teams are prepared not only to play, but to win the games. And for winning the games, it is not only the proficiency in the skills which matters but also the spirit and attitude of the players with which they play. The mental attitude of each individual player as well as of the team can help or hinder their performance. Most of the Physical Education teachers agree that the physical characteristics, skills and training of the players are extremely important, but they also feel that good mental or psychological preparation for competition is a necessary component for success.

The aim of higher sports in this age of competition is to win in international meets or to attain peak performance in competition. And it is on this factor that the Physical Education teachers try to concentrate. In order to reach the target and accomplish the social expectation, the players also work hard, ignoring their comforts in their daily lives and practice for many hours a day. Stress, both psychological and social inhibits the peak performance of players. Unless the players are prepared

Remaining the anthropometric measurements if we include influencing skill of the athletes development and performance of the players we be develop.

Height has the potential placement as preferable perquisite for the performance excellence in many sports or games. Anthropometric measurements have revealed co-relation between body structure and physical characteristics and sports capabilities. That branch of anthropology which is concerned with the taking of measurements of the human body. This definition has been confined to the kinds of measurements commonly used in associating physical performance with body build.

The measurement of structure and proportion of the body is called anthropometry. It has wide application as one of the essential parameter constituting the selective diagnostic of any games or sports.

The Anthropometry consists the marking of the external measurements of the players and human body and the results can be used to appraise body build, nutritional status and the posture.
In the human motor performance was a composite of many of variables. One of which is the structure of the body and the specific measurements of the Limb Lengths, Circumference, Breadths and the Body Build indices can reveal relationship between the anthropometry long legs to the length and mass of the body is build to jump.

Physique will be useful in choosing a suitable physical and mental activity for an individual because of the fact that according to physique they have too many mechanical advantages.

Longer legs are helpful to take the necessary long strides over hurdles without the loss of time that jumping entails.

Tall structure and long lower extremities have been noticed in all games and events such as volleyball, basketball, high jump, pole-vault and goal-keeping where jump is involved. The height and reach of the players make better performance in these games and events.

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Sport has become a psycho-social activity, full of tension, anxiety, fear and stresses. In competitive sports, teams and individual players play to win and this spirit of winning the matches and individual events causes many psychological stresses. So the job of the coach is to prepare or train the individual athlete as well as teams in such a way that the players individually as well as, in their capacity, as members of the team are to bear all types of stresses and overcome the effect of over-stresses and strains which may deteriorate the sports performance. The players need to undergo such an arduous, training that they should be able to have physical load during practice schedules and can have psychic stress during the period of competition, because it is during competition that athletes as well as teams inevitably come under psychological stress.

In modern competitive sports, the role of anxiety in sports performance has attracted the attention of sports scientists. As the physical load during training of sportsmen for international competition is increasing day-by-day, the psychic stress during competition has been intensified. It has been realized that during their participation in competitive sports, the players and athletes are also anxiety-prone.
Hence in these days, psychological training of the players and athletes has attracted a greater attention than in the past.

It is agreed by most of the sports scientists that besides developing the physical and physiological aspects of the players i.e. power, strength, endurance, agility and speed as well as providing the best type of the training, unit and unless the players and athletes the mentally prepared for contest, they cannot win in any competition or attain their peak performance which is considered the optimum objective of the modern sports.

Thus, it has become necessary to conduct research to know which psychological factors enhance sports performance. There is a need to conduct research on the national and international sportsmen with respect to some psychological characteristic. It is also essential to know what type of emotional problems like anxiety, fear, aggressiveness or stresses occur when they have to face some strong opponent and how to overcome these problems to achieve the optimum level of achievement/performance. It may be possible if proper research on scientific lines is conducted on the top level sportsmen. In view of this, five psychological variables namely visual reaction time, auditory reaction time, extraversion, neuroticism and competitive anxiety were selected and the relationship of disjunctive reaction time, both visual and auditory with extraversion, neuroticism and competitive anxiety was examined in the present study.

The great majority of empirical research in sport personality has utilized assessment devices which embody the factor theory as their main premise. As expressed by Cattell (1973), the factor theory searches for consistencies in behaviour. It is assumed that internal dispositions or traits are relatively stable and so enduring that they override environmental or situational influences. This infers that questions cold be asked in any situation and the responses to generalized to a sport situation. Thank for example he broad category of anxiety. Is knowing that a person low on an omnibus inventory of anxiety enough to conclude that he will never exhibit anxiety; are there no situations in which his heart rate may increase a little. The situation position as exemplified in Mischel’s [1969] social learning theory, appears to go too far to the other extreme, entering into open debate with personalize. This paradigm
can be regarded as the antithesis of the factor theory and maintains that behavioural variation is primarily a function of the situation in which a person is placed.

Emotion is open to observation. It can be studied in the same way in which other phenomena in the universe can be studied. But among human beings there is also experience alongside with emotion. The child who has learnt to speak will not only with draw his hand when he is pricked with a pin; he also shouts that it is hurting him. The pinprick not only leads to withdrawal, which is an observable emotion, it also leads to an experience, which is expressed in the statement that the is suffering pain. This experience is not open to observation by others; it is private, it is personal. Only the person experiencing can make an assertion about it. The ancient thinkers were generally concerned with the study and analysis of these experiences. These are the mental activities that we are conscious of. We not only experience them we are also aware of them. But every mental neuromuscular system is involved in all mental activity. A few decades ago the psychologist Watson tried to limit the scope of psychology to the near observation of human emotion so that other persons concern it only with phenomena open to observation. In other words, it was his intention that psychology should be completely objective. Since experience is private, subjective, he said, that it should not be included in the scope of psychology. Thus there was a swing from almost exclusive preoccupation with the analysis of experience to an almost exclusive preoccupation with the analysis of experience to a campaign for the abandonment of experience.

As we have seen, all mental activities involve the neuro-muscular system. The sense organs, the brain, the spiral cord, and the muscles are all very active whether the mental activity knows, feeling or doing. This is no way we can neither accept the old notice that psychology deals with the mind or the mental activities; nor can we accept the position of psychologists like Watson who assert that the scope of psychology should be limited only to emotion. Often emotion cannot be understood without knowledge of the experience, which influenced the action. Our desires and our thoughts influence our activities. While psychology in its quest for general principles must observe and measures external emotion, it must also get information from the grown up human beings by asking them to describe verbally their own experience.
In a broad way we may state that psychology deals with two aspects of the problems of emotion. There is on the one hand the interest in the general laws of human emotion and experience; the aim of psychology is to formulate general laws which hold good of all human beings irrespective of their sex, race etc. On the other hand it aims at the study of individual differences. While all human beings are capable of learning, it is a familiar fact that some learn faster and take less time and some take longer time to learn the same activity, poem or song. This is due to differences in memory, intelligence etc. There are also differences regarding personality, leadership, and so on. Some of these differences are tied with age. There are differences between the activities of children, adolescents, adults and old people. It is the aid of development psychology to study these differences between the various stages in the growth of human beings. Differential psychology studies the differences between individuals. When we study them we find that these differences themselves obey certain general laws. Thus, the aim of psychology is to study the individual differences as well as the general principles of emotion.

We have studied different aspects of man: man the perceiver, man the needful, and man the adaptive. But it has always been clear that this tripartite division is merely one of convenience – for analytic purposes – and that man, functioning in his social and physical world is an indivisible unity who perceives and desires and learns simultaneously. We now turn to the task of synthesis – to – the task of describing the whole man.

One of the first things to become apparent as we turn our attention to the whole man is that he manifests himself in infinite variety. There has never been a person exactly like you, and there never will be. And one of the major factors which distinguish you from your neighbour is the way your perceptual, motivational, and learning processes are organized into unique patterns of capacities: intelligence, abilities, talents, and aptitudes. It is this patterning and synthesis which helps makes you, you; which make you Jim McGraw, or Shirley Cohen, or Tony Morales instead of Mr. any man.

The study of the abilities of man has been intimately tied up with intelligence testing. Literally millions of people, representing different ages, economic groups, cultures, nationalities and races have been subjected to intelligence testing of one kind
or another. There are individual tests (where one person at a time is tested) and group tests (where hundreds of people at a time are tested); speed tests (where the scores are determined by the rapidity with which correct answers can be given) and power tests (where the difficulty of the task successfully completed determines the score); verbal tests (requiring verbal responses to questions) and performance tests (involving such nonverbal responses as stringing variously coloured beads in a specified order.

Form these tests we have accumulated much useful information. We can fairly quickly and reliably determine where a person stands in relation to any reference group of his fellows, and on the basis of this we can predict a number of things about his performance in various situations. But the question of what it is we are testing, the question of what is “intelligence”, remains unanswered.

Intelligence is a concept variously used and variously defined. Some people define it as the ability to adapt to new circumstances, others as the ability to learn, and still others as the capacity to deal with complex and abstract material.

Different psychologists have championed these (and other) definitions of intelligence, and much research has been addressed to these questions. However, none of this research has resulted in a clear definition of intelligence. For this reason many psychologists today have reached the point where they no longer ask “What is intelligence?” They have decided that they can do a useful job in measuring intelligence without defining it. In this respect they are doing what the early physicists did when they studied heat. Long before the physicists could agree on a sound definition of heat they has invented reliable thermometers to measure changes in temperature and with these instruments they were able to discover many important physical laws.

Standardization of intelligent tests. But all of the above statements are relative to the group on which the test was standardized. To say that the “average” ten-year old can pass certain items of an intelligence test implies, of course, that we have previously tested a representative sample of the entire population of then year old children. This procedure is called standardizing the test items. The problem of obtaining a sample truly representative of the entire population is beset with difficulties. If the unrepresentative of the entire population of children the
intelligence test was standardized on a sample which did not adequately include children of the lower economic groups, merely use this test to measure the I.Q. for these children. This is but a reflection of the fact that the I.Q. is a relative score, not an absolute score.

Adult I.Q.’s  We have seen that intelligence, as measured by our available tests, does not grow at the same rate after puberty as it does prior to that age this means, of course, that the concept of I.Q. cannot have the same meaning for an adult as it does for a person younger than about 16. In order to use the I.Q. unit for adults, several simplifying assumptions have been made. In computing a Stanford – Binet I.Q. for anyone over the age of 15 the person is given a chronological age of 15 no matter how old he really is. This is done because it is assumed that the average adult has stopped growing in intelligence at that age.

Since the Stanford-Binet test has been standardized on children and very young adults (up to the age of 18) many psychologists do not consider it an adequate test for older adults. In response to these difficulties a number of tests have been developed especially for adults. Among the most commonly used of these is the Wechsler Adult Intelligence Scale which consists of two parts – a verbal part and a performance part, each consisting of five kinds of items. The verbal part includes information, comprehension, vocabulary, memory span for digits forwards and backwards, arithmetical rezoning, etc. The performance scale includes tasks involving object assembly (putting together cut out parts to complete a figure such as a human profile – very much like a jig – saw puzzle), picture completion, picture arrangement, etc. It is of interest to note that the correlation between the Stanford – Binet and the Wechsler Adult Intelligence Scale is about 85.

By way of summary, in selecting items to differentiate the more intelligent from the less intelligent children, intelligence test constructors usually follow several guiding principles in the first place, the content of the items must, on the fact of it, be “intellectual” in nature; secondly, items must discriminate between children of different ages, such that percentage of children passing the item must increase with increase in age. Other considerations also have been taken into account the items should be reasonably easy to administer and score, should sample a wide variety of tasks, and should reflect the experiences common to all children.
The use of such items when standardized on representative samples enables us then to convert the raw scores earned on intelligence tests into age scores and I.Q. scores. When this is done we find that intelligence shows a fairly constant developmental growth up to the age of approximately 14 years. This can be taken as a “known group” validation of the intelligence test. But this very fact makes for difficulties in using the I.Q. concept when measuring adult intelligence.

The bicycle but to preserve status with the gang, go to school, or show off. Physical training is an older but still used term to describe the training of the physical components of the body without any necessary reference to the purposes which are significant in modern education. It should not be confused with physical education. They are not synonymous, as we shall see in the chapters which follow.

Nor should the term physical education be allowed to imply a separation from the mental and thus perpetuate the unfortunate but traditional notion that man exists as mind and body, and that education is concerned with only one, or at the most two, of these parts. The concept of man as a unified being makes confusion on this score unnecessary. The physical education is most importance part of the score in human life. The natural movement of active plays or influence of everyone who are working in the field of physical education.

It has been said frequently that people in the United States are among the most sports-loving in the word. Each year millions play and other millions watch. It is common for a person to be a spectator at a contest one day and a participant the next. He may watch a baseball game, play golf, take in a tennis match, or fish, all on the same week end. There is no great class of spectators and another of participants. Many millions are skilled at both and gain from both certain elemental satisfactions.

How wide is the participation? Such things are not easy to appraise accurately, but it is probably safe to say that if there are forty million children less than 12 years of age, forty million of them at one time or another play tag or two o’cat or hide-and-seek. They develop their own version of baseball on city streets and call it stick ball. Or they play marbles under the elms in the village square. Hundreds of thousands of them annually put on their first roller skates or master the technique of the bicycle.
And some are fortunate enough to learn to ski or ice-skate. More than half of them develop a love for swimming in pools and lakes and rivers. Over the years, there has developed a very real conviction that childhood is a time for play and that our children must have a full measure of it if life is to be judged good. Time enough later on, we say, for the serious business of making a living or establishing a home. Play now while you are young and can enjoy it to the fullest!

In American there are roughly fourteen million men and women who fish for sport each year, and thousands more who do it for a living. These fishermen spend a billion dollars a year on their equipment. There are millions of licensed hunters and millions more who shoot for fun at targets. Golf attracts six million people every year, and howling is the favorite sport of perhaps even more. The six billion dollars or more invested in motorboats in the inland and slat waters of the country, when added to the amount spent by those who canoe or sail, brings boating into focus as one of the most popular sports on the American scene. More than seventy million people pay to attend baseball contests each year. They come to see hundreds of thousands of players. Roughly sixty million people watch football each season; the players in action range from little fellows barely able to see from under their oversized helmets to great professionals stars who play the game for money. Dancing in one or more of its various forms attracts vast numbers. Whether in the round dance of the ballroom or the square dance of the ballroom or the square dance of the husking bee or carnival young and old find in dance the answer to their need for self-expression and for fun. The dancing classes of the country are filled with children learning not merely the steps but also the social skills that go with the particular forms of dance most frequently used in our society. Summer find hundreds of thousands bound for the beach, the mountain lakes, and the neighborhood swimming pools. Swimming, diving, surfboarding, scuba diving, water-skiing, and boating have their devotees; the water seems to challenge the skills of people of all ages. These activities offer emancipation from the restrictions on movement which our society imposes through the highly conventional life we are supposed to lead. People fret under such restrictions and, when the opportunity is at hand or can be created, revert to the natural state of willing participation in play.

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In this research, researcher try to understand relation between obesity and health related physical fitness and how we can cope with health related fitness and obesity level among urban and physical collegiate students.

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obey certain general laws. Thus, the aim of psychology is to study the individual
differences as well as the general principles of emotion.

We have studied different aspects of man: man the perceiver, man the needful,
and man the adaptive. But it has always been clear that this tripartite division is
merely one of convenience – for analytic purposes – and that man, functioning in his
social and physical world is an indivisible unity who perceives and desires and learns
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whole man.

Emotion is open to observation. It can be studied in the same way in which
other phenomena in the universe can be studied. But among human beings there is
also experience alongside with emotion. The child who has learnt to speak will not
only with draw his hand when he is pricked with a pin; he also shouts that it is hurting
him. The pinprick not only leads to withdrawal, which is an observable emotion, it
also leads to an experience, which is expressed in the statement that the is suffering
pain. This experience is not open to observation by others; it is private, it is personal.
Only the person experiencing can make an assertion about it. The ancient thinkers
were generally concerned with the study and analysis of these experiences. These are
the mental activities that we are conscious of. We not only experience them we are
also aware of them. But every mental neuromuscular system is involved in all mental
activity. A few decades ago the psychologist Watson tried to limit the scope of
psychology to the near observation of human emotion so that other persons concern it
only with phenomena open to observation. In other words, it was his intention that
psychology should be completely objective. Since experience is private, subjective,
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swing from almost exclusive preoccupation with the analysis of experience to an
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One of the first things to become apparent as we turn our attention to the whole man is that he manifests himself in infinite variety. There has never been a person exactly like you, and there never will be. And one of the major factors which distinguish you from your neighbour is the way your perceptual, motivational, and learning processes are organized into unique patterns of capacities: intelligence, abilities, talents, and aptitudes. It is this patterning and synthesis which helps makes
you, you; which make you Jim McGraw, or Shirley Cohen, or Tony Morales instead of Mr. any man.

The study of the abilities of man has been intimately tied up with intelligence testing. Literally millions of people, representing different ages, economic groups, cultures, nationalities and races have been subjected to intelligence testing of one kind or another. There are individual tests (where one person at a time is tested) and group tests (where hundreds of people at a time are tested); speed tests (where the scores are determined by the rapidity with which correct answers can be given) and power tests (where the difficulty of the task successfully completed determines the score); verbal tests (requiring verbal responses to questions) and performance tests (involving such nonverbal responses as stringing variously coloured beads in a specified order.

Form these taste we have accumulated much useful information. We can fairly quickly and reliably determine where a person stands in relation to any reference group of his fellows, and on the basis of this we can predict a number of things about his performance in various situations. But the question of what it is we are testing, the question of what is “intelligence”, remains unanswered.

Intelligence is a concept variously used and variously defined. Some people define it as the ability to adapt to new circumstances, others as the ability to learn, and still others as the capacity to deal with complex and abstract material.

Different psychologists have championed these (and other) definitions of intelligence, and much research has been addressed to these questions. However, none of this research has resulted in a clear definition of intelligence. For this reason many psychologists today have reached the point where they no longer ask “What is intelligence?” They have decided that they can do a useful job in measuring intelligence without defining it. In this respect they are doing what the early physicists did when they studied heat. Long before the physicists could agree on a sound definition of heat they has invented reliable thermometers to measure changes in temperature and with these instruments they were able to discover many important physical laws.

Standardization of intelligent tests. But all of the above statements are relative to the group on which the test was standardized. To say that the “average” ten-year
old can pass certain items of an intelligences test implies, of course, that we have previously tested a representative sample of the entire population of then year old children. This procedure is called standardizing the test items. The problem of obtaining a sample truly representative of the entire population is beset with difficulties. If the unrepresentative of the entire population of children the intelligence test was standardized on a sample which did not adequately include children of the lower economic groups, merely use this test to measure the I.Q. for these children. This is but a reflection of the fact that the I.Q. is a relative score, not an absolute score.

Adult I.Q.’s We have seen that intelligence, as measured by our available tests, does not grow at the same rate after puberty as it does prior to that age this means, of course, that the concept of I.Q. cannot have the same meaning for an adult as it does for a person younger than about 16. In order to use the I.Q. unit for adults, several simplifying assumptions have been made. In computing a Stanford – Binet I.Q. for anyone over the age of 15 the person is given a chronological age of 15 no matter how old he really is. This is done because it is assumed that the average adult has stopped growing in intelligence at that age.

Remaining the anthropometric measurements if we include influencing skill of the athletes development and performance of the players we be develop.

Height has the potential placement as preferable perquisite for the performance excellence in many sports or games. Anthropometric measurements have revealed co-relation between body structure and physical characteristics and sports capabilities. That branch of anthropology which is concerned with the taking of measurements of the human body. This definition has been confined to the kinds of measurements commonly used in associating physical performance with body build.

The measurement of structure and proportion of the body is called anthropometry. It has wide application as one of the essential parameter constituting the selective diagnostic of any games or sports.

The Anthropometry consists the marking of the external measurements of the players and human body and the results can be used to appraise body build, nutritional status and the posture.
In the human motor performance was a composite of many of variables. One of which is the structure of the body and the specific measurements of the Limb Lengths, Circumference, Breadths and the Body Build indices can revel relationship between the anthropometry long legs to the length and mass of the body is build to jump.

Physique will be useful in choosing a suitable physical and mental activity for an individual because of the fact that according to physique they have too many mechanical advantages.

Longer legs are helpful to take the necessary long strides over hurdles without the loss of time that jumping entails.

Tall structure and long lower extremities have been noticed in all games and events such as volleyball, basketball, high jump, pole-vault and goal-keeping where jump is involved. The height and reach of the players make better performance in these games and events.

The 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, main emphasis is laid on the development of various types of motor skills involved in the game as well as on teaching the strategies, techniques and tactics of the game. Until recently, the physical education teachers have been paying inadequate attention to the social and psychological factors which although have been proved to contribute to performance in events in the higher competitive sports. It is only recently that sports administrators and Physical Education teachers have realized the importance of the psychological preparation and training of players to enable them to bear the strain and stresses inherent in sports participation. So, now the sports trainer and physical Education teachers have started giving more importance to the psychological conditioning or the building the mental make-up of the players before their contests in the national and international competitions.

In modern competitive sports, the role of anxiety in sports performance has attracted the attention of sports scientists. As the physical load during training of
sportsmen for international competition is increasing day-by-day, the psychic stress during competition has been intensified. It has been realized that during their participation in competitive sports, the players and athletes are also anxiety-prone. Hence in these days, psychological training of the players and athletes has attracted a greater attention than in the past.

It is agreed by most of the sports scientists that besides developing the physical and physiological aspects of the players i.e. power, strength, endurance, agility and speed as well as providing the best type of the training, unit and unless the players and athletes the mentally prepared for contest, they cannot win in any competition or attain their peak performance which is considered the optimum objective of the modern sports.

Thus, it has become necessary to conduct research to know which psychological factors enhance sports performance. There is a need to conduct research on the national and international sportsmen with respect to some psychological characteristic. It is also essential to know what type of emotional problems like anxiety, fear, aggressiveness or stresses occur when they have to face some strong opponent and how to overcome these problems to achieve the optimum level of achievement/performance. It may be possible if proper research on scientific lines is conducted on the top level sportsmen. In view of this, five psychological variables namely visual reaction time, auditory reaction time, extraversion, neuroticism and competitive anxiety were selected and the relationship of disjunctive reaction time, both visual and auditory with extraversion, neuroticism and competitive anxiety was examined in the present study.

The great majority of empirical research in sport personality has utilized assessment devices which embody the factor theory as their main premise. As expressed by Cattell (1973), the factor theory searches for consistencies in behaviour. It is assumed that internal dispositions or traits are relatively stable and so enduring that they override environmental or situational influences. This infers that questions cold be asked in any situation and the responses to generalized to a sport situation. Thank for example he broad category of anxiety. Is knowing that a person low on an omnibus inventory of anxiety enough to conclude that he will never exhibit anxiety; are there no situations in which his heart rate may increase a little. The situation
position as exemplified in Mischel’s [1969] social learning theory, appears to go too far to the other extreme, entering into open debate with personalize. This paradigm can be regarded as the antithesis of the factor theory and maintains that behavioural variation is primarily a function of the situation in which a person is placed.

In this research keeping in view the fact that students physical fitness has important health consequences during adulthood (Sallis et.al. 1992) a large number of studies on physical fitness have been reported from different countries of the world. Data on the physical fitness children from Denmark (Knuttgen, 1961), England (Campbell & Pohndof, 1961), South Africa (Sloan, 1966), Belgium (Hebbelinck & Borms 1969), Israel (Ruskin, 1978), & Japan (Ishiko, 1978) are available in the literature. All these reports made the health planners realize the importance of the contribution of the health education and physical fitness in the development of total fitness. The practice of physical testing in children started thereafter in various countries.

Over the past four decades, there has been an increase in provenances of overweight and physical fitness deterioration in adult across all genders, ages and racial/ethnic groups (Ichinohe et al. 2004). The negative effects of degraded physical fitness in both the individuals and society are serious and multidimensional. It can cause many risk factors to health including coronary heart diseases, certain forms of cancer, diabetes, hypertension stroke, gallbladder diseases, respiratory problems, and gout and is associated with increased in all cause mortality (Catalado 1999). In adults, relationship among physical activity, health related fitness, and health are fairly well established (Boucherd, Shepherd 1994). Low level of physical activity and cardio respiratory fitness are both associated with higher risk of all cause and diseases specific mortality (Thune et al. 1998). Physical fitness is the ability to perform daily activities willingly and actively. Physical fitness includes not only components of sports but those of health as well regular physical activity prevents or limits weight gain, and weight in BMI, (Kyle et al. 2001). The national college health risk behaviour survey reported that 35% of American college students are overweight (Lowry et al. 2000). This is not surprisingly considering that more than two third of American adult population are classified as overweight (Flegal et al. 2002), making weight gains America’s leading health problem (Mokdad et al. 2001). The expert
committee of the world health organization (1981) described the physical fitness as “the ability to undertake muscular work satisfactorily”. Physical fitness is the capacity to early out, reasonably well, various forms of physical activities, without being unduly tired and includes qualities important to the individuals health and wellbeing every person has a different level of physical fitness which may change with time, place of work, situation, and there is also an interaction between the daily activities, and the fitness of an individual, the point if where to put the level of optimum fitness. Form the physiological point of view physical fitness may say to be ability at the body to adapt and recover form strenuous exercise. Physical fitness recognized as an important component of health (Lamb et.al. 1988; Twisk et.al. 2002) and it may be important for the performance of functional activities and quality of life (Noreau, Shepherd 1995, Stewart et.al. 1994). Low physical fitness may result in high physical strain during the performance of activities (Bruinings et.al.2007). As a consequence, activity level may decrease due to fatigue and discomfort, exacerbating low physical fitness. Caspersen and co-workers defined several health related components of physical fitness, i.e. aerobic capacity, muscle strength and endurance flexibility and body composition (Caspersen et.al. 1985).

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Since the Stanford-Binet test has been standardized on children and very young adults (up to the age of 18) many psychologists do not consider it an adequate test for older adults. In response to these difficulties a number of tests have been developed especially for adults. Among the most commonly used of these is the Wechsler Adult Intelligence Scale which consists of two parts – a verbal part and a performance part, each consisting of five kinds of items. The verbal part includes information, comprehension, vocabulary, memory span for digits forwards and
backwards, arithmetical rezoning, etc. The performance scale includes tasks involving object assembly (putting together cut out parts to complete a figure such as a human profile – very much like a jig – saw puzzle), picture completion, picture arrangement, etc. It is of interest to note that the correlation between the Stanford – Binet and the Wechsler Adult Intelligence Scale is about 85.

By way of summary, in selecting items to differentiate the more intelligent from the less intelligent children, intelligence test constructors usually follow several guiding principles in the first place, the content of the items must, on the fact of it, be “intellectual” in nature; secondly, items must discriminate between children of different ages, such that percentage of children passing the item must increase with increase in age. Other considerations also have been taken into account the items should be reasonably easy to administer and score, should sample a wide variety of tasks, and should reflect the experiences common to all children.

The use of such items when standardized on representative samples enables us then to convert the raw scores earned on intelligence tests into age scores and I.Q. scores. When this is done we find that intelligence shows a fairly constant developmental growth up to the age of approximately 14 years. This can be taken as a “known group” validation of the intelligence test. But this very fact makes for difficulties in using the I.Q. concept when measuring adult intelligence.

The bicycle but to preserve status with the gang, go to school, or show off. Physical training is an older but still used term to describe the training of the physical components of the body without any necessary reference to the purposes which are significant in modern education. It should not be confused with physical education. They are not synonymous, as we shall see in the chapters which follow.

Nor should the term physical education be allowed to imply a separation from the mental and thus perpetuate the unfortunate but traditional notion that man exists as mind and body, and that education is concerned with only one, or at the most two, of these parts. The concept of man as a unified being makes confusion on this score unnecessary. The physical education is most importance part of the score in human
life. The natural movement of active play or influence of everyone who are working in the field of physical education.

It has been said frequently that people in the United States are among the most sports-loving in the world. Each year millions play and other millions watch. It is common for a person to be a spectator at a contest one day and a participant the next. He may watch a baseball game, play golf, take in a tennis match, or fish, all on the same weekend. There is no great class of spectators and another of participants. Many millions are skilled at both and gain from both certain elemental satisfactions.

How wide is the participation? Such things are not easy to appraise accurately, but it is probably safe to say that if there are forty million children less than 12 years of age, forty million of them at one time or another play tag or two o’cat or hide-and-seek. They develop their own version of baseball on city streets and call it stick ball. Or they play marbles under the elms in the village square. Hundreds of thousands of them annually put on their first roller skates or master the technique of the bicycle. And some are fortunate enough to learn to ski or ice-skate. More than half of them develop a love for swimming in pools and lakes and rivers. Over the years, there has developed a very real conviction that childhood is a time for play and that our children must have a full measure of it if life is to be judged good. Time enough later on, we say, for the serious business of making a living or establishing a home. Play now while you are young and can enjoy it to the fullest!

In American there are roughly fourteen million men and women who fish for sport each year, and thousands more who do it for a living. These fishermen spend a billion dollars a year on their equipment. There are millions of licensed hunters and millions more who shoot for fun at targets. Golf attracts six million people every year, and howling is the favorite sport of perhaps even more. The six billion dollars or more invested in motorboats in the inland and salt waters of the country, when added to the amount spent by those who canoe or sail, brings boating into focus as one of the most popular sports on the American scene. More than seventy million people pay to attend baseball contests each year. They come to see hundreds of thousands of players. Roughly sixty million people watch football each season; the players in action range from little fellows barely able to see from under their oversized helmets to great professionals stars who play the game for money. Dancing in one or more of its
various forms attracts vast numbers. Whether in the round dance of the ballroom or the square dance of the ballroom or the square dance of the husking bee or carnival young and old find in dance the answer to their need for self-expression and for fun. The dancing classes of the country are filled with children learning not merely the steps but also the social skills that go with the particular forms of dance most frequently used in our society. Summer find hundreds of thousands bound for the beach, the mountain lakes, and the neighborhood swimming pools. Swimming, diving, surfboarding, scuba diving, water-skiing, and boating have their devotees; the water seems to challenge the skills of people of all ages. These activities offer emancipation from the restrictions on movement which our society imposes through the highly conventional life we are supposed to lead. People fret under such restrictions and, when the opportunity is at hand or can be created, revert to the natural state of willing participation in play.

The 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, main emphasis is laid on the development of various types of motor skills involved in the game as well as on teaching the strategies, techniques and tactics of the game. Until recently, the physical education teachers have been paying inadequate attention to the social and psychological factors which although have been proved to contribute to performance in events in the higher competitive sports. It is only recently that sports administrators and Physical Education teachers have realized the importance of the psychological preparation and training of players to enable them to bear the strain and stresses inherent in sports participation. So, now the sports trainer and physical Education teachers have started giving more importance to the psychological conditioning or the building the mental make-up of the players before their contests in the national and international competitions.

In these days, the teams are prepared not only to play, but to win the games. And for winning the games, it is not only the proficiency in the skills which matters but also the spirit and attitude of the players with which they play. The mental attitude of each individual player as well as of the team can help or hinder their performance. Most of the Physical Education teachers agree that the physical characteristics, skills
and training of the players are extremely important, but they also feel that good mental or psychological preparation for competition is a necessary component for success.

The aim of higher sports in this age of competition is to win in international meets or to attain peak performance in competition. And it is on this factor that the Physical Education teachers try to concentrate. In order to reach the target and accomplish the social expectation, the players also work hard, ignoring their comforts in their daily lives and practice for many hours a day. Stress, both psychological and social inhibits the peak performance of players. Unless the players are prepared mentally and psychologically for the contest, they are not able to achieve the desired results. The psychological training has to be provided to the players by the coaches to face stressful situation occurring during the competition.

Sport has become a psycho-social activity, full of tension, anxiety, fear and stresses. In competitive sports, teams and individual players play to win and this spirit of winning the matches and individual events causes many psychological stresses. So the job of the coach is to prepare or train the individual athlete as well as teams in such a way that the players individually as well as, in their capacity, as members of the team are to bear all types of stresses and overcome the effect of over-stresses and strains which may deteriorate the sports performance. The players need to undergo such an arduous, training that they should be able to have physical load during practice schedules and can have psychic stress during the period of competition, because it is during competition that athletes as well as teams inevitably come under psychological stress.

In modern competitive sports, the role of anxiety in sports performance has attracted the attention of sports scientists. As the physical load during training of sportsmen for international competition is increasing day-by-day, the psychic stress during competition has been intensified. It has been realized that during their participation in competitive sports, the players and athletes are also anxiety-prone. Hence in these days, psychological training of the players and athletes has.

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Thus, it has become necessary to conduct research to know which psychological factors enhance sports performance. There is a need to conduct research on the national and international sportsmen with respect to some psychological characteristic. It is also essential to know what type of emotional problems like anxiety, fear, aggressiveness or stresses occur when they have to face some strong opponent and how to overcome these problems to achieve the optimum level of achievement/performance. It may be possible if proper research on scientific lines is conducted on the top level sportsmen. In view of this, five psychological variables namely visual reaction time, auditory reaction time, extraversion, neuroticism and competitive anxiety were selected and the relationship of disjunctive reaction time, both visual and auditory with extraversion, neuroticism and competitive anxiety was examined in the present study.

The great majority of empirical research in sport personality has utilized assessment devices which embody the factor theory as their main premise. As expressed by Cattell (1973), the factor theory searches for consistencies in behaviour. It is assumed that internal dispositions or traits are relatively stable and so enduring that they override environmental or situational influences. This infers that questions cold be asked in any situation and the responses to generalized to a sport situation. Thank for example he broad category of anxiety. Is knowing that a person low on an omnibus inventory of anxiety enough to conclude that he will never exhibit anxiety; are there no situations in which his heart rate may increase a little. The situation position as exemplified in Mischel’s [1969] social learning theory, appears to go too far to the other extreme, entering into open debate with personalize. This paradigm can be regarded as the antithesis of the factor theory and maintains that behavioural variation is primarily a function of the situation in which a person is placed.

In this research, researcher try to understand relation between obesity and health related physical fitness and how we can cope with health related fitness and obesity level among urban and physical collegiate students.
Keeping in view the fact that students physical fitness has important health consequences during adulthood (Sallis et al. 1992) a large number of studies on physical fitness have been reported from different countries of the world. Data on the physical fitness children from Denmark (Knutten, 1961), England (Campbell & Pohndof, 1961), South Africa (Sloan, 1966), Belgium (Hebbelinck & Borms 1969), Israel (Ruskin, 1978), & Japan (Ishiko, 1978) are available in the literature. All these reports made the health planners realise the importance of the contribution of the health education and physical fitness in the development of total fitness. The practice of physical testing in children started thereafter in various countries.

Over the past four decades, there has been an increase in provenances of overweight and physical fitness deterioration in adult across all genders, ages and racial/ethnic groups (ichinohe et al. 2004). The negative effects of degraded physical fitness in both the individuals and society are serious and multidimensional. It can cause many risk factors to health including coronary heart diseases, certain forms of cancer, diabetes, hypertension stroke, gallbladder diseases, respiratory problems, and gout and is associated with increased in all case mortality (catalado 1999). In adults, relationship among physical activity, health related fitness, and health are fairly well established (boucher, shepherd 1994). Low level of physical fitness is the ability to perform daily activities willingly and actively. Physical fitness includes not only components of sports but those of health as well regular physical activity prevents or limits weight gain, and weight in BMI, (Kyle et al. 2001). The national college health risk behaviour survey reported that 35% of American college students are overweight (Lowry et al. 2000). This is not surprisingly considering that more than two third of American adult population are classified as overweight (Flegal et al. 2002), making weight gains America’s leading health problem (Mokdad et al. 2001). The expert committee of the world health organization (1981) described the physical fitness as “the ability to undertake muscular work satisfactorily”. Physical fitness is the capacity to early out, reasonably well, various forms of physical activities, without being unduly tired and includes qualities important to the individuals health and wellbeing every person has a different level of physical fitness which may change with time, place of work, situation, and there is also an interaction between the daily activities, and the fitness of an individual, the point if where to put the level of optimum fitness. Form the physiological point of view physical fitness may say to be ability at the body
to adapt and recover form strenuous exercise. Physical fitness recognized as an important component of health (Lamb et.al. 1988; Twisk et.al. 2002) and it may be important for the performance of functional activities and quality of life (Noreau, Shepherd 1995, Stewart et.al. 1994). Low physical fitness may result in high physical strain during the performance of activities (Bruinings et.al.2007). As a consequence, activity level may decrease due to fatigue and discomfort, exacerbating low physical fitness.

Emotion is open to observation. It can be studied in the same way in which other phenomena in the universe can be studied. But among human beings there is also experience alongside with emotion. The child who has learnt to speak will not only with draw his hand when he is pricked with a pin; he also shouts that it is hurting him. The pinprick not only leads to withdrawal, which is an observable emotion, it also leads to an experience, which is expressed in the statement that the is suffering pain. This experience is not open to observation by others; it is private, it is personal. Only the person experiencing can make an assertion about it. The ancient thinkers were generally concerned with the study and analysis of these experiences. These are the mental activities that we are conscious of. We not only experience them we are also aware of them. But every mental neuromuscular system is involved in all mental activity. A few decades ago the psychologist Watson tried to limit the scope of psychology to the near observation of human emotion so that other persons concern it only with phenomena open to observation. In other words, it was his intention that psychology should be completely objective. Since experience is private, subjective, he said, that it should not be included in the scope of psychology. Thus there was a swing from almost exclusive preoccupation with the analysis of experience to an almost exclusive preoccupation with the analysis of experience to a campaign for the abandonment of experience.

As we have seen, all mental activities involve the neuro-muscular system. The sense organs, the brain, the spiral cord, and the muscles are all very active whether the mental activity knows, feeling or doing. This is no way we can neither accept the old notice that psychology deals with the mind or the mental activities; nor can we accept the position of psychologists like Watson who assert that the scope of psychology should be limited only to emotion. Often emotion cannot be understood without
knowledge of the experience, which influenced the action. Our desires and our thoughts influence our activities. While psychology in its quest for general principles must observe and measures external emotion, it must also get information from the grown up human beings by asking them to describe verbally their own experience.

In a broad way we may state that psychology deals with two aspects of the problems of emotion. There is on the one hand the interest in the general laws of human emotion and experience; the aim of psychology is to formulate general laws which hold good of all human beings irrespective of their sex, race etc. On the other hand it aims at the study of individual differences. While all human beings are capable of learning, it is a familiar fact that some learn faster and take less time and some take longer time to learn the same activity, poem or song. This is due to differences in memory, intelligence etc. There are also differences regarding personality, leadership, and so on. Some of these differences are tied with age. There are differences between the activities of children, adolescents, adults and old people. It is the aid of development psychology to study these differences between the various stages in the growth of human beings. Differential psychology studies the differences between individuals. When we study them we find that these differences themselves obey certain general laws. Thus, the aim of psychology is to study the individual differences as well as the general principles of emotion.

We have studied different aspects of man: man the perceiver, man the needful, and man the adaptive. But it has always been clear that this tripartite division is merely one of convenience – for analytic purposes – and that man, functioning in his social and physical world is an indivisible unity who perceives and desires and learns simultaneously. We now turn to the task of synthesis – to – the task of describing the whole man.

One of the first things to become apparent as we turn our attention to the whole man is that he manifests himself in infinite variety. There has never been a person exactly like you, and there never will be. And one of the major factors which distinguish you from your neighbour is the way your perceptual, motivational, and learning processes are organized into unique patterns of capacities: intelligence, abilities, talents, and aptitudes. It is this patterning and synthesis which helps makes
you; which make you Jim McGraw, or Shirley Cohen, or Tony Morales instead of Mr. any man.

The study of the abilities of man has been intimately tied up with intelligence testing. Literally millions of people, representing different ages, economic groups, cultures, nationalities and races have been subjected to intelligence testing of one kind or another. There are individual tests (where one person at a time is tested) and group tests (where hundreds of people at a time are tested); speed tests (where the scores are determined by the rapidity with which correct answers can be given) and power tests (where the difficulty of the task successfully completed determines the score); verbal tests (requiring verbal responses to questions) and performance tests (involving such nonverbal responses as stringing variously coloured beads in a specified order.

Form these taste we have accumulated much useful information. We can fairly quickly and reliably determine where a person stands in relation to any reference group of his fellows, and on the basis of this we can predict a number of things about his performance in various situations. But the question of what it is we are testing, the question of what is “intelligence”, remains unanswered.

Intelligence is a concept variously used and variously defined. Some people define it as the ability to adapt to new circumstances, others as the ability to learn, and still others as the capacity to deal with complex and abstract material.

Different psychologists have championed these (and other) definitions of intelligence, and much research has been addressed to these questions. However, none of this research has resulted in a clear definition of intelligence. For this reason many psychologists today have reached the point where they no longer ask “What is intelligence?” They have decided that they can do a useful job in measuring intelligence without defining it. In this respect they are doing what the early physicists did when they studied heat. Long before the physicists could agree on a sound definition of heat they has invented reliable thermometers to measure changes in temperature and with these instruments they were able to discover many important physical laws.

Standardization of intelligent tests. But all of the above statements are relative to the group on which the test was standardized. To say that the “average” ten-year
old can pass certain items of an intelligences test implies, of course, that we have previously tested a representative sample of the entire population of then year old children. This procedure is called standardizing the test items. The problem of obtaining a sample truly representative of the entire population is beset with difficulties. If the unrepresentative of the entire population of children the intelligence test was standardized on a sample which did not adequately include children of the lower economic groups, merely use this test to measure the I.Q. for these children. This is but a reflection of the fact that the I.Q. is a relative score, not an absolute score.

**Importance of Caste System in Sports**

Earlier the upper class people crush and neglect the lower class in India. But nowadays the lower class people are competing with the upper class people in all areas. In sports also lower class people are grown up. To find out their position in sports the caste system is an important variable.

In India caste system playing dominant role in education and employment. In sports its role was minimized. But in recent years sports quotas were also filled up only by the caste system.

**Importance of Religion in Sports**

India is separated by lot of religious factors. Often they were fighting with each other. But in sports the religious factor is an exceptional one. Muslims, Hindus, Christians Sikhs etc are playing in one team. Muslims are playing under the captainship of Hindu. Hindus are playing are playing under the captainship of Muslims. So it is important to find out the religion in sports.

**Importance of geographical situations (area Background) in sports**

Geographical situations shows the urban area as well as rural areas from where the player hail. More or less the urban area people were well educated and equipped than rural area people. But physically rural people are better than urban people. It is true that geographical situations influence the game. Urban area students usual choose the games like Tennis, Golf, Billiards , Hockey, Shuttle etcetera. But the rural area
students usually select Kabaddi, Kho-Kho, and Volleyball etcetera. So it is important. So it is important to know the geographical situations in sports.

**Importance of Family Income in Sports**

Every aspect depends on the economical status in the world a player needs nutritious food, quality, sports kits and durable playing materials. These can cost more expenses. Further participating in coaching camps and regular competitions also are expensive. Only if the parents have a good economical status (income), they can afford more attention and support to the players to improve their performance. So the parents income plays an important role in socio-economic status.

**Importance of Facilities in Sports**

Game preferences of a player may be influenced by the family members. Say, if a father was a football player her/his child also interested to play football. So family sports background plays an important role in selecting the game. From his we can also know whether a player has sports background or without sports background.

Availability of facilities in sports is an important one for the players. Even though a player is having good individual skills and facilities, without facilities she can’t compete with international players. But in an university level some of them were not tasted the facilities availed in sports. But facilities like ground, ball equipment like shooting board, accuracy, hanging wall, coaching camp etcetera plays an important role in sports men carriers to become an outstanding players.

**Reliability of the Data**

The reliability of the data was ensured by establishing the instrument reliability, tester competency, reliability of test and subject reliability

**Instrument Reliability**

The investigator continued herself to the survey method based on questionnaire. The investigator to measure socio-economic background of the
subjects. This was reviewed by the professors in the field of physical education for further modification, suggestions and meaningful survey. There after implementing the processes of trial run. Tabulation and rearrangement of the questionnaire was done. The final from of questionnaire was drafted discarding those items unsuitable for the study and hence the questionnaire was considered reliable.

**Tester’s Competency**

The tester’s competency was assessed together with the reliability of the tests. To determine the reliability of the test, the data collected twice under similar conditions. This was done by test- retest method. The scores thus collected was correlated using person’s product moment correlation.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>VARIABLE</th>
<th>CORRELATION VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Parents Caste System</td>
<td>0.92</td>
</tr>
<tr>
<td>2.</td>
<td>Family Income</td>
<td>0.94</td>
</tr>
<tr>
<td>3.</td>
<td>Player’s Family Sports Background</td>
<td>0.98</td>
</tr>
<tr>
<td>4.</td>
<td>Player’s Area Background</td>
<td>0.97</td>
</tr>
<tr>
<td>5.</td>
<td>Religious Background</td>
<td>0.96</td>
</tr>
<tr>
<td>6.</td>
<td>Availability of sports Facilities during Early Years</td>
<td>0.99</td>
</tr>
</tbody>
</table>

\[ \text{df} = N - 2 = 10 - 2 = 8 \]

Total Value at 0.05 level = 0.635

**Subject Reliability**

The test retest scores also indicated the subject reliability as the same subjects were used on both the occasions.

**Orientation of Subjects**

The printed questionnaire was explained in detail to the subjects to ensure the proper understanding and cooperation as to obtain reliable data from the subjects.

**Collection of Data**

The printed standardized questionnaire (appendix) was personally handed over to the Hockey players of All India Inter University Men Hockey players at the time of their participation in the All India Inter University competition held at Mumbai in
2009. They were requested to go through the questionnaire carefully and furnish the details questionnaire covered all factor such as the name of the university, name of the player’ religion, community, family income, family background in sports, facilities availed during earlier years and zone background.

The collected data were complied and presented for thorough analysis. The collected data have been classified into different tables in order to have a clear picture and better understanding.

**Statistics Employed**

In order to analyze the socio-economic status of the All India Inter University Men Hockey Players, the following statistical technique was used.

To determine their socio-economic status of Indian University Hockey players, the percentage was calculated.

The percentage of participants from different communities (forward, background, scheduled and scheduled tribe community) was calculated.

The percentage of participants from different religion (Hindi, Muslim, Christian, Sikh, etcetera) was calculated.

The percentage of participants from different areas (rural and urban) was computed. On the basis of the information’s collected the income group (economic status of parents) of the participants was classified into four categories such as.

Parents of the individuals with the income of rupees 10000 and below per annum (lower class) were treated as one group.

Parents of the individuals with the income of rupees 10000 to rupees 15000 per annum (lower middle) were considered as one group.

Parents of the individuals with the income of rupees 15000 to rupees 20000 per annum (upper middle) were considered as one group.

Parents of the individuals with the income of rupees 25000 and above and above per annum (upper class) were considered as one group.
The percentage of participants from the different income group was calculated.

The percentage of participants from family background in sports (with sports background and without sports background) was calculated.

Remaining the anthropometric measurements if we include influencing skill of the athletes development and performance of the players we be develop.

Height has the potential placement as preferable perquisite for the performance excellence in many sports or games. Anthropometric measurements have revealed co-relation between body structure and physical characteristics and sports capabilities. That branch of anthropology which is concerned with the taking of measurements of the human body. This definition has been confined to the kinds of measurements commonly used in associating physical performance with body build.

The measurement of structure and proportion of the body is called anthropometry. It has wide application as one of the essential parameter constituting the selective diagnostic of any games or sports.

The Anthropometry consists the marking of the external measurements of the players and human body and the results can be used to appraise body build, nutritional status and the posture.

In the human motor performance was a composite of many of variables. One of which is the structure of the body and the specific measurements of the Limb Lengths, Circumference, Breadths and the Body Build indices can revel relationship between the anthropometry long legs to the length and mass of the body is build to jump.

Physique will be useful in choosing a suitable physical and mental activity for an individual because of the fact that according to physique they have too many mechanical advantages.

Longer legs are helpful to take the necessary long strides over hurdles without the loss of time that jumping entails.
Tall structure and long lower extremities have been noticed in all games and events such as volleyball, basketball, high jump, pole-vault and goal-keeping where jump is involved. The height and reach of the players make better performance in these games and events.

The 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, main emphasis is laid on the development of various types of motor skills involved in the game as well as on teaching the strategies, techniques and tactics of the game. Until recently, the physical education teachers have been paying inadequate attention to the social and psychological factors which although have been proved to contribute to performance in events in the higher competitive sports. It is only recently that sports administrators and Physical Education teachers have realized the importance of the psychological preparation and training of players to enable them to bear the strain and stresses inherent in sports participation. So, now the sports trainer and physical Education teachers have started giving more importance to the psychological conditioning or the building the mental make-up of the players before their contests in the national and international competitions.

In these days, the teams are prepared not only to play, but to win the games. And for winning the games, it is not only the proficiency in the skills which matters but also the spirit and attitude of the players with which they play. The mental attitude of each individual player as well as of the team can help or hinder their performance. Most of the Physical Education teachers agree that the physical characteristics, skills and training of the players are extremely important, but they also feel that good mental or psychological preparation for competition is a necessary component for success.

The aim of higher sports in this age of competition is to win in international meets or to attain peak performance in competition. And it is on this factor that the Physical Education teachers try to concentrate. In order to reach the target and accomplish the social expectation, the players also work hard, ignoring their comforts in their daily lives and practice for many hours a day. Stress, both psychological and social inhibits the peak performance of players. Unless the players are prepared
mentally and psychologically for the contest, they are not able to achieve the desired results. The psychological training has to be provided to the players by the coaches to face stressful situation occurring during the competition.

Sport has become a psycho-social activity, full of tension, anxiety, fear and stresses. In competitive sports, teams and individual players play to win and this spirit of winning the matches and individual events causes many psychological stresses. So the job of the coach is to prepare or train the individual athlete as well as teams in such a way that the players individually as well as, in their capacity, as members of the team are to bear all types of stresses and overcome the effect of over-stresses and strains which may deteriorate the sports performance. The players need to undergo such an arduous, training that they should be able to have physical load during practice schedules and can have psychic stress during the period of competition, because it is during competition that athletes as well as teams inevitably come under psychological stress.

In modern competitive sports, the role of anxiety in sports performance has attracted the attention of sports scientists. As the physical load during training of sportsmen for international competition is increasing day-by-day, the psychic stress during competition has been intensified. It has been realized that during their participation in competitive sports, the players and athletes are also anxiety-prone. Hence in these days, psychological training of the players and athletes has attracted a greater attention than in the past.

It is agreed by most of the sports scientists that besides developing the physical and physiological aspects of the players i.e. power, strength, endurance, agility and speed as well as providing the best type of the training, unit and unless the players and athletes the mentally prepared for contest, they cannot win in any competition or attain their peak performance which is considered the optimum objective of the modern sports.

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physical fitness, i.e. aerobic capacity, muscle strength and endurance flexibility and body composition.