CHAPTER – I

INTRODUCTION

The field of physical education has gone through many cycles over its long history. These cycles range from a strict authoritarianism to the liberal democracy of today. This transformation to the democracy has opened the field of physical education up to many new sciences, which are creating many new professional opportunities. If the cycles of physical education continue, these new professions will hopefully pave the way to future discoveries and studies of physical education.

The Olympic game was displayed in the nineteenth century. During the second decade of the twentieth century professional era of athletic training were started. Sports sciences inducted in the 50s and 60s in the training of athletes and the development of business in the sector of sports equipments industry were increasing. The aspects which we have discussed above are the real factors which make the sport really competitive and are its components. Sports has become a complex sector in which physical educators, coaches, physiologists, psychologist, bio-mechanics, nutritionists and other have combined in order to give training methodology an compact approach. Sports now are not merely an approach of playing but it is attempt to win contests and medals.
The Spartans and Athenians were the first to have a type of physical education. Though very different, both systems served the people and their needs. The Spartan system was similar to a dictatorship. Male children were taken at the age of seven to learn basic military skills while living in barracks. When the children reached the age of fourteen, they began learning group fighting tactics which would allow them to succeed while in the military from the ages of twenty to thirty. Once thirty, the men could then marry a woman who had been doing some training of her own in order to make strong babies. The philosophy of the Spartans was basically to allow them to invade other countries if desired, and to prevent other countries from invading them.

The philosophy of the Athenians was quite different compared to the Spartans. The Athenian culture was very democratic, and focused on training the mind and body. Reading and writing was a large part of society as well as physical activity which took place in the center of the city where the gymnasium was located. The physical education philosophy of the Athenians was the high point of physical education for many years.

Some other cycles in physical education that we have evolved from are that of the Romans, the dark ages, and the crusades. The Roman era is a bit disturbing, but is nonetheless a cycle of physical education. Physical education for the Romans was about athletics, which was primarily about entertainment. People were forced
to fight to the death, and oftentimes fed to lions. During the dark ages, religion viewed physical education as a waste of time and a work of the devil. The dark ages were a very sedentary time for human civilization. Following the dark ages in approximately 1096, were the crusades. The crusades were a time of muscular Christianity, because of the Muslims conquering Jerusalem. Muscular Christianity is basically Christians believing that the more one trained to become good soldiers, the more Christian a person was. In 1270, the crusades ended and so did the thought of physical education being worthwhile until approximately 1400 when the renaissance period began. Physical education during the renaissance period is quite similar to physical education today. It is done to better oneself, not to be doing something for someone else. The development of physical education had another setback in the 1600's when it was very functional and not a priority. People believed that if it did not have a specific purpose, than it was a waste of time.

The game of cricket has had a long and complicated history in the West Indies. Originally imported to the West Indies as an agent of control and reaffirmation, the game steadily evolved into a cultural institution radically opposed to the original intentions of those who conspired for its import. The exact role cricket has played in terms of resistance to the postcolonial hegemonic order in the West Indies is widely debated. Much of this debate has to do with the variety of ways in which cricket culture has been allowed to progress according to specific
histories of individual locales. Because of the diverse national histories in the region, styles of cricket vary a great deal from one island to the next, as does the cultural work each style performs. One must therefore question the usefulness in talking in-depth about West Indian cricket in ways that suggest the game developed throughout the region in a singular fashion. Having set forth this advisory, here I will attempt to point up some of the larger issues belonging to cricket culture in the West Indies which may or may not be specific to any single locale. Discussion of these larger issues is merely meant to stimulate conversation on the topic of cricket and its relatedness to postcolonial discourse. The game of cricket was exported from England to all of its colonies, including those in Asia and Africa, during the nineteenth century as a way to reinforce a hegemonic cultural order in the face of the emancipation of England's slave population. A brief history of the state of affairs in the West Indies upon cricket’s arrival will help explain why a re-commitment to England's Victorian ideals became necessary.

The Health and Physical Education domain provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. This domain focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society.
This domain is unique in having the potential to impact on the physical, social, emotional and mental health of students. It promotes the potential for lifelong participation in physical activity through the development of motor skills and movement competence, health-related physical fitness and sport education.

Engaging in physical activity, games, sport and outdoor recreation contributes to a sense of community and social connectedness. These are vital components of improved wellbeing.

Students’ involvement in physical activity can take many forms, ranging from individual, non-competitive activity through to competitive team games. Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance. Students progress from the development of basic motor skills to the performance of complex movement patterns that form part of team games. They learn how developing physical capacity in areas such as strength, flexibility and endurance is related to both fitness and physical performance.

Students progress from learning simple rules and procedures to enable them to participate in movement and physical activity safely, to using equipment safely and confidently. Students undertake a variety of roles when participating in sports.
such as umpire, coach, player and administrator and assume responsibility for the organisation of aspects of a sporting competition.

This domain explores the developmental changes that occur throughout the human lifespan. It begins by identifying the health needs necessary to promote and maintain growth and development, followed by discussion of significant transitions across the lifespan including puberty, to gaining an understanding of human sexuality and factors that influence its expression. The exploration of human development also includes a focus on the establishment of personal identity, factors that shape identity and the validity of stereotypes.

Students develop an understanding of the right to be safe and explore the concepts of challenge, risk and safety. They identify the harms associated with particular situations and behaviours and how to take action to minimise these harms.

Through the provision of health knowledge, this domain develops an understanding of the importance of personal and community actions in promoting health and knowledge about the factors that promote and protect the physical, social, mental and emotional health of individuals, families and communities. Students investigate issues ranging from individual lifestyle choices to provision of
health services by both government and non-government bodies. In investigating these issues, they explore differing perspectives and develop informed positions.

Cricket operated according to a Victorian model in which cultivated style and carefully defined notions of grace under pressure worked to keep most people out of the sport. Terms such as sportsmanship, dash, courage and temperament were important to cricket's Victorian ethos. Cricket was through and through a "gentleman's" game, and all others were excluded by their inability to demonstrate an understanding of cricket's image of the ideal Englishman.

Despite the actions of the plantocracy, by the end of the nineteenth-century, a mercantile class had begun to dominate West Indian economic and cultural institutions. This new middle-class began forming cricket clubs which were aimed at countering the new image of social unity that cricket was beginning to suggest through its widespread popularity. Cricket clubs were formed throughout the West Indies. Each club drew its membership based on specific racial characteristics, and potential members knew to which club they would be invited to join without being told. There were separate clubs for aristocratic whites, merchant-class whites, coloreds (mulattos), and blacks. Racial integration for the most part during this time was not allowed.
Much of the recent scholarship surrounding West Indian cricket, writes Beckles, addresses the question of cricket's "cultural imperatives". The question Beckles and others attempt to answer is whether or not cricket served the needs of the colonial empire England by re-inscribing its Victorian ethos on the newly-freed black West Indians, and if so, to what extent. Those who view cricket as revolutionary prefer the idea of cricket as "an ideological weapon of subversive, anti-colonial, creole nationalism". Cultural critics C. L. R. James, Ashis Nandy and Brian Stoddart illustrate three different opinions about the role of colonial cricket.

The heroic ideal imputed to cricketers by Victorians in England combined with the pagan desire to win at all costs to create in cricket culture a kind of schizophrenia. The marginalized people in England's colonies recognized the split caused by this psychotic condition inherent in cricket culture and used it as the point of attack for its critique of colonial England.

The claim that cricket is "a means of national expression" is just untenable, especially in the last two decades or so, when capitalism has moved into a globally integrated phase. Cricket, as a commercial sport, has had to respond to this transformation as a condition of its financial survival. This shift is especially evident in the way in which the modern (one might as well say "post-modern") West Indian professional cricketer now earns a living, namely, by playing several "seasons" in the course of a single year: the domestic West Indian season, and
English summer of county cricket, a winter tour abroad, and if this can be squeezed in, maybe a spell playing for a state team during the Australian summer.

Once professional cricketers become professional athletes who tour the world in pursuit of ever-increasing financial rewards, their faces become more recognizable in the various countries where they play and -- most importantly -- their style of play becomes less distinctive. This latter point is the result of international players who routinely play against one another and who have more opportunity than in previous ages to imitate the best aspects of one another's style. Adds Surin, "Cricketing styles become homogenized in consequence of this 'internationalization' of the game, and even the 'subjectives' of cricketers becomes fungible".

Cricket is the most popular sport in India, it is played by many people in open spaces throughout the country though it is not the nation's official national sport (a distinction held by field hockey). The India national cricket team won the 1983 Cricket World Cup, the 2007 ICC World Twenty20, and the 2011 Cricket World Cup , and shared the 2002 ICC Champions Trophy with Sri Lanka. Domestic competitions include the Ranji Trophy, the Duleep Trophy, the Deodhar Trophy, the Irani Trophy and the Challenger Series. In addition, BCCI conducts the Indian Premier League, a Twenty20 competition.
India enjoyed two international highlights. In 1971, they won a Test series in England for the first time ever, surprisingly defeating Ray Illingworth's Ashes winners. In 1983, again in England, India were surprise winners of the 1983 Cricket World Cup.

India won the Cricket World Cup in 2011, the first time since 1983 - they beat Sri Lanka in the final held in Mumbai.

Sports psychology is at once the oldest and the youngest of the sciences. Even in the most primitive tribes there are some formulations about the nature of the self and the nature of the mind. In fact, folk tales, mythology, and proverbs, in all languages of the world, reveal the interest of main himself and his knowledge about his desires and frustrations and his achievements and failures. Primitive animism is itself an evidence of the interest in his relations to other persons and objects. The essence of animism is that every material body whether it is the sun or the star, the river or the mountain, the plant or the animal, contains a second being within it, which is of a substance different from the material body. Thus animism postulates some the tribal man to understand the behavior of all the beings on earth and in the sky. Further the men of medicine of the ancient as well as the modern tribal groups are masters in the techniques of suggestion and hypnosis. The mantravadin of the village is a post-master in the technique of hypnosis though modern science has
learnt about hypnosis only within the last hundred years. It is a familiar fact that when the daughter-in-law of the house behaves in a hysterical fashion and becomes violent, the mantravadin of the neighborhood is invited and with his chants and rituals he not only drive out the demon or the ghost, who is supposed to have been in possession of the woman, but also arranges skillfully some concrete evidence of the departure to the demon or ghost buy a loud sound of a stone dropping in the tape or a well in the neighborhood.

Psychology may be broadly defined as the science of mind. The word is derived from the Greek and means the science of the soul. In ancient and medieval times psychology was regarded as a branch of philosophy dealing with the principle of life, sensation, intelligence and conation, especially in human beings. It was essentially speculative and static, in contrast to the modern practical and dynamic study of psychology. The chief psychological these of the scholastics included the unity and unifying power of the soul, it’s essential connection with the body, its spirituality and immortality, and freedom of the will, and the dependence of the intellect upon sense data. Modern psychology, is, however, regarded as a branch of experimental biology. The kind of definition now generally behavior and thought. Its predominantly experimental character has led to a decline of interest in such purely speculative questions as that of the relation of mind to body. It is known that mental process are related to changes in the nervous system, but
the experimental psychologist is inclined to be little interested in whether this relation is one of parallelism or mutual interaction. The tendency of physiological psychology has regarded both psychical and physiological events as different aspects of the same series of events. On the other hand, there all still exponents of the integrationist’s view that psychical events act on the nervous system and are acted on by events in the nervous system. Generally the experimental psychologist is impatient of such problems, which affect little if at all his actual observation, and he is inclined to suspect that the existence of such questions is merely due to the inadequacy of language to express relationships of an order so remote from the problems of practical life with which language was designed to deal.

The ritualism in all societies is also an evidence of the interest of man in psychology. Great significance is attached to the various stages in the growth of an individual and rituals are developed to demarcate the various steps in the growth of the human being. The modern Indus, like the ancient Hindus, practice many rituals before and after the brain of the child and later as the child grows up.

In a similar way literature abounds with examples of the insight of the poet, the dramatist and the novelist regarding the motives underlying human behavior. The classics in different languages portray vividly the motives, the achievement and the frustrations of the human beings.
Thus preoccupation and concern regarding man his motives for action are to be found from the most primitive to the most modern forms of life and literature. However, a scientific study of these aspects is of a very recent origin. Still we must not overlook the fact that the ancient Indians as well as the ancient Greeks contributed quite a good deal which is a considerable value even today, with all the growth of nearly a hundred years of modern scientific psychology. A rapid survey of some of the basic findings in ancient India and in ancient Greece will be useful to understand how problems of psychology have been of perennial interest.

Psychology may be defined as the study of behavior and experience. Thus the scope of psychology extends to the whole dominion of living beings. In fact many laws of behavior have been formulated on the basis of studies on animals. These laws have been found to be applicable to the behavior of human beings also. We may define general psychology as the study of human behavior and experience. It also takes into account the facts observed and the laws enunciated on the basis of experimental work with animals.

Behavior 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 behavior. The child who has learnt to speak will not only withdraw 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
behavior, it also leads to an experience, which is expressed in the statement that 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 behavior 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 since 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 behavior. Often behavior 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 behavior, 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 behavior. There is on the one hand the interest in the general laws of human behavior 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 order 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 behavior.

Extraversion is "the act, state, or habit of being predominantly concerned with and obtaining gratification from what is outside the self". Extraverts tend to enjoy human interactions and to be enthusiastic, talkative, assertive, and gregarious. They take pleasure in activities that involve large social gatherings, such as parties, community activities, public demonstrations, and business or political groups. Acting, teaching, directing, managing, brokering are fields that favor extraversion. An extraverted person is likely to enjoy time spent with people and find less reward in time spent alone. They enjoy risk-taking and often show leadership abilities.

An extravert is energized when around other people. Extraverts tend to "fade" when alone and can easily become bored without other people around. Extraverts tend to think as they speak. When given the chance, an extravert will talk with someone else rather than sit alone and think.

“Outgoing, impulsive, uninhibited, involved in group activities, sociable, friendly, craving excitement, and having many social contacts. They stick their necks out and take chances, act on the spur of the moment, are optimistic, aggressive, lose their temper easily, laugh a great deal, and are unable to keep their feelings under control.”
Extraversion is characterized by positive emotions, surgency, and the tendency to seek out stimulation and the company of others. The trait is marked by pronounced engagement with the external world. Extraverts enjoy being with people, and are often perceived as full of energy. They tend to be enthusiastic, action-oriented individuals who are likely to say "Yes!" or "Let's go!" to opportunities for excitement. In groups they like to talk, assert themselves, and draw attention to themselves.

Introverts lack the social exuberance and activity levels of extraverts. They tend to seem quiet, low-key, deliberate, and less involved in the social world. Their lack of social involvement should not be interpreted as shyness or depression. Introverts simply need less stimulation than extraverts and more time alone. They may be very active and energetic, simply not socially.

Introversion is "the state of or tendency toward being wholly or predominantly concerned with and interested in one's own mental life". Introversion is not the same as shyness. Introverts choose solitary over social activities by preference, whereas shy people avoid social encounters out of fear.

An introvert is energized when alone. Introverts tend to "fade" when with people and can easily become overstimulated with too many others around. Introverts tend to think before speaking.
Jung (1995) Extraversion and introversion are typically viewed as a single continuum. Thus, to be high on one is necessarily to be low on the other. Carl Jung and the authors of the Myers-Briggs provide a different perspective and suggest that everyone has both an extraverted side and an introverted side, with one being more dominant than the other. Rather than focusing on interpersonal behavior, however, Jung defined introversion as an "attitude-type characterised by orientation in life through subjective psychic contents" (focus on one's inner psychic activity); and extraversion as "an attitude type characterised by concentration of interest on the external object," (the outside world).

Research has also shown that extraverts are less likely to experience anxiety over negative feedback. Those high in extraversion are often described as having a very positive outlook on life as well as being friendly, energetic and highly adaptable. All of these tendencies can serve a person well, particularly in certain social situations.

As you might imagine, high levels of extraversion can be particularly well suited to jobs that require a great deal of interaction with other people. Teaching, sales, marketing, public relations, and politics are all jobs in which an extravert might to well. Introverts prefer less social interaction so jobs that require lots of
independent work are often ideal. Writing, computer programming, engineering and accounting are all jobs that might appeal to a person low in extraversion.

The energy of extraverts is outward, towards people and things. They need a lot of stimulation and often express emotions. They get their motivation from other people. Their often want to change the world (rather than think about it). Extraverts like variety, action and achievement. They do well at school but may find University more difficult. Their attitude is often relaxed and confident. They are understandable and accessible. They tend to act first and think later. At work, they seeks variety and action and like working with other people. They prefer work that has breadth rather than depth. Introverts may see them as being shallow and pushy.

The energy of introverts is inward toward concepts and ideas. They need little external stimulation - and in fact they can easily be over-stimulated. it is possible that they focus more on their inner worlds because they suffer from sensory overload if they spend too much time outside and focusing on other people. They thus bottle up their own emotions, which can explode if pushed too far.

Rather than trying to change the world, they just want to understand it. They think deeply about things and often do better at University than they did at school. Their attitude is reserved and questioning and they can seem subtle and
impenetrable. They tend to think before they act. At work they like to work alone and often seek quiet for concentration. They tend to prefer work that has depth rather than breadth. Extraverts may see them as egocentric and passive. There is a view that introverts may act as they do because they are more easily overwhelmed by external stimuli, as opposed to extraverts who have a higher basic stimulation threshold and need the more visceral external stimulation to avoid boredom.

Anxiety experienced during competition, known as competitive anxiety, can be defined as the feeling of apprehension an individual may experience in response to perceived threats during competition (Martens, 1977). Clearly there are situations in sport where athletes will doubt their own ability to put across a desired impression, either because of their own perceived lack of ability or due to external factors. For example, a skilled athlete who feels he needs to win to demonstrate his ability may still lose to a better competitor or because of factors beyond his control such as illness or injury. In these situations the inability to convey the desired impression may be perceived as a threat to athletes, social-identity, which may result in feelings of anxiety.

Performance anxiety is known as ‘arousal’ state. Its role is very important in the competitive situation. Performance anxiety is used by more successful athletes in order to get better performance. For many less competent, the intensity of pre-competition anxiety is always disturbing. It always gives or shows a sign of
imperfect self-confidence, imperfect preparation or lack of control. When conceptual learning and mental practice work under high anxiety conditions, they are the best in directing anxiety into beneficial ways. Actually, managed or moderate anxiety is preferable to very low or very high state of anxiety.

**Statement of the problem**

The purpose of the study was to study the extroversion, neuroticism, psychoticism and sports competition anxiety among cricket and other team game players.

**Delimitations**

The study was conducted only sports player of cricket and other team game player of India irrespective of their affiliation to a geographical region of India, socio-economic status, caste, colour or creed.

**Limitations**

1. Questionnaire research has its limitations. As such any bias that might have crept into the subject response on their account may be considered as limitation.
2. The tests were administered at different points of time considering the availability of the subjects, their mood states as a result of winning or losing a particular match.

**Hypotheses**

The following hypotheses formulated in this study:

1. It had been hypothesized that there would be no significant difference in extroversion between Cricket and Other team game players.

2. It had been hypothesized that there would be no significant difference of neuroticism of Cricket and Other sports players.

3. It had been hypothesized that there would be no significant difference of psychoticism between Cricket and Other sports players.

4. It had been hypothesized that there would be no significant difference of sport competition anxiety between Cricket and Other sports players.

**Definition and Explanation of the Terms**

**Personality**

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Personality is defined as ‘distinctive patterns of behaviour (including thoughts and emotions) that characterize each individual’s adaptation to the situations of his or her life.

Personality is shaped by inborn potential as modified by experiences common to the culture and sub-cultural group (such as sex roles) and by the unique experiences that affect the person as an individual.

**Extroversion**

An extrovert is someone who likes to be social and whose interests mostly lie with things beyond him/herself, such as other people and the physical environment. Extroverts are not as concerned with themselves and thus do not focus much on their own thoughts or feelings.

**Neuroticism**

An enduring tendency to experience negative emotional states, such as anxiety, anger, guilt and depression. Those who score high on neuroticism scales are more likely than average to respond poorly to stress and to interpret situations as threatening or hopelessly difficult.

**Anxiety**
Anxiety is a subjective feeling of apprehension and heightened physiological arousal. It is accompanied with elevated level of arousal and feeling of tension and apprehension (Levitt, E.E., 1985).

**Sports Competition Anxiety**

A tendency to perceive competitive situations as threatening and to respond to these situations with feelings of apprehension or tension is sport competition anxiety (Martens, R.D., 1982).

**Significance of the Study**

The findings of the present study would help the Physical Education teachers, sports trainers, administrators and the physical educationists in their professional which are discussed below:

Once the causes of the psychological problems in the Cricket and Other sports Players are understood by the coach with the help of sports psychologist, various kinds of remedial techniques may be applied and help may be rendered to overcome the excessive emotional problems which affect their performance.
It would facilitate the Physical Education teachers in providing appropriate training to know whether traits like extraversion and neuroticism are related with the sports performance. Whether personality traits undergo a change with the participation in sports or with the knowledge of the personality traits of the sportsmen, their achievement can be predicted.

It would also help the Physical Education teachers to find out the level of personality of the top level sportsmen and then apply the different relaxation techniques to bring their anxiety/arousal to the optimum level.

With an improved understanding of the personality level sports psychologists would be facilitated in identifying the various sources of anxiety state and would evolve the mechanisms how to reduce the competitive anxiety.

The results of the study would add further knowledge to the existing literature of sports psychology; especially the role of reaction time, extraversion, neuroticism and psychoticism sports performance.

The finding of this study might certainly help the coach/trainer to know the psychological strengths and weaknesses of the Indian sports player, so that, in future, due consideration is given by the selectors to the psychological variables which are most relevant to the higher performance, e.g. extroversion, neuroticism, psychoticism and sport competition anxiety.
The present study at least, partially, may help predict what stuff is likely to succeed in competitive cricket and other team game players. Finally, this study is a probe into a complex composition called “sports-person” with a view to remove the misconception now surrounding his/her both inside and outside the world of sports.