CHAPTER - I

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Human organism is an extremely complex structure with unimaginable complex functions. Nowadays more and more emphasis is being laid on the study of psychological factors, which control, condition and modify human behavior. Psychologists from all over the world are critically and enthusiastically examining psychological aspects of sports, applying research from related areas to athletic situations, and attempting to make sense out of sparse factual material, considering the popularity of sports, its length of existence and its impact in society, relatively little research has been done with athletes. Consequently how much is really known about aspects of psychology as they related to sports.

On the other hand, we are by no means still in the Dark Ages. Orderly laws of behavior can be applied to the athletically gifted so as to understand and predict performance. Studies in athletic environment, with athletes, can and are occurring more frequently now than ever before.

In fact, a sport, in the wider perspective means pleasure as well as competition. As in other fields of human activity so in sports, competition has become very intense and all individuals and nations are striving very hard to gain supremacy over others. Olympics and other world competitions may stand testimony this fact.

Sports psychology is an application of principles, methods and techniques of analysis, appraisal and enhancement for optimizing human sport or human athletic behavior. Sports psychology as an area of study involves many individuals of divers backgrounds with a common interest that of knowing more about athlete and sport. Newspaper accounts reflect psychology employed prior to or during competition and radio and television sports announcers and analysts delve in to the mysteries of explaining unexpected athletic performances. Coaches and athletes do likewise
as do sports fans. But the major direction of the intellectual pennant, sport psychology has led to the recognition of the science of “human behaviors” as a replacement for practices, heretofore based on common sense, popular belief and half-truths.

Association for the Advancement of Applied Sports Psychology (AAASP), one of the professional societies representing sport psychologists, gives a comprehensive and generally accepted definition. According to the AAASP, Sports psychology is “(a) the study of the psychological and mental factors that influence and are influenced by participation and performance in sports, exercise, and physical activity, and (b) the application of the knowledge gained through this study to everyday setting. Sports psychology professionals are interested in how participation in sport, exercise, and physical activity may enhance personal development and well-being throughout the life span” (Le Unes, 2002).

Historically, the coaching of athletes has largely emphasized the development of technical ability and physical fitness to the neglect of critical psychological factors. Although it is widely appreciated that mental and emotional states can make the difference between winning and losing, the role of psychology in sports has largely been restricted to pre-match advice and instruction. This is likely to be of little value. The demands of competition are such that the psychological preparation of sport people needs to be carried out over a prolonged period of time for it to be effective. Sports psychology is a relatively young discipline, and sports psychologists are only beginning to provide answers to some of the many questions about sports and exercise behavior.

During the past two decades sports psychology has emerged as a legitimate field of scientific enquiry. Researchers are afforded ample opportunity to observe, describe and explain the various psychological factors that influence diverse aspects of sport and physical activity.
Sport involves extremely complex behavior issues. As a consequence of intense competition a sportsman's behavior may undergo important changes. Physical education scientists and coaches have not been expert only in the matter of skill training but also be engineers who understand the mechanism of human behavior or the playfield, under extremely diverse situations. Sports psychology, as an applied psychology has taken giant strides. The knowledge in all fields of human endeavor, especially of behavior, has expanded to such an extent that it is difficult to discuss one aspect of behavior without reference to others. In the field of competitive sport, training of the athletes is incomplete without psychological training of the competition. Psychological readiness and mental health play a decisive role as to determine whether or not an athlete in competition and in training responds to their optimum potentials.

Interestingly, the need for sport psychology seems to be increasing in two contradictory ways. First, athletes and coaches, in search of the “winning edge”, are looking to sport psychologists for a mental advantage. They are asking for techniques and procedures that will make the good athlete even better. As physical skills, training techniques and work-loads reach their maximal levels, the remaining frontier is the mind.

It is now being claimed that “regardless of how much ability, skill or fitness a person possesses for a particular task or sport, the success or quality of his performance will in the final analysis probably depend on his particular psychological make-up.

Certain psychological characteristics and personality features facilitate participation in physical activities and acquiring proficiency and skills which intern may enhance desirable psychological dimensions. A minimum level of I. Q, Emotional intelligence, and mental health is necessary to achieve superiority in sports endeavor. People with the low intelligence experience difficulty in acquiring skills. Certain personality traits such as freedom from agitation, high need for
social approval, lack of hostility to the environment are predictive of superior performance in sports endeavor. Cofer and Johnson suggested that athletes are a special breed in terms of personality and their special attributes sort out the champions from those who are blessed with similar physical abilities.

On the basis of the large number of observation and evaluation of individual sportsman, a number of personality profiles related to high sports achievement, have been determined. These profiles are drive, determination, intelligence, emotional intelligence, aggression, leadership, emotionality, self-confidence, mental toughness, quality of life, trust and conscience development.

One of the earliest areas of study to receive systematic attention in the field of sports psychology was the study of personality. Too many researchers and coaches it seemed reasonable to assume that consistencies in behavior; or dispositions to behave in a particular manner (traits), could influence one’s athletic ability. Understanding the relationship between personality and sport is indeed a complex and often confounding area of enquiry.

Personality is the result of a number of influences i.e., physical, personal and socio-cultural. Physical influences are the inherited biological characteristics that cause people to differ from each other. Personal influences are the unique events experienced by the individual that cause lasting effect on him. Socio-cultural influences are internalizations from the environment that surround the individual. These influences are absorbed from parents, educators, social institutions and media, and are the product of the society in which the person live. If a society is highly competitive and sanctions the expression of aggression, comparable behavior will be supported by parents and educators and reflected in the child. Thus when child performs well in socially sanctioned activity, such as sports, he will usually receive reinforcement in the form of support from parents and others. The career of most athletes reveal that were strongly reinforced early in life and encouraged to devote their energies to sports.
The study of personality and the role it may play in performance has interested sports psychologists for decades. Perhaps this is because contributions that enhance our understanding of personality have the potential to be more than passing academic interests consider that many individuals involved in the sport environment have written and spoken about “born winners” and “born losers”. Such statements imply that in addition to physical talents there is a certain psychological mix – a chemistry – that successful athletes have and unsuccessful athletes do not.

The study of personality trait as a predictor and determinant of success in athletic competition is an interesting, although inconclusive, area of research in sport psychology. Personality studies are conducted on athletes, male and female, in individual sports and team sports. Football, swimming, basketball, track and field, volleyball, soccer and baseball are investigated in an effort to determine the “personality type” that specific sports seem to attract or produce, and the subsequent differences in the degree to which specific personality traits manifest themselves differentially in successful athletes and unsuccessful athletes.

Certain psychological characteristics such as “withdrawal” may favor proficiency in individual sports and certain psychological traits such as “gregariousness” may favor proficiency in team sports. Certain personality traits such as, freedom from agitation, high need for social approval, lack of hostility to the environment are predictive of superior performance in sports endeavor. In the case of competition it is basically an emotionally healthy person who tends towards extroversion, tough mindedness, self assertive and self confident with a high capacity to endure the stress of high level of competition and can operate a very high level of anxiety, who will be successful as a sportsman.

Kroll and Crenshaw used the Cattell 16 PF to study 387 athletes. The group under study consisted of 81 football players, 141 gymnasts, 94 wrestlers, and 71 karate participants. On the basis of certain traits, the four groups seemed to fall in to two groups: the football players and wrestlers were similar in their psychological
profiles; both groups were significantly different from gymnasts and karate participants. The results are surprising because football is a team sport and wrestling is an individual sport. This showed, gymnasts to be rather intelligent and relaxed, possessing weaker superego strength, and with a serious outlook toward life. Karate participant reflected an opposite set of characteristics being tense, conscientious, and rule bound and independent. Both groups were more self-sufficient, more reserved and detached than wrestlers and football players.

Kane concluded that the male athlete was characterized by extraversion and emotional stability. That is, he scored highly on trait measures of dominance, social aggression, leadership, tough mindedness, stability and confidence. Kane’s survey of female athletes revealed a similar profile, except that the woman tended to score lower on emotional stability or emotional control.

Other studies have also shown that athletes are high in those traits associated with leadership, power, prestige, esteem and sociability. The hypothesis that athletes in a given sport possess trait specific to that sport is supported by evidence.

In any area of science, the researchers’ choice of topics to investigate, the methods they employed and the perspective they take, are not freely and logically determined. Rather, they are heavily influenced by the sociological forces both within and outside the discipline. Sport psychology is no exception, because trends in sport psychology have tended to parallel those in general psychology. The research that was conducted in sport psychology during the 1950-1965 time period was characterized by empiricism, the most of the studies investigated personality. This perspective was consistent with the trait approach that was very vogue in the general area of psychology. In contrast, the time period 1966-1976 was characterized by social analysis approach. Research during this decade consisted of selecting one theory at a time from main stream psychology and testing that theory in the area of sport and motor performance. Such topics as social facilitation, achievement motivation, social reinforcement and arousal, and motor performance
were investigated. Research conducted from the late 1970s to the present has also been influenced by cognitive approaches including causal attribution, intrinsic motivation and self-efficacy/self-confidence (Pachauri, 1999).

Sports and games are going importance in human life day by day. Participation in sporting events is related to bodily balance and psychological stability. The impact of sport and exercise on mental health is a longstanding issue, which became clearly identified in 1980s. Just as physical health means something more than the absence of disturbing symptoms, mental health also has a positive aspect.

Personality is the overall pattern of psychological characteristics that makes each person a unique individual. Individual differences are obvious in sports and understanding such personality factors can help to explain sport and exercise behavior. The goal of sport personality research is to provide accurate and reliable information about individual differences in sport and implications of such personality differences for sports performance and behavior. Historically, one of the most popular issues in sport psychology concerns relationship between personality and participation.

After an expedition through the 13 major theories of personality, Hallet of (1998) authentically make the conclusion that none of the theories is completely write or wrong, each of which has different strengths and weaknesses. Researchers in the field adhere to any one of them, which suits the task at hand.

Much evidence testifies that people who are emotionally adept - who know and manage their own feelings well and who read and deal effectively with other people’s feelings at an advantage in any domain of life, whether romance and intimate relationships or picking up the unspoken rules that govern success in organization politics (Goleman, 1995). The world of sports is not except from this fact.

Moreover emotions are tremendously important in physical education and in
the realm of sport. Emotional arousal is necessary for peak performance. Frustrations and disappointments are inevitable in competitive activities. Anxiety and stress, as well as joy and fun, are part of athletics. Anger and fear do rear their heads as people clash in combative and body conduct activities. General emotional excitement surrounds and is part of almost every sports situations. The cheering of the spectators, the music of the hands, the barking of the vendors, and the partisanship of parents and friends, all add to the arm of excitement and stimulate in most individuals’ emotional response.

Emotions are involved in healthful living, in self-expression, in leadership and in the development of values (Frost, 1981). People with well developed emotional skills are also more likely to be content and effective in their lives, mastering the habits of mind that foster their own productivity, people who cannot marshal some control over their emotional life, fight inner battles that sabotage their ability for focused work and clear thought; Emotional intelligence is the ability to perceive accurately, appraise and express emotions, the ability to access and or generate feelings when they facilitate thought the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth (Goleman, 1995). In exploring the ingredients of superb job performance, Goleman emphasizes a common core of personal and social abilities-emotional intelligence.

There are many who advocate that sportsmen are generally intellectually inferior though they might be physically super-fit. It has taken a good deal of effort and energy for the sport psychologists and physical educators to remove this misconception from the minds of the people at large. Whether participation in highly competitive sport and games and physical activity sharpens intellect has been a controversial subject (Kamalesh, 1983).

A child who plays vigorously manifests his intelligence in many ways, A sickly child is less capable of showing intelligent behavior. As Kamalesh (1983),
Cites, Getman, Kehpart, Newell etc. have univocally shown that movement is the basis for intelligence.

Vigorous physical activity is a powerful inducement to the stabilizing emotions and strengthening nerves – the apparatus of our intelligence. There is dearth of studies that throw light on the relationship and correlation between motor activity and intellectual activity of sportsmen, non-sportsmen and even handicapped population. Thinking is very much affected by the psychological functioning of the body. Kamalesh (1983) suggests that sportsmen should not be expected to be less intelligent than an average individual. They may have lesser academic achievement because they devote more time to hard physical labor and it leaves them little time for hard study. Performing movement intelligently means using the powers of body and mind to accomplish observable tasks in a skillful manner. The more skillful the player, the better tactics and strategies he or she should be able to adopt in achieving success in his sport events. Almost all the team games require every player of the team to think intelligently and act intelligently. Rather to act at the spur of the moment and make use of the opportunity at a given moment scoring a point or making a good move during practice and competition. Whether the intelligence in sporting situations has something to do with general intelligence of an individual is yet to be decided.

The background provided above make it abundantly clear that personality profile is of paramount importance looking in to the attainment of excellence in sport and hence must be critically examined. Every sport differs from another in its nature in terms of physical demands such as open or closed skills involved as well as psychological demands such as emotionality, maturity, coachability, desire to achieve level of motivation etc.

No training in the sport field is complete without reference to the psychological study and the psychological training of athletes. All other factors, biological and sociological being equal, psychological conditioning of an athlete decidedly
determines his/her success or failure in competition. Moreover, there may be a plethora of psychological factors that can hinder sport performance.

An overview of the profile studies conducted in the arena of sports psychology makes the sense that majority of the studies in the primary goal of the discipline—performance enhancement. Very few studies are concerned with the athlete as a “whole” person. An in-depth psychological analysis of an athlete considering cognitive, affective and behavioral perspectives seems to be more logical and demanding. Thus, the research scholar has made an attempt to find out whether there exist any relationship among selected psychological profiles like Type A personality pattern, Emotional intelligence, Intelligence, and Mental health of athletes. All the above, a study enquiring how these variables are interrelated with the athletes’ mental health would help to balance the outweighed performance oriented research tradition, to certain extent.

The study of psychological profiles and their relationships to sports can assist the coach and teacher in the selection of players, in the guidance of those who seek in choosing a sports, in teaching effectively, and in understanding the behavior of those who come under their relationship.

Sports has always been a passionate phenomenon requiring tremendous emotional investment and focused to excel. The highly charged realm of sport is identified as an excellent place to study the phenomenon of emotion and perspective. Commenting on emotion and perspective in sport, Botteril and Brown, (2002) suggest that Dr. Daniel Goleman’s book “Emotional intelligence” sensitive us to how dramatically the topic of emotions, emotional development, emotional management, and emotional health has been neglected in a verity of fields. Clearly as a field in which emotion and perspective play such a large part, we have major responsibility in studying the phenomena and identifying important practical implications.
Goleman describes the emotional advantage that top performers tend to share; the master aptitude includes the ability to marshal feelings of enthusiasm and confidence, persisting in the face of setbacks. Studies of Olympic athletes, world-class musicians, and chess grandmasters identify one unifying trait: the ability to motivate oneself to pursue relentless routines. Hope, optimism, and belief were also found to be predictive of success (Goleman, 1995).

Our emotions can be both facilitating and debilitating. Many people feel the need to maximize and appropriately direct the energy that emotion provides. It is important that we respect the power that our emotions can have on us, but equally important are the effects that we can have on them. Emotions are a vital part of the human experience and should neither be feared nor ignored (Botteril and Brown, 2002).

In fact, our intelligence and motor ability is the basic ingredient of the harmonious development leading to the “wholeness” of man. The results of most of the studies conducted on motor and intellectual aspects of athletes “are most suggestive than substantial”. The studies are often based upon clinical observations rather than “hard data” while the data that have been collected, have not always been accorded acceptable statistical treatment (Kamalesh, 1983).

The information assimilated from the research can be utilized by the coaches, clinicians, and the athletes themselves to enhance mental health and maintain psychological well-being.

1.1. Statement of the problem

The present study is entitled as “Psychological profiles of university athletes of Kerala state”

1.2. Hypothesis
The following are the hypothesis set for the present investigation

Significant relationships exist among psychological profiles Type A personality pattern, intelligence, intelligence, and mental health of sport persons.

Significant relationships exist among psychological profiles Type A personality pattern, emotional intelligence, intelligence, and mental health of Type-A sport person.

Significant relationships exist among psychological profiles Type A personality pattern, emotional intelligence, intelligence, and mental health of Type-B sport person.

Significant differences exist among the groups based on sport related variables such as levels of participation, experience, family sport status, punctuality, self-practice, and perceived self competence on psychological profiles Type-A personality pattern, emotional intelligence, intelligence, and mental health.

Significant relationships exist between Type-A and Type-B sport person on psychological profile mental health, emotional intelligence and intelligence.

Significant main and interaction effects exist for the variables sex, Type-A personality pattern and selected sport related variables such as levels of participation, experience, family sport status, punctuality, self-practice, and perceived self-competence on mental health of sport person

1.3 Significance of the study

Studying sport at different performance levels yields non-comparable results. There are many changes in role demands and personal adjustment as the athlete, regardless of age, climbs the sport ladder from university, to inter university, to international competition and from their to professional level. Sports specific personality profiles are of paramount importance for attainment of high levels of
sports performance. Therefore, the result of this study will bring surface the
personality profiles, possessed by sportspersons participating at the university
level, such as Type-A personality pattern, emotional intelligence and intelligence

**1.4. Limitations of the study**

The present study is an attempt to understand the relationship of psychological
profiles such as Type-A personality pattern, emotional intelligence, intelligence
and mental health of a sport persons. Any study which has such a wide scope, may
have some limitations too. Even though most care has been taken to make the
study perfect, the investigator feels that many limitations are there, some of them
are as follows:

1. The scope of the study includes all athletes in the universities of Kerala
state. But the data was collected from Sports Authority of India’s (S A I) sports
training centers (S T C) in Kerala state. Future studies may be conducted in other
sport institutions located in the state.

2. The concept of psychological profile Emotional intelligence in the present
investigations is based on Goleman’s definitions. As an emerging construct the
definition of the variable may vary in future.

3. Since no consideration was given to the selection of the subjects on the
basis of their achievement except participation at all India university competitions,
the undulation in the status of the sample may also be considered as limitation.

4. Questionnaire research has its limitations. As such any bias that might
have had crept into the subject’s response on this account may be considered as a
limitation of the study.

5. The tests were administered at different points of time considering the
availability of the subjects, their mood states which might have had influenced their response pattern on a particular scale/instrument. This was another limitation imposed on the investigation inadvertently.

1.5. Delimitations

1. This study was delimited to university level Athletes in Kerala state.

2. In keeping the constraint of time available for the research scholar, the study was delimited to selected psychological profiles such as Type - A personality pattern, emotional intelligence and intelligence of sport persons.

3. The subjects selected were in the age group of 18 to 25 years.

4. The number of subjects for the study was only 304.

1.6. Definition of key terms.

Operational definitions of the terms involved in the present investigation are explained below.

1.6.1. Psychological Profile.

Psychological profiles are broad personality factors that govern the way one thinks, feels or behave. (Richard .R. 1978)

1.6.2. Personality.

Type-A and Type- B personality pattern represent two ends of a continuum representing the temperamental pattern of individuals. The Type- A personality pattern is found to show behavioral dispositions such as ambitiousness,
aggressiveness, competitiveness, impatience, sense of time urgency, goal
directedness without proper planning, and polyphasic behavior. Specific behaviors
like muscle tenseness, alertness, rapid and emphatic vocal stylistics, accelerated
pace of activities, and emotional responses such as irritation, hostility and increased
potential for anger are also associated with Type-A personality pattern. The Type-
B’s in contrast to the Type-A’s are more placid, patient, relaxed and better able to
deal with stresses. A person with a score of 5 or above on “A scale of Type-A
personality pattern” (Robert at. 1998) is considered to be a Type-A individual.
The major characteristics of Type-A individuals are as follows.

a. An intense sense of time urgency.

b. Inappropriate aggression / hostility.

c. Poliphasic behavior.

d. Goal directedness without proper planning.

1.6.3. Emotional Intelligence.

“Emotional intelligence refers to the capacity for recognizing our own feelings
and those of others, for motivating ourselves and in our relationships” (Goleman,
1998).

It has five domains.

1. Self-awareness.

2. Self-regulation.


4. Empathy and
5. Social skills.

The total score of “Emotional Intelligence Scale for sports persons” (E I S S) is considered to be the emotional intelligence score of a sport person.

1.6.4. Intelligence.

According to Spearman, all intellectual activity is depending primarily upon, and is an expression of a general factor to all mental ability. This factor designated by the symbol “g” is possessed by all individuals, but in varying degrees, of course, since people differ in mental ability and in “g” operates in all the activity, though in varying amounts, mental tasks, differ in respect to their demands upon general intelligence. The general factor can be observed and known only through its specific manifestations, in this instance through psychological tests. The best available measure of “g” factor is the Progressive Matrices developed by J.C.Raven (1989). Raven’s Progressive Matrices is a test of observations, capacity for clear thinking and accurate intellectual work. The total score on the Advanced Progressive Matrices (A P M) gives the index of intelligence of sport person.

1.6.5. Mental Health

The variable mental health has been used generally in two ways. 1. Absence of mental illness, and 2. Positive mental health. In the clinical medical set up, mentally healthy person is an individual free from mental illness. The positive mental health refers to behaviors, attitudes, the feelings that represent an individual’s level of personal effectiveness, success and satisfaction. In this sense, it has no direct connection with the mental illness (Jahoda. 1958).

Different theoreticians have suggested a multitude of criteria for defining mental health. A quick overview of related literature makes to say Jahoda (1958) a most comprehensive among them. She summarizes a set of activities in current use are given below.
1. Attitude towards the self

2. Self-regulation

3. Integration

4. Autonomy

5. Perception of reality, and

6. Environmental mastery

The total score in the Mental Health Status Scale (Gireesan and Sam Sundarraj 1988) considered as the mental health score of the individual sport person.

### 1.6.6 Self-awareness

“Knowing what we are feeling in the moment and using those preferences to guide our decision making; having a realistic assessment of our ability and a well-grounded sense of self-confidence”. Self-awareness is fundamental to psychological insight; this is the faculty that much of psychotherapy means to strengthen emotions that slimmer beneath the threshold of awareness can have a powerful impact on how we perceive and react even though we have no idea that they are at work. But once the reaction is brought into awareness – once it registers in the context – one can evaluate things even decide to shrug off the feelings left earlier in the day, and change one’s outlook and mood. In this way emotional self-awareness in the building block of the new fundamental emotional intelligence; bring able to shake off a bad mood.

### 1.6.7 Self-regulation:

“Handling our emotions so that they facilitate rather than interfere with task
at hand; being conscientious and delaying gratification for pursue goals; recovering well from emotional distress”. Commenting on ‘self-regulation’ Goleman says downs as well as ups spice life, but need to be in balance in the calculus of the heart it is the ratio of positive to negative emotions that determines the sense of well-being. It is not that people need to avoid unpleasant feelings to feet content, but rather those stormy, feelings not go unchecked, displacing all pleasant moods. People who have strong episodes of anger or depression can still feel a sense of well being if they have a counter veiling set of equally joyous or happy times.

1.6.8 Motivation:

“Using our deepest preferences to move and guide us toward our goals, to help us take initiative and strive to improve and to preserve in the face of setbacks and frustrations”

Goleman continues, channeling emotions towards a productive end is a master aptitude. Whether it be controlling impulse and putting off gratification regulating our mood. So they facilitate rather than impede thinking, motivating ourselves to persist and to try again in the face of set backs or finding ways to enter flow and so perform more effectively.

1.6.9 Empathy:

“Sensing what people are feeling, being able to take their perspective, and cultivating rapport and attunement with a broad diversity of people”.

Empathy builds on self-awareness: the more open we are to our own emotions, the more skilled we will be in reading feelings. The capacity – the ability to know how another feels – comes in to play in a vast array of life arenas. The absence of empathy is also telling its lack is seen in criminal psychopaths, rapist and child molesters. People’s emotions are rarely put in to words, for more often they are
expressed through other cues. The key to intuiting another’s feelings is in the ability to read non-verbal channels.

1.6.10 Social skills:

“Handling emotions in relationships well and accurately reading social situations and networks; interacting smoothly; using the skills to persuade and lead, negotiate and settle disputes, for co-operation and team work”.

Social skills are the stuff of interpersonal polish, the necessary ingredients for charm, social success, even charisma. Those who are adept in social intelligence can connect with people quite smoothly, be astute in reading these reactions and feelings, lead and organize, and handle the disputes that are bound to flare up in any human activity.

A scale is a physical representation of a series of qualified values, such as the yardstick, thermometer, or a device for measuring blood pressure. A test consisting of a series of items that have been assigned quantitative ranks or values according to their difficulty as ascertained with a standardization group (Akinson et al, 1996)

1.7. Objectives

The following are the objectives set for the present investigation:

1. To find out whether there exist any relationship among psychological profile such as Type-A personality pattern, emotional intelligence, intelligence and mental health of sport persons.

2. To find out whether there exist any relationship among psychological profiles emotional intelligence, intelligence and mental health of Type- A sport persons.

3. To find out whether there exist any relationship among psychological profiles emotional intelligence, intelligence and mental health of Type-B sport persons.
4. To find out the influence of selected sport related variables such as levels of participation, experience, family sport status, punctuality, self-practice, and perceived self competence on Type-A personality pattern, emotional intelligence, intelligence, and mental health of sport persons.

5. To find out the difference between Type-A and Type-B sport person on mental health, emotional intelligence and intelligence.

6. To find out the main and interaction effects for the variables sex, Type-A personality pattern and selected sport related variables such as, levels of participation, experience, family sport status, punctuality, self-practice, and perceived self competence on mental health of sport persons.

1.8. Scope of the study

The results from this attempt could be widely used in the following ways

1. The information yielded from the investigation could be used for selection of sport person.

2. To enhance the mental health of sport person as a professional group with high psychological profiles.

3. Based on the results of the inquiry novel training modules can be developed.

4. To enhance further research in the related fields.

6. The tests were administered at different points of time considering the availability of the subjects, their mood states which might have had influenced their response pattern on a particular scale/instrument. This was another limitation imposed on the investigation inadvertently.