

CHAPTER – 1

INTRODUCTION

1.1 INTRODUCTION

❖ **Motivation:**

A person's achievement may fall short of his ability. The term motivation means to move or to energize or to activate anything that is responsible for internal or external activity called Motivation.

According to Brown, "Motivation stands for non directive energizing dimension of behavior and for convenience one may refer to level of drive or arousal meaning points along the continuum from inactivity to very high degree or activity."

According to Guilford, "A motive is a particular internal factor or condition that tends to initiate and to sustain activity."

According to Baron, "Motivation refers to the internal process that can't be directly observed but that activates, guide & maintain overt behavior."

Sports psychology and its contribution to sports

The origin of sports psychology as a scientific field can be traced back to the year 1965 when a Roman psychiatrist professor Ferocious Antiqued founded the international society of sports psychology in Italy. There after the sports psychology has grown a great deal and spread in various contries of the world. However, lots remain to be done to establish sports psychology as a separate scientific discipline like other well establishment branches of applied psychology.

If the study of behavior is restricted to general population only it remains general psychology but when it covers a particular group or situation and utilizes the general psychological concepts for practical purposes in some specific field of activity then it become practical of applied psychology.

As is the case of sports when we apply various psychological principles, laws and concepts in sports situations then it become sports psychology. To be more comprehensive we can define sports psychology as a “science of behavior of those involved in the field of sports” which means that in sports psychology we study not only the sportsmen and -sports-women but also those people who are directly or indirectly involved in sports situations. These people may be coaches mentor, planners, organizers of games, audiences and so on.

Sports psychology is concerned with the prediction of personality traits sportsmen and their differences in performance due to differences in likes, dislikes and attitudes towards different games and sports. In addition to personality traits, there are other individual, differences in sportsmen in terms of stamina, endurance, speed, strength, skill, and other such physical qualities needed for sports with the advent of various sports sciences as helping measures for athletes to tam peak level performance in competitions, sports psychology is Laming increasing importance amongst all became in modern competitive sports the competitions at some points highly depend on the psychological capacities of the athletes.

Though sports psychology as a science is in its infancy yet it already made its marks which are being further taken ahead by the sports conscious countries in the world.

The sports psychology can offer many important helps to coaches and athletes for psychological preparation of high-level competitions, it can also help during training where the training schedules can be made according to the individual psychological makeup of the athletes, It can help in reducing pre competitive tension through the psycho-regulator procedures. It can suggest the ways and means for motivating athletes for giving maximum performance. Various psychological tests can assist the selectors in selecting the probable of right-temperament intelligence,

confidence and other desirable psychological qualities of promising athletes.

Perspectives on sport psychology

Sport psychology, when viewed as a sub-discipline within the larger field of psychology, would be defined as an applied psychology or as a field of study in which the principles of psychology are applied. Although sport psychology has not been recognized traditionally as a sub-disciplinary area of study within the field of academic psychology, Smith has recently suggested that sport psychology is ready to be raced by mainstream psychology. As evidence of this, sport psychology was recently approved as Division 47 within the American Psychological Association in 1986 and has long been recognized as a specialty within psychology throughout Europe.

The view of sport psychology as a sub-discipline within the field of sport and exercise science comes mostly from scientists in physical education. Henry for example, argued that the academic discipline of physical education consists of the study of certain aspects of such fields psychology, physiology, anatomy, and sociology rather than the application of those disciplines to physical activity settings. Dishaman, Gill, Morgan, Roberts, and others support this view of sport psychology as a part of the broad area of sport science. Gill noted that although sport and exercise science is a multi-disciplinary field that draws upon knowledge from the broader parent disciplines, the sub-areas comprising sport and exercise science also draw upon theories, constructs, and measures from each other.

These different perspectives concerning sport psychology parallel the situation in social psychology where sociologists and psychologists differ in their definition of social psychology. Social psychology as seen from the psychological tradition emphasizes the individual, while social

psychology viewed from the sociological tradition emphasizes the group and social variables. Although there has recently been some convergence between the two traditions, deep divisions are believed to remain regarding fundamentally different assumptions about the nature of human beings in society. These divergent views pose fundamentally different questions, which define the content of study in terms of topics, methods, and theoretical orientations.

Similarly, whether one views sport psychology as a sub-discipline of psychology or as a sub-discipline of sport and exercise science is an important issue because this perspective determines one's focus of study. For instance, if sport psychology is viewed as a sub-discipline of psychology, the focus of study would generally involve using sport and physical activity as a setting to understand psychological theory and to apply psychological principles. Sport psychology is viewed as a sub-discipline of sport and exercise science, the focus of study, would more likely involve trying to describe, explain, and predict behavior in sport contexts.

Motivation in exercise and sport

To understand the role of motivation in exercise and sport against the background of the general theories of motivation, one may have to seek answer to such head-sapping questions as to why individuals do sport, what causes sport behaviour, what benefits occurs from participation in exercise in general and highly competitive sporting activities in particular, what goals sports persons aim to achieve, what enhances activity drive, what establishes performance-excellence motives so forth and so on. The study of motives for sport at comparative age levels makes interesting reading for the motives too change as humans move from one stage of life to the other.

Common motives of children in sport according to Singer (1984) are to develop skill and competence; to affiliate and make friends; to gain success and recognition, to exercise and be fit; to release energy and to experience challenges and excitement. Conversely it is likely that early experiences with others that are not satisfying physically and socially produce children - who reject and withdraw from physical activity, and later from vigorous sport. Genetic predispositions, parental attitudes and social pressures have been considered as extremely important variables influencing youngsters' participation in exercise and sport (Crafty, 1989).

In fact, wealth of information about the dynamics of motivation in sport is derived from personality studies conducted on athletic samples. It is clear that athletes of caliber are a highly motivated lot but no single theory is adequate enough to reveal why people enter sport. High motivation without ability will not yield high performance; neither will high ability with no motivation. Incentive and achievement motivation, as two important aspects of general motivation system, are reported to have fairly good application in the field of exercise and sport. Although Alderman's (1976) modified seven incentive systems-affiliation, success, excellence, aggression, stress, power and independence-seem to have found fairly wide acclaim in sport psychology circles across cultures yet only four systems i.e., affiliation, excellence, stress and success are reported to have the highest relative strength (Kamlesh, 1989, Cratty 1989 and Patial 1991). However, it is probable, that lists of motives for why people enter and persist at various sports are specific to (1) the age group studied, (2) the culture in which the data have been obtained, and, most important (3) the sporting context in which the research has been conducted (Cratty, 1989). Reviewing the research in the past thirty years on motivation, Singer (1984) found those who have a high need to achieve "demonstrate an extremely high persistence at activities; exhibit

exceptional quality in performance; complete activities at a high rate; are task rather than person-oriented; take reasonable risks and look forward to challenges; like to take responsibility for their own action and like to have knowledge of the results of the activity in which they are involved”.

Besides, some of the basic processes which are reported to be highly related to systems of motivation in sport scenario are (i) goal-setting, (ii) feeling of self- efficiency or competence, (iii) flow-a state of extremely positive psychological well-being, (iv) extrinsic awards and rewards, and Attributions of causes for relative success or failure in athletic competitions. In short, high and low performers in sports are definitely characterized by high and low motivational profiles. Male and female athletes have hardly been found to differ in the level of their motivation though they are said to have different reasons for participating sporting activities. Superior athletes inter alias have a strong need to achieve in comparison to athletes of lesser caliber.

In India, not very many studies have been conducted on the motivational aspect of exercise and sport. The earliest attempt were, perhaps, made by Sidhu (1985) and Singh (1986):The former found predominance of educational motives in boys but personal motives in for participation in sports, and the later showed greater effectiveness of verbal and tangible reward methods for improving performance in physical tasks. Kamlesh (1989) found excellence, ...iation, success and stress-seeking as the major reasons for the Klian athletes to participate in sports with no disparity between males females in the inter play of these incentive systems. Positive relationship between athletic performance and need achievement has also been reported (Dass, 1983; Vimal, 1985, Sinha 1987; Burjurke 1989). High proficiency athletes and players with superior game skill, practice and ability are reported to be superior in the level of motivation (Mohan, Joginder & Seth 1988; Sangwan 1989).There

are neither inter- sport (Kamlesh, Kumari & Kaur 1989), nor cross cultural difference in the level of motivation (Uppal, Sidhu & Gangopadhyaya, 1988). A land mark in the assessment of achievement motivation of the Indian athletic in international competitions where the competitive conditions can be extremely stressful, specially with narrow winning margins, stress management is of crucial importance for peak performance. The ability to justice to one's potentials, in highly stressful situation is a skill which can be acquired through appropriate and experience. The aim of inquiring stress management skill should be the dominant response in stressful competitive sport situation. Stress management technique is useful in competitive sports because it reduces the negative self thoughts accompanying unpleasant emotional feelings and reactions which nay otherwise hamper performance.

Definitions and Meaning of Motivation

According to Stephen P. Robbins, motivation is the willingness to exert high levels of effort toward organizational goals, conditioned by the effort's ability to satisfy some individual need. Fred Luthans views motivation as "a process that starts with a physiological or psychological 'Iciency or need that activates behavior or a drive that is aimed at a goal or incentive."

The three key elements in the above definitions are needs, ,rives arid goals. Needs set up drives aimed at goals; this is the basic process of motivation.

Need is the origin of any motivated behavior. Need is a felt deprivation of physiological or psychological well-being. Needs exist in each individual in varying degrees. When an individual recognizes a need, he is driven by a desire to fulfill the need. Drives are directed at fulfillment of needs. Drives are action-oriented and provide an energizing

thrust toward reaching a goal. Incentives or goals are the instruments used to induce people to follow a desired course of action. Once the goal is attained, the physiological or psychological balance is restored and the drive is cut off.

Motivation in general is a process which indicates why people participate in sports the way they do. The urge to run and play when young to excel when competing to struggle when hindered to prove something when challenged to escape when confined to be aggressive when angered and to flee when frightened are typical of man as he matures and develops and moves through life's many dangerous and competitive situations.

An understanding of achievement motivation is helpful in understanding kinds in general as well as individually in terms of what they do how well they do and how long they continue in sports once one comes to know as to what works as a 'driving force' it becomes easier to guide the athlete in to achieving excellence. When the desire for achievement becomes dominant concern for the person. It is expressed in restless driving energy aimed at achieving excellence getting ahead improving upon past records bearing competitors doing things better faster more efficiently and finding unique solutions to difficult problems.

Motivational Pattern

The term motivation is old, but has become very fashionable in psychology and social science in recent years. To define it before using it is certainly good scientific strategy. It is true that a definition, logically speaking, is arbitrary, that one can say neither that definition is correct, nor that it is incorrect and that everybody is free to choose his own definition. However, a statement in which the term appears cannot be verified as long as the term is not clearly defined. Actually, the discussion

of motivation suffers considerably from the ambiguity of the term, from the differences in meaning with which it is used.

Yet the definition of motivation seems to be easy. “The question of motivation is the question of ‘why’ in this sense, the theory of motivation is the explanatory part of psychology, excluding its descriptive part. All psychological phenomena then, including action or behavior, would be motivated.

“Motivation is the general name for the fact that an organism’s acts are partly determined by its own nature or internal structure’s (O. Murphy, 1947).

‘Motivation’ seems to be a very complex term. Literature on Motivation was explored and explanations and definitions offered by different psychologists were studied some such definitions are as under:

P.T. Young has stated the matter well in his recently revised and expanded ‘Motivation and Emotion (1961), offering at the same time own definition of the concept:

“The concept of motivation is exceedingly broad—so broad in fact, that psychologists have attempted to narrow it... (singling) out one aspect or another of the complex process of determination. The two most important aspects are the energetic aspect and ... regulation and direction (One way)... define the study of motivation broadly as a search for determinants. (all determinants) of human and animal activity. Thus, the process of arousing action, sustaining the activity in progress, and regulating the pattern of activity is motivation.”

N.R.F. Mather (1949) used the term motivation to “characterize the process by which the expression of behavior is determined or its expression is influenced by consequences to which such behavior leads.”

D.O. Hebb (1949) wrote that “... the chief problem that the psychologist is concerned with, when he speaks of motivation, is not

arousal of activity but its patterning and direction.” Further, in his own terms, he wrote:

The term motivation then refers (1) to the existence of an organized phase sequence, (1.1) to its direction or content, and (iii) to its persistence in a given direction, or stability of content.

This definition means that “Motivation” is not a distinctive process, but a reference in another context to the same processes to which “Insight” refers it also means that the working, normal adult animal always had some motivation.

Atkinson (1958) also incorporates the vigilance or arousal function, but ties it to the cue functions of situations, thus: “The term motivation refers to the arousal of a tendency to act to produce one or more effects.

The term motivation points to the final strength of the action tendency which is experienced by the person as an “I want to,... “? The particular aim of situationally defined.

Maslow (1954) writes: “sound motivational theory should assume that motivating is constant, never ending, fluctuating, and complex, and that it is an almost universal characteristic of practically every organismic state of affairs.’

Brown (1961) considers a specific variable motivational: “(i) if it to facilitate or energize several different responses, (ii) if its termination or removal following a new response leads to the learning of that response, (iii) if sudden increases in the abandonment of responses, and (iv) if its effects on behavior cannot be attributed to other processes such as learning, sensation, innate capacities, and sets.’

The concept of motivation has great importance in understanding human behavior as well as in changing it. With the application of psychology in the field of education and industry it became evident that

the motivation is crucial in teaching, learning and for that matter in doing any work at a standard of excellence.

In the word of Guilford ‘A motive is a particular internal or condition that tends to initiate and to sustain activity ‘ thus motivation includes all those internal conditions which begin an activity or sustain it, motive is different from stimulus because it is there even before motive there cannot be any response.

The word motive includes all the response and external factor that initiate an activity but in psychology motive includes only those factors which control the activity of living being it does not includes mechanical or reflex action because they depend on the other hand in the develop animals their changing physical and mental conditions control their behavior. It is said that you can take the horse to water but you can’t make him to drink water it means the motives depend on the changing physical conditions and post-experience a burnt child dreads the fire because the memory of burning is always present in his mind There can be one motives behind different actions and different motives behind the same action. A man can throw a rupee towards a beggar due to disgust and also due to pity. These sentences explain that the real motives behind the behaviour and experience of the individuals and living beings.

“The word ‘incentive’ means incitement to action from the Latin incentives means setting the tune, that which strikes up of leads the melody and is opposed to that which is accompaniment, it therefore suggests the existence or something (motive or action) that can be set into action ...”

- May Smith

“The term incentive is used for a spurring force that is introduced as a means of achieving a goal an incentive bolsters activity in the direction of the goal.”

- Milton Blum

Importance of Motivation in Sport

Thought, emotion, and movement are woven together to create performance you see on the soccer field. You, athletes and coaches, re what you do! Right? I hope so. You work hard in practice and in petition year after year, persevering with a sense of joy. This, of lurse, is the ideal situation. It is ideal; but it is not unrealistic to expect a good dose of joy along the way as you accomplish the goals you set for yourself. It keeps you going, no matter what the pursuit. You feel motivated! Others say you are a motivated coach and soccer player.

What is motivation and how can the player and coach make it happen? Some things in soccer are clear because they can be measured: your time in the 40, the score of the game, goals per game average. Other)ects of the game are not so easily understood: shifts in momentum airing the game, the appearance and disappearance of a slump, the experience of being in the zone. Motivation is likewise a perplexing concept because it takes place within the individual player or team member, it cannot be seen nor easily measured. When the goalkeeper spends time after practice on footwork, when names of and information out members of the faculty who have made original details about their work research projects.

run and lift weights during the on season, we say those players are motivated. However, what we observe in the players’ actions at practice, during games, and in the offseason is not motivation. It is the end result I motivation which really is psychological activity occurring within the soccer player. Motivation takes place within the individual.

What is it that occurs within a soccer player that constitutes motivation? Thoughts and emotions are the two psychological activities continually at work within each of us as we go through the day. Motivation is a particular form of thinking and feeling about something want to do.

External and Internal Sources of Motivation Young children rely on adults to teach them how to think clearly and how to understand and properly express their feelings. Much of the motivation to play soccer, especially for micro through U-8, comes from the external world of important adults such as parents and coaches. As children get older, the source of their motivation to play gradually becomes more internal. But, throughout childhood and adolescence there is always a mix of internal and external influences on motivation. Even the youngest athlete is internally motivated to some degree and older players still require, external sources of support to maintain their motivation.

External forces characteristically motivate external Sources for motivation Young children. External motivation refers to the situation where the player decides to play or to continue playing because of the influence of others or because they expect rewards or punishments. From the viewpoint of the child, the influence can either be positive or negative.

Positive External Motivation Here are some examples of positive external motivation: the child plays soccer to please the parent, to wear a cool uniform, or to be thought of by friends as part of the in-group. These types of reasons for playing produce the joy of anticipation before the game and feelings of pride when others show enjoyment from the sideline.

Negative External Motivation All forms of external motivation are not accompanied by such pleasurable feelings. Negative external influences also act to motivate the athlete. An example of a negative

external influence is when the child keeps playing during the season because of fear. The player may fear that a parent would be angry and report to punishment if the child did not finish out the season. The child might be afraid to lose friends for not joining the team. Sometimes, the child who is motivated at first by a negative force such as fear may actually learn to enjoy playing soccer and become influenced by the more positive sources of motivation.

Internal Sources of Motivation as the child grows motivation matures. During the middle school years the U-12 through U-14 soccer player begins to show signs of genuine internal motivation to play the game. It's great benefit to the player is that there is less need to depend on outside influences to keep playing Internal motivation cannot begin to on the scene until the child can think analytically and have control over emotions. On the middle school soccer team we often see fluctuations in the balance between external and internal motivation. One day the player is excited about practice or makes plans to go jogging. Another day this same child would rather play a video game or hang out with friends than go practice or even a game.

Changes take place within the middle school player which supports the internalization of motivation. They can think more [abstractly. Abstract thinking users in the possibility of making a more realistic evaluation of themselves and others. Coaches and parents now begin to see the appearance of true competitiveness and authentic feelings of soccer competence. Self-doubt may appear for the first time as a consequence of the young player's making a realistic appraisal of skills and finding areas of weakness. The U- 13 players who understand their emotions better can, for example, use aggression appropriately without losing control and seeing constructive aggression turn to undermining

anger. However, kids at this age still get too angry at themselves and others during practices and games.

The key difference between the athlete who becomes internally motivated and the one, who remains dependent on motivation from without is that the player who is internally motivated, is less vulnerable to the inevitable setbacks and obstacles encountered by those who put themselves on the line and strive for excellence. Internal motivation helps when the athlete and coach plan strategies for improvement and find a network of people who provide support. Athletes still playing the high school level have developed psychological skills, which strengthen internal motivation through self-regulation of their thoughts and emotions. For instance, they can change doubt to hope by transforming thinking from negative to positive. They can control competition anxiety through the use of routines and self-relaxation methods. High school athletes look to their coaches for skill and tactical training and, just as importantly, coaches become a source for rebuilding internal motivation, which can be seriously challenged by the physical and psychological demands of playing at a high level.

❖ **Personality:**

Personality refers to behavior which though not necessarily right or wrong is pleasing or offensive to other people, favorable or unfavorable to the individual's standing with his fellows. Personality can be broadly defined as the total quality of an individual's behavior as it is revealed in his habits of thought and expression, his attitudes and interest in his manner of acting and his personal philosophy of life.

Personality is the sum total of all that an individual is of everything that constitute a person's physical, mental, emotional & temperamental makeup. Our experiences, memories, knowledge, day dream, study learning habits, thoughts, attitudes and beliefs, sentiments goals and

ideals, in fact all that we are and all that we hope and aspire to be come, constitute our personality. Our taste, our understanding, our enthusiasm and ambitions, our principals of life and conduct etc colour our personality. According to Morton Prince (1929) personality is the sum total of the biological innate dispositions, impulses, tendencies, appetites and instincts of the individuals and the dispositions and tendencies acquired by experience. According to Airport, "personality is a dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment.

The concept of personality, Whereas the concept "human being" emphasizes man's biosocial, body-mind origin, the concept "personality" is connected mainly with his social and psychological aspects, such as his sense of dignity, his self-appraisal, his value orientations, beliefs, the principles by which he lives, his moral, aesthetic, socio-political and other social positions, his convictions and ideals, and also the character, the special features of his intellect, the style and independence of his thinking, the specific nature of his emotional make-up, his willpower, cast of mind and feelings, his social status.

One cannot conceive of a personality as something separate from the human being, or even from his external and general physical appearance. The personality (Lat. persona= mask) is the face that confronts us. When in their later years, people have plastic operations and face-lifts, they change their external appearance, which, as psychological observations have shown, also changes something in their mentality. Everything in a person is "interconnected" and affects the personality as a whole. What a person looks like is the outward expression of his inner world.

A personality is a socially developed person, one who is part of a certain specific historical and natural context, one or another social group, a person possessing a relatively stable system of socially significant personal features and performing corresponding social roles. The personality's intellectual framework is formed by his requirements, interests, frame of reference and peculiarities of temperament, emotion, willpower, motivation, value orientations, and independence of thought, consciousness and self-consciousness. The central feature of the personality is world outlook. A person cannot become a personality without evolving what is known as a world outlook or world-view, which includes his philosophical view of the world.

Knowledge of philosophy is an inseparable attribute of a person's higher education and culture. Because a world-view is the privilege of modern man and its core is philosophy, one must know a person's philosophy in order to understand him. Even those who deny and make fun of philosophy possess a philosophy. Only the animal has no world-view whatever. It does not meditate upon things in the world, the meaning of life and other problems. A world-view is the privilege of the personality, that is to say, a human being uplifted by culture. Both historically and ontogenetically, man becomes a personality to the extent that he assimilates culture and contributes to its creation. Our distant ancestor, in the conditions of the primitive horde and the initial stages of the formation of society, was not yet a personality, although he was already a person, a human being. A child, particularly in his earliest years, is, of course, a human being, but not yet a personality. He has yet to become one in the course of his development, education and upbringing. A human being may or may not become a personality. The child who is isolated from people and surrounded by animals does not. Personality may or may not take shape, and it may also disintegrate, be

deformed, or broken up altogether either by pathological processes in the organism, mental disorders, alcoholism, and so on, or by certain extremely unfavourable, tragic circumstances.

So, the term "personality" implies an integrating principle that unites the biological and social in a single whole and also all the psychological processes, qualities and states that regulate behaviour, giving it a certain consistency and stability in relation to the rest of the world, to other people and itself. The personality is a socially historical, naturally conditioned and individually expressed being. A human being is a personality inasmuch as he consciously distinguishes himself from everything that surrounds him, and his relation to the world exists in his consciousness as a certain standpoint in life. The personality is a human being who possesses self-consciousness and a world-view, and who has achieved an understanding of his social functions, his place in the world, who has comprehended himself as a subject of historical creativity, a maker of history. The essence of personality is not its physical nature but its socio-psychological properties and the mechanism of its mental life and behaviour. The personality is an individual concentration or expression of social relationships and functions, a subject of cognition and transformation of the world, of rights and duties, of ethical, aesthetic and all other social standards. When we speak of a personality, we have in mind its social, moral, psychological and aesthetic qualities crystallized in a human being's intellectual world.

In each of his essential relations a person appears in an especial quality, in his specific social function, as the subject of material or spiritual production, the vehicle of certain production relations, as a member of a certain social group, of class, the representative of a certain nation, as a husband or wife, father or mother, in short, as the creator of family relations.

❖ **Emotional maturity:**

According to Smithson emotional maturity is process in which the personality is continuously striving for greater sense of emotional health, both intra physically and intra personally. Hence at any given time the level of the person's emotional maturity is indicated by the extent to which one expresses one's own feeling and convictions, balanced without being threatened by expression of feelings.

It is well said that human beings are specks of intelligence afloat on the sea of emotions. An emotion is an affective experience that accompanies stirred up mental and psychological states and shows itself in his overt behavior. Emotion is a magic word that makes human life dynamic and makes him a multi-colored shell on the shore of sea of society. Emotions have strong link with urges, needs and interests. If they are satisfied, an individual is said to be enjoying a happy life and is emotionally stable.

Emotions sometimes lead to disintegration of our actions. According to Goleman (1995), we have two minds, one that thinks and one that feels, these two fundamentally different ways of knowing, interact to construct our mental life. The rational mind is the mode of comprehension we are typically conscious of more prominent in awareness, thoughtful, able to ponder and reflect. The emotional mind is impulsive and powerful and sometimes illogical. These two minds operate in harmony with each other, most of times feelings are essential to thought, and most of the times thoughts to feeling. But when passions surge the balance tips: it is not just I.Q., but emotional intelligence that matters. Goleman rightly points out that, "It is not that we want to do away with emotions and put reason in its place, but instead find an intelligent balance of two".

Emotions play a crucial role in contributing towards adjustment of the individual people who are emotionally mature, they can manage their feelings well and deal effectively with other people. So, an emotionally mature person can have better adjustment with himself as well as others. The road to emotional maturity involves the integration of various aspects of personality into the self. The intra- and interpersonal aspects are dealt with from different standpoints (Freud, James, Gardner and others), the emotional aspect being seen not as the opposite of the intellectual, but as complementary to it in the child's and adult's personalities. The self contains everything that has passed through consciousness; it is the most important element of consciousness. Thanks to drives for knowing, for feeling, for creating, which are always active, we achieve a self which is more than the sum of its components and becomes a global factor in our personality. This global factor is the difference between the idiot savant and the creative, actualizing, gifted personality. Emotional maturity is a requirement for starting and maintaining relationships. It is a prerequisite for long term happiness. Emotional immaturity is associated with entanglements, transferences and unsatisfying shallow relationships.

Even in the gifted children the highest intelligence cannot reach its full realization if it lacks emotional maturity. Emotional maturity is a balance between the brain and the emotions, between the inner and outer world of the individual. Gifted children, who in most cases are far ahead intellectually, tend to limp behind emotionally. This takes from the child a lot of energies which could have been used for more positive, important purposes, and weakens even the most intelligent.

Erik Erikson, the renowned psychoanalyst, began his book 'On Identity (1971)' with a short anecdote about his teacher, Paul Federn, who once concluded his lecture with the question: "Well, did I understand myself?". Erikson sees the road to self-maturity in this question. It is this

emotional maturity which contributes to the integration of all the aspects of man's personality and the fulfillment of his intellectual, emotional and social needs.

Federn's question appears to be no more than a linguistic witticism, but hidden within it is a very significant and important truth. The ability to create a meaningful dialogue with someone else is based on one's dialogue with one's self; in other words, I can only be understood by others if I understand myself.

The road to emotional maturity involves the integration of various aspects of man's personality, forms of his self. The concept of self is not popular in educational literature. Few researchers focused their studies on the development of emotional growth. Any interaction between processes of communication, intra- and interpersonal, is made possible by the integrated self, which for is emotional maturity. Emotional maturity is defined as the strength to actualize individual abilities within the frame of social demands. Emotional maturity is an essential condition for the development of every individual and therefore, the sooner we achieve the sensitive balance between the components of the young child's self, the better we can prevent difficulties in his development. This will also contribute to a stronger and more stable personality structure in the adult, who can communicate well with others and achieve the maximum from his capabilities and strengths and that the concept of emotional maturity is an entire complex subject of the utmost importance.

Emotional maturity develops throughout one's life; however, it is very important that parents and teachers be aware that the emotional sphere must be nurtured in one's intelligence, and intelligence in one's emotions, from an early age. The seed that we plant in early childhood will bear fruit not only during one's active life but throughout one's various ages.

Its climax will occur during old age, when each of our selves will act on basic and stable ground in the shrinking and withering world which surrounds the elderly person. Attention paid to emotional maturity in early childhood is, therefore, a long term investment in man's existence. Before defining emotional maturity it is necessary to define the terms emotion and maturity separately so that the meaning of term emotional maturity becomes clear.