CHAPTER 1

INTRODUCTION
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If we try to trace the period of history from the period of mechanization, science and psychology which are major contributors to self recognition. Indian sages and authors of scripture have said that every person feels the need for understanding oneself. In the attempts to satisfy that desire and to recognize oneself lie the seeds for origin of Indian psychology. The system of life stage and social class-cum-life stage, presented by Indian scriptures provide principles for a healthy personal and social life. Indian thinkers were not rigid idealists. They have accepted biological needs in a person's life. They have also given place to higher mental needs, principles for healthy personal and social living. On these basis, in his journey from primitive to modern era, man has continuously engaged himself in protecting his ship of life.

Along with passage of time, with newer and newer scientific achievements man has continued to succeed in his work. In an effort to satisfy his ambitions, he has continued to search newer and newer things in the hollow of this earth. Due to that, he has progressed day by day. As an example of success he has put his feet on the moon and bestowed good fortune on mankind. That makes us feel that human grip on nature is increasing. Man has accepted challenges of nature and has executed what was considered impossible. In modern age man has taken long leaps in scientific field. But in spite of so many achievements, he has always remained helpless before nature. He cannot live with peace and delight on this earth. Modern man has always remained ready to begin a war.

Modern World is the age of Science and Technology. In this World, nothing but change is eternal. This generation of ours, lives at the mercy of science and technology. It is believed that science based technology is the 'solumn bunum' of our life. Moreover, there is a lot of competition in every
walk of life. Here Darwins' law of survival of the fittest is truly valid. Only those who succeed can survive. This rapid change due to advancement in scientific technology has made man's life easy and comfortable but at the same time, has created many complexities too. Apparently, man appears to be happy but internally he is full of conflicts. Parents and educational institutions pressurize the children to excel in academics and other areas of performance.

As a consequence of this, child gets anxious and becomes emotionally unbalanced and socially maladjusted. To deal effectively with his social relations, a person needs to acquire the social skills that enable him to deal with people tactfully and with understanding. Moreover, being bright or having a mental age in advance of years tends to make a child socially mature. Such a child is more aware of what is happening around him. Yet at an invisible level superficial development may sometimes lead to social retardation. Actually, these dimensions of maturity are interrelated. The children who have low intelligence quotient and learn slowly in school are easily recognized. In many cases, they are usually older and bigger than their classmates and if this is so, they are even more liable to be pinpointed as academic failures and socially rejected.

He tries to interfere with world peace. In the (modern) society, tendency towards crime as well as insecurity is increasing. Occasionally, man is also observed as becoming cruel. So, it can be definitely said that man, who has been successful in science and psychology has not been successful in personal and social relationships, because while achieving his personal development, he has lost his humanity. So he has lagged behind in protecting welfare of society and nation.

The root cause of this is his imperfect education. Science and psychology are very much needed in shaping a human being. But his basic
need is education. The degree to which he becomes equipped with education, he will become useful in welfare of nation and proper shaping of society.

Education means order. It means regularity. It implies being active. The main and final outcome of education is that skill of managing or directing a small or a large system is developed in an educated person. If a person is unable to develop managing ability or skill required for his own dealings in life or for achieving his goals, or unable to use these skills on appropriate occasions in proper degree, his knowledge can be considered useless, burdensome and misleading. So education is the single useful element which helps him throughout his life. Such education should include sufficient managing skill and insight to use it properly.¹

Apart from management, education also implies regularity, time management and doing the tasks according to schedule. A person whose each work and step is timely. One who starts and completes each task at a fixed time, and whose planning of day, month, year and whole life is timely, can be called an educated person. Education which does not cultivate awareness of time nor develop time awareness or punctuality is neither education nor learning.

Apart from management and regularity, a third central core of education is remaining active. When a person, at each moment of his life, comes into contact with another person or with environment, it is necessary that activity and interaction with others take place. If, after discriminating between what is good and what is bad, a person does not show activity, nor respond to another person and show inertia or laxity, he is not an educated person in a true sense. If a person, who fails to make

maximum use of his bodily and mental abilities through education, he is not an educated person in real sense.

A proper level of development of values and ability to create action for making their use to a proper degree and in proper context, should be an important aspect and feature of learning. Values like discretion, politeness, proper thoughts and speech, love, mercy, cooperation and tolerance show a human being as different from and higher than other animals.

Knowledge, information and familiarity have to be developed through learning. But the main task of education should be to create ability and tendency to use them with ease and spontaneously for someone's benefit.

Development of internal and external body should always remain balanced. If only body develops and mind does not grow, if only sensory ability develops but imagination remains undeveloped, if only intellect grows put purity and tenderness of heart does not manifest, it should be understood that the body is not in balance. The purpose and scope of education is to maintain this balance. ²

But during this development process, along with education, the sportsmen have to pass through various physical, social, educational and mental difficulties. During this period of difficulties, the need for their psychological analysis is emphasized. By educating them, their shaping is given a new polish and they are made ready for job. We can quote Skinner to understand how much useful psychology is for sports.

"In order to understand culture, teachers need to understand students and they should understand themselves as guides of students. In such an understanding, psychology can prove to be very useful."

This statement of Skinner makes it clear that for a teacher, knowledge of psychology is very necessary, useful and important. He cannot complete his task skillfully without using psychology in students' day to day contacts and in class-room teaching. To make their teaching successful and to make students' learning beneficial, they should invariably use psychological principles. Keeping this very aim in mind, Ellis Cross has stated that "In their teaching, teachers should be ready to use psychological principles. It is indispensable for successful teaching and effective approach." ³

Psychology makes a teacher familiar with the nature and behaviour of students. Both of these depend upon the student's instincts and emotions. As the teacher is familiar with the students' instincts and emotions, he becomes successful in their best and highest level of learning, and in directing them. According to Rayban, "The degree to which we have more knowledge of the child's disposition and behaviour, our relationship with them is more effective. Psychology helps us to obtain this knowledge."

A teacher is able to carry out efficiently his job only when he has full knowledge of his pupils. He may be having unparalleled achievement in his subject and teaching, but if he does not know his pupils, he will experience despair on each and every occasion. Being skilful in his subject and in teaching is one matter, but making them favourable to students' interests and abilities is quite another matter. Thus, according to Douglas and Holland, educational psychology is related to the students' learning process. Thus, a person who wants to teach importantly needs knowledge of persons who are taught.⁴

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Psychological research has established that there is difference in interests, abilities and aptitudes among various sportsmen. The teacher has to teach them, keeping in view these differences. He can succeed only when, after a study of psychology, he becomes fully familiar with individual differences among learners.

Rise of a society and nation depends on human beings only. So, it is necessary that each individual gets facility for his own independent development as per his ability. For that, learning is very necessary. Through development and research, psychology has considerably influenced the nature of learning. Psychology has given high level of cooperation in understanding a person's inner abilities and social environment.

Knowledge of Psychology is the secret of a teacher’s success. Without taking basis of its knowledge, he will have to complete his life span, passing through the period of having lack of skill and success.

Intellectual maturity during the adolescent period depends in part on the ability to read and the ability to read depends in part on the development of proper eye functioning, which in turn is the function of physical maturity, their motivations will depend upon their emotional maturity when physical changes are unusually delayed or occur unusually early. The individual is likely to find himself out of step socially with his fellows. Being out of step socially adversely affects his emotional maturity and perhaps even intellectual maturity.

According to the changing times, a student of today can get learning by various techniques and instruments, and his teacher, by study of psychology, can skillfully sow the seeds of discipline order, humility, dutifulness and humanism in him. Thus, the teacher can make a unique impression on the students’ mind; and through study of psychology for
shaping students, he can benefit student community, school, country and all persons. Thus psychology, at each moment, helps and guides the teacher in carrying out his duties and tasks. By keeping psychology along with education, we are enabled to study students, sportsmen and persons of other classes of society. Education and psychology study a person's mind. All these aspects are totally developed through that and thus become very useful in personality development. In order to make sports result oriented, the study of psychology becomes very useful in the field of sports, because sportsmen thereby are enabled to understand the mind, feelings, emotions, anger, despair and other personal traits of other participants in sports. 5

In the modern educational system, physical education and sports have an important place. Through physical education and sports, sportsmen become physically and mentally fit and healthy. And they can be trained for various competitions also. Importance of sports at national and international level is increasing day by day. So importance of physical education and sports continuously increases in educational system also. Boys and girls have a natural liking for sports and games. This interest can be developed and by physical training and regular programmes, they can be made outstanding.

Physical education is an important integral part of the educational process. Field of learning is very wide. Wherever there is knowledge and experience, there is learning. So, due to very wide scope of learning, innumerable subjects are included in it. According to educationist Kishrolal Mashruwala, learning is an unbroken and devoted striving continuing throughout life. A child's learning starts in its mother's womb and continues till the person's death. We get formal as well as informal

education. Which includes knowledge of various subjects that are useful in life and the art of utilizing such knowledge. Education sets up a definite method and time for learning and subjects and the art of their application. Thus, formal and informal education try to achieve a total development of the child. Physical education is also included in the child's learning programme. So, physical education is a part of general education.  

Like common education, physical education also brings desired change and polish in a person's behaviour. Psychology studies behaviour of individuals. Thus a natural relation is established between physical education and psychology. Common education, for achieving its goal, depends on psychology. Importance of psychology learning is to such an extent, that educational psychology in learning is to such an extent, that educational psychology has developed as an independent discipline. Educational psychology is psychology of learning. Physical education too, for achieving its general and special goals, depends on psychology. On one hand, it studies behaviour of students and sportsmen, and on the other hand, also shows how desired change can be made in it.

For preparing sportsmen ready for sports events or for reviewing the results in contents, usually psychological training, psychological pressure, psychological adjustment and mental readiness etc. are discussed. This shows up the close relation between physical education and psychology. None of the students or sportsmen who participate in any programme of physical education, cannot succeed without studying psychology. Readiness of sports people is not possible without their mental adjustment. Relation between physical education and psychology of games and sports is natural. So, psychology of games and sports develops as an independent subject.

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the words an educationist, sports psychology identifies individual's behaviour and performance in sportsmen. However, skilled in his subject may a teacher of physical education or a leader of a game be, he would not succeed in his goals till he studies the behaviour of his students or sportsmen in various situations. A teacher or captain needs knowledge of psychology in order to study behaviour.

Physical education gives polish to a person's behaviour, while psychology studies a person's behaviour. Thus, there is natural relationship between physical education and psychology. But their relation is not very limited. There is a variety in norms and activities in physical education. Physical training is given according to different norms from school to high school and still higher while preparing teams and sportsmen for national or international contests. Upto school level standard physical training is easy and common. As the level of competition increases, its norms become more complex. For preparing sportspersons of national and international competitions, complex and difficult training programmes are employed. In a physical training program too, many bodily movements are included. For children, physical action like running, jumping, leaping, shooting up are natural. But as the level of activity rises, it becomes more complex. Other games, apart from simple running jumping etc, like Volleyball, handball, basketball, football, hockey, softball, cricket, tennis, badminton etc. are also included in physical education. Due to such variety, physical education is related to various branches of psychology.7

We know that psychology of games is a branch of experimental psychology. In modern age, the importance of sports, games and physical training has increased so much that it is no longer a part of general education but has become a specialized field with an independent status.

Earlier, physical education was considered an ordinary part of general education. So, the problems of this field were not given much importance. But now, many changes have occurred in approach towards these fields. Approach and even meaning of these fields have radically changed. As its nature becomes clearer and scope becomes wider, attempts have started to give it priority at all levels of a person's life. So, while making persons enter the field for contests, a lot of problems arise in their behaviour.

But now, many changes have occurred in approach towards these fields. Approach and even meaning of these fields have radically changed. As its nature becomes clearer, scope becomes wider in their behaviour. Moreover, during and after the sports contests, the sportsmen pass through a variety of mental situations while facing either defeat or success. These mental statues affect their behaviour. There was a need for a special branch of psychology for analyzing and studying such mental states and behaviour patterns. This need has now been fulfilled by sports psychology. Sports psychology is a kind of experimental psychology. It studies and analyses the mental experiences, process and behaviour patterns which occurred to students of physical education during various situations.  

Thus, educational psychology and sports psychology have a direct relationship. So if, by following the combination of physical psychology educational psychology and sports psychology sports persons are prepared for games, such sportsmen reach success very closely.

Emotions are of 2 types: pleasant and painful. Anger and aggression are painful and are related to danger or trouble. They provide energy and prepare body to run away or fight. Pleasant emotions like love, and delight are not related to danger. Yet they are able motivators for behaviour.

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8 D.B. Solanki and A.J. Patel, Psychology of sports, p.14
Emotion is an experience which occurs daily to each person. This word is derived from Latin. It means agitation or restlessness. During an emotion, a variety of external and internal bodily changes occur.\(^9\)

Human life can be described as a continuous work at tasks. Individuals may or may not be successful in facing these tasks. The psychology of achievement motivation is engaged to run research projects aiming at a better understanding of individual performance and the nature of human resources as well as at the development of assessment and intervention techniques to increase achievement motivation. Tasks in industrial settings and in service organizations become more and more complex and underlie dynamic changes arising from changing market demands. To keep individuals highly achievement motivated while doing their jobs, tasks have to be designed with high motivating potentials.

From a motivational perspective the action process is divided into two parts. The first part describes the development of achievement motivation as a consequence of a fit between the achievement motive and the achievement-oriented motivating potentials of the situation. Achievement motivation initiating action arises through interaction of achievement-oriented motivating potentials of the task in its situational context and the strength of the achievement motive on the side of the performing person. Personal goals controlling actions result directly from the strength of this achievement motivation (Figure 1). The second part of the motivation process responsible for the translation of motivation into action is often called the volitional phase in the control of behaviour (Heckhausen, 1989); during this phase, goal-oriented action turns into outcomes controlled by the degree of goal commitment. Goal commitment affects the way persons choose to reach their goals and the selection of

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strategies they pursue (Brandtstätter & Renner, 1990). Examples for such strategies are to pursue a goal persistently even in case of hindrances or to adapt flexibly to changing aspects of the situation. The translation process works better when more specific and concrete goals are set, the higher the goal commitment the more effective the chosen strategies of goal pursuit.

The learning atmosphere in sports is called as motivational climate. It has different motivational patterns such as positive attitudes, increased effort, effective learning strategies. There are two dimensions of motivational climate mastery and performance, in sports and physical activity. Mastery (task-involving) climate refer to structure that support effort, cooperation, and emphases on learning and task mastery. As far as performance (ego-involving) climate refer to situations that enhance normative comparisons, intra-team competition and disciplinary approach by coaches to mistakes committed by players.

Thus, emotion is an agitated state of body that is expressed by various bodily changes. Emotions arouse a pleasant or unpleasant feeling. Such a feeling make a person do various activities. Thus, emotions also act as motivating force. Due to such force, sportsmen, due to their emotions, attain success in sports.

With respect to sports, it is worth bearing in mind that if one desires to keep his body and mind healthy, he should maintain balance in any situation. In terms of psychology, the practiced and actively drawn wires of brain are emotions, while loose wire is despair. An appliance for exercise, made of spring and used for strengthening muscles of hand and chest, is pulled on both sides by hands to maximum degree according to strength. If that spring is pulled with maximum strength, muscles of hand are not fatigued upto a period of time. But if this appliance is used with force without the purpose of exercise, then after a while, gradually, the muscles,
instead of being strong, the pulling exercise negatively affects the strong muscles. So, the pulled spring becomes totally loose. In the same way, if a man becomes active in a sport, without directing his body and mind in proper direction, and without coordination, the direction of his emotion also affects his mind negatively. But if emotion is given correct direction, it is very useful in success. Mostly, people live in tension due to excessive emotions. They want to reach somewhere, get something, win a gold medal by reaching a goal and wave a flag, get ahead of others in competition for medals. Those whose ambition is to get first place, by keeping others behind, have to live, by keeping all aspects together and attaining coordination. Majority of people are looking for possibilities. Everyone wishes to fulfil his dream of winning a medal. Even new sportsmen who are just entering the field of sports, start dreaming about winning a gold medal. As they gradually equip themselves with all around preparedness, they can give a correct direction to their personality traits and achieve a high-level result. Thus, emotion and motivation play a very important part in their success.

Emotional Maturity is a state of balanced feelings and self-control. Person is said to be emotionally mature who has in his possession almost all kinds of emotions (positive as well as negative) and is able to express them justly, skillfully and timely in different situations of life.

As per the author of emotional maturity scale, Singh and Bhargava (1999), 'Emotionally mature is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continually involved in a struggle to gain healthy integration of feeling, thinking and action'. Its measurement is the total score on emotional maturity scale.

When people see persons of ordinary caliber achieving high level goals, they are surprised. It is difficult for them to understand reasons for
success of sportsmen who have left school, or perform at a mediocre level in college. For many years, people believed that a person’s intellectual ability can predict high level of success. They assume that persons of high intelligence naturally attain more success. In schools frequently tests of intelligence are administered. Planning for furthering career is also done. Some sports bodies also prefer results of such intelligence tests for selecting sportspersons. Such decision about ranks of intellectual ability influence us widely. But observations of researchers during the last ten years show that it is not necessary that persons who get high intelligence score attain a special level of success in future. Research has repeatedly shown that a high quotient or high intellectual level at school or college level may not correctly predict who will succeed or fail in later life.

Motivational researchers share the view that achievement behavior is an Interaction between situational variables and the individual subject’s motivation to achieve. Two motives are directly involved in the prediction of behavior, implicit and explicit. Implicit motives are spontaneous impulses to act, also known as task performances, and are aroused through incentives inherent to the task. Explicit motives are expressed through deliberate choices and more often stimulated for extrinsic reasons. Also, individuals with strong implicit needs to achieve goals set higher internal standards, whereas others tend to adhere to the societal norms. These two motives often work together to determine the behavior of the individual in direction and passion.

Explicit and implicit motivations have a compelling impact on behavior. Task behaviors are accelerated in the face of a challenge through implicit motivation, making performing a task in the most effective manner the primary goal. A person with a strong implicit drive will feel pleasure from achieving a goal in the most efficient way. The increase in effort and
overcoming the challenge by mastering the task satisfies the individual. However, the explicit motives are built around a person's self-image. This type of motivation shapes a person's behavior based on their own self-view and can influence their choices and responses from outside cues. The primary agent for this type of motivation is perception or perceived ability. Many theorists still cannot agree whether achievement is based on mastering one's skills or striving to promote a better self-image (Brunstein & Maier, 2005). Most research is still unable to determine whether these different types of motivation would result in different behaviors in the same environment.

John Meyer and Dr. Peter have presented in their journal of personality assessment about emotional understanding and mutual relationships among people. They have defined behaviour on the basis of peoples' mutual relationships, ability to understand emotions, and their insight into other persons' emotionality. Thereafter, in 1995, psychologist Daniel Golman has popularized and given this definitional professional form in his article: "Emotional intelligence: why it can matter more than pure intelligence."10

For many years, researchers were perplexed about this issue relating to the situation, and about correlating intellectual, emotional, logical, numerical skill and understanding similarity of thinking process, and verbal skill etc. Intelligence can, upto a limit, predict educational performance. But predictive equations about personal and vocational success go on changing. As some persons waste their efficiency by unnecessary thoughts, behaviour or give and take of news, they block their opportunities for success.

10 P. Solovi and J.D. Mayer, Emotional Intelligence Imagination Cognition and Personality (USA, 1990) p.211
A variable of success which is not obvious is emotional understanding. Daniel Golman, has popularized this concept. Scientists like John Meyer, Peter Solovi, Howard Gardner, Robert Staterberg and Jack Block have found that people who have a special tendency for emotional intelligence get more success in their life, even when sharpness of their intelligence is less.

One of the definitions of emotional intelligence is included as a characteristic of a person.

1) Accurate awareness of one self and others’ sentiments.

2) Controlling one’s knowledge about own emotions and behaviour in various life situations, and responding appropriately. Controlling opposing tendencies by developing effective wholesome feelings, when facing difficult situations. Making relationships sincere.

3) Maintaining balance between emotions and their sincere expression. Attending to and being happy with important matters communicating with others in society.

4) Select a rewarding task and complete it. Keep self confidence. Manage for achieving goals.

5) Maintain balance in tasks and live with joy.

Two U.S. Professors, Dr. Meyer J. and Dr. John Peter Solowi, published two educational books. Researcher who, in seloviyal university, tried to develop scientifically a measure of variation of people in emotional area, felt that some persons are better than others in recognizing others’ feeling about understanding own feelings, and in solving problems of emotional confusion. 11

Professors Dr. David R. and Dr. Kuruso developed two tests for what we call as emotional intelligence. E.I. includes tasks skills like ability to give advice and suggestions about feelings and emotionality of self and others. For E.I., they suggested the following definition: E.I. is ability to process information about emotionality, especially, sense of identification, ability to understand, and managing one’s emotions.  

Effective use of abilities, insight, understanding, values, ability to experience, human abilities, metal alertness, ability to create new things, feelings that originate reliable information, sharp intelligence develop from emotional intelligence. Emotional intelligence is ability to know and evaluate one’s own and others’ feelings and to find out appropriate response to such feelings.

What is Emotional Intelligence? It covers internal and external levels of working of our sentiments. It includes our emotional aggressiveness, self-awareness, self-respect, fearlessness, ability to assert one’s convictions, and firm decisiveness. It includes personal level, convenience maintaining and developing mutual relations and our social understanding. It covers our social attitudes, future ability, problem solving and humility. Our awareness of our capacity, control of opposing forces and passion, maintenance of positive mental state and happiness play an important role in our emotional health. These variables are important in our happiness in personal and vocational life and degree of success. Emotional intelligence is a part of subtle intellect. Raven Jessy Fort has described it as a skill which arranges at proper place our feelings, personal abilities and social

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capacities, and which affects our ability to fight against pressures and demands of environment.\textsuperscript{13}

For several years, psychologists have experienced that persons with high emotional intelligence fail, while persons with average or low intelligence succeed. On the basis of research they have found that the missing factor between high emotional intelligence and low achievement was their inability in control. They were very intelligent, but were unable to maintain healthy and fruitful relations with others, to avoid contradictory variables, or to control their emotions. On other hand, persons with high emotional intelligence have proved to be better in fighting against environmental stress and demands.

So they have succeeded despite possessing emotional intelligence that is lower than manual workers.

"Emotional intelligence conveys what you can do."

"Emotion conveys what you would do."

Dr. Meyer J., Dr. Peter Solowi and Dr. Kuruso have considered emotional M.I. as measuring rod for efficiency. E.I. includes recognition of emotion, insight and expression, simplicity of emotional thoughts, understanding, and management of emotions In particular, emotion area is described as follows:

1) Emotional understanding includes ability to recognize expression in stories, music and gesticulations.

2) Solution of problems by thoughts, recognizing feelings, and ability to feel in relation to sensations like colour and taste.

3) While explaining emotions, knowledge of favourable and unfavourable feelings and emotional problems about deciding which relationships are to be maintained are also included.

4) Control of own and others' feelings and emotions, and explanation of social acts related to feelings, which are suggested, are also included.

List of obstacles of emotions in a measure and charts of emotions are very current examples. This list was developed by Raven. So, a measure of emotions is in use since 1997.

For success in arousing emotions due to environmental demands and pressures, skill efficiency and ability which affect ability of someone, are divided into four types.

(1) Related to interval relation (2) Related to one-to-one personal matters (3) Managing hostile variables and (4) Ability to adjust with situation.

Usual State of Mind

Self-awareness includes ability to express oneself and ability to see oneself positively. In one-to-one personal relations, ability to take social responsibility and sympathy are important. Management of hostile factors requires careful assessment of facts and finding solution to problems. Ability to adjust to situations requires emotional control and tolerance of unfavourable factors. Thus, interpersonal problems require a steady state of mind, optimism and happiness.


(1) Present environment

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14 J.D. Meyer, D.M. Kuruso and P.Solowi : Selecting a measure of emotional intelligence : the case for ability scales (U.S.A. 2000) p. 120.
(2) Emotional Literacy
(3) Emotional efficiency
(4) Emotional value and attitude
(5) Result

Factor of present environment measures stress and satisfaction experienced in life. Measure of emotional literacy includes scales of emotion, self-awareness, expression of emotion and awareness of other peoples' emotion. Emotion also includes intention, creativity, bodily and mental elasticity and personal relations also. Emotional tendency includes innate knowledge and trust. Hopefulness, effective relations, quality of life and health complete the map of emotion.

E.S.I. has been developed by D. Golman in 1999. It measures emotionality from four viewpoints:

1) Self awareness
2) Self management
3) Social awareness
4) Social skill.

Self awareness includes emotional awareness, self-assessment as per specified in the measure and self-confidence. Self confidence, trust about one's ability to adjust to new situation, truthfulness, determination about tasks and initiative are included in self-management. Sympathy, alertness and readiness to serve are included in social awareness. Skill in developing others, leadership, managing news, dealing with socio-political upheaval, management of adverse situations and co-operative activities with others are included in social skills.15

Difference between emotion and intelligence

Emotion is non-intellectual aspect of personality, while intelligence is an aspect of understanding ability. Intelligence covers our abilities like learning, remembering, thinking, understanding, explanation, solution of problems and using our knowledge. Emotion directs us to use such abilities in daily life and in social interaction. It decides the level of our feeling, our personal and social alertness and area of our activity. It suggests us how to understand feelings of our own and of others. It makes us aware about our and others' activities, about effective relationships and social responsibility.

Emotions suggest how we maintain internal balance at healthy level so that we can attend to opposing forces, solve emotional problems and adjust reality with humility. It decides the level of our feeling, our personal and social alertness and area of our activity.

Emotions suggest how do we maintain internal balance at healthy level so that we can attend to opposing forces, solve emotional problems and adjust to reality with humility. It alerts us to our abilities and to achieve in society, and maintains link with our social status.

Emotions direct us to personally attend to our daily life in order to get success.

Emotional intelligence has two parts: intelligence related to internal relation and intelligence related to interpersonal relation. Internal intelligence allows us to keep relations between our feelings, thoughts and actions; while interpersonal intelligence allows us to develop sympathy with, and maintain clear communication and achieve concord with other people by motivating them and persuading them.

There are two approaches to the study of emotional intelligence. First is developing social feelings. Golman's work in this area leads to good adjustment. To some extent, Subodhi and Meyer's 1990 work is also of this
type. Second is likeness of ability. Second is likeness of ability. This is similar to the 1997 sample developed by Meyer and Solowi. It shows emotional intelligence as a series of skills combining feelings and experience. It defines E.I. as ability to know, understand and think over emotions and intellect.

E.I. can be shown as made up of four different aspects:
1) recognizing feelings (ability to know feelings of self and others)
2) use of feelings
3) ability of understand complex feelings by understanding links between their constituent simple feelings and
4) Managing feelings in self and others.

If you possess ultimate energy, high hopefulness and novel ideas, and if you can balance any positive or negative events of life, you can change these events into success. If you start having difficulties while doing so, you should examine causes of your positive or negative thoughts.  

According to the view of sportsmen, one can accept such emotional mood occasionally. To adjust our body to changing situation while making full efforts for good performance, emotional feelings are fully responsible for achievement.

"Emotionality has not caught attention in literature" : Freud 1924.
1) Sigmund Freud and Franz Alexander have emphasized the obvious way to development since long,
2) Development of the whole system is related to dependence on parents.
3) Maturity is related to independence.
4) Maturity is also related to training at home and socialization.

5) Another feature of maturity is clear understanding of reality.
6) Maturity also implies softness and acceptability.  

   A child's feelings interact with his ability and development. A child is very creative and constructive up to six years' age. Gradually such features create ideals full of feelings or passion; which do not change in later life. Environment joins specific demands and frustrations with tasks. Person tries to harmonise conflicting emotions and adjusts to environment. A person is able to adjust easily and firmly according to his degree of maturity. But when pressures clash with his emotions, he responds by escaping. Such escape reactions lead to

Internally:
(a) psycho physical reactions.
(b) irritability

Externally:
(a) Personal action
(b) Destructive Social Behaviour
(c) Criminal Behaviour

Currently young people and children are facing difficulties in their life. Such problems arouse psycho-social difficulties like confusion, worry, agitation, anxiety frustrations and uneasiness. As wedge Kurt says, self-acceptance is an important aspect of maturity. It should precede others' acceptance.

   Emotional maturity does not merely determine effectiveness of personality but also helps in controlling the adolescent's growth. Emotional

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17 Yashvirsing and Mahesh Bhargava: 'Emotional maturity scale' (Agra: National Psychological corporation, 1994)
maturity reflects emotional behaviour at any level. A person who is able to control his emotions, stops delays and nicely displays emotions.  

Morgan states that a full knowledge of emotional maturity helps a person to use his abilities and status fully. 

According to Walter D. Smitson (1974), emotional maturity is a process in which the person constantly tries to get special understanding of emotional health. 

Kaplan and Baren, while explaining emotional maturity, state that it has a capacity to prolong resistance. It gives the person ability to tolerate frustration, plan for long term and delay as required. An emotionally mature players is able to achieve effective adjustment with his family members, school, society and cultural contemporaries. But maturity also gives ability to please. 

Many measures have been suggested to evaluate maturity. According to Bernard (1954), measures and emotional maturity are as follows: 

- Desire for direct presentation of negative emotions. 
- Positive nature of high level emotions. 
- Developing high tolerance for unpleasant situations. 
- Increasing satisfaction from socially accepted responses. 
- Increase in trust for actions dependent on others. 
- Ability to choose 
- Freedom from excessive fear 
- Understanding and action in the context of limitations. 
- Awareness about abilities and achievements of others. 
- Tolerance of Error without feeling disgrace. 
- Ability to create impression when succeeding.

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18 Yashvirsingh and Mahesh Bhargave: Emotional maturity scale
• Ability to delay satisfaction of emotion.
• Happiness in daily life.

According to Cole’s view (1944), the main sign of emotional maturity is ability to tolerate anxiety and agitation. Moreover, emotionally mature person continues to maintain his abilities of light heartedness and creativity, while facing difficulties. He enjoys and keeps balanced both activities of responsibility in sport.

“If a person’s emotional development is complete, he has a high level of acceptability, his tendency to retreat is less and of low level, and tendency of attack is minimum. So, emotionally mature person does not necessarily depend on all conditions. He constantly provides to himself a clearer vision for entering the battle for achieving well-designed healthy combination of feeling and thought.”

J.P. Guilford has prepared a framework of natural aspects as follows:

While responding, a person sees or behaves like a sympathetic, proud, quarrel some, childish, self-centered and demanding individual. Then he controls the emotions. When he is emotionally aroused, he becomes despaired due to thought of defeat in a game. His behaviour can be described as follows. There are five aspects of emotional immaturity.

1) Emotional unsteadiness
2) Emotional repression
3) Social discord
4) Personality discord
5) Defect in freedom

Emotional Unsteadiness:

This is a broad aspect of lack of ability. It presents irritability, constant need for help in daily routine aggressiveness, obstinacy and anger full of emotion. This group aspect has high correlation with total score on the scale.

Emotional unsteadiness is highly correlated with social discord. But emotional repression has low correlation with retreat. This aspect has low correlation with amazed aspect. It appears like an independent aspect of emotional immaturity.
Emotional repression

This is a broad group of repression aspects. It presents inferiority feeling, unsteadiness, aggressiveness and self-centered aspects. This aspect is correlated with total score on the scale, and also with personality discord and lack of independence. It comes out as a broad aspect of the scale.

Social discord:
Such a person shows lack of social acceptability. It may not be disgustable but is linked with pride, escapism or falsehood.

Personality discord:
It includes aspects such as strong dislike, despair, frustration and immorality etc. Such a person suffers from inferiority complex. So he responds with retreat or destruction and develops a distorted view of reality. He shows irritability of various levels.

Defect of freedom
Such a person keeps a benevolent and flattering dependence on others. He has a purposeful interest. People see him as an unreliable person.\(^\text{20}\)

When, in a playing field, we fail to use or give correct direction to our emotional feelings in achieving success, feeling can create many psychological problems further ahead. It destroys ability to fight against adverse situations of body and mind. When such situations arise, emotions in positive feeling are gradually destroyed. Then negative feelings start affecting our effort. To save us from that, divide responsibilities with team members and take help from all of them. When on the playing field such a situation starts developing, be patient for a while. If you play your role

while keeping your emotions in control, you will be able to bring the play back in original position and get success. Do not try to become a superman. Every player related to you expects help. But if you continue to play others’ role at your expense, you are sure to land in difficulty. So, right from the beginning, play your role while following time. Continue to think and do a pleasant activity, you will succeed and be free from fatigue and boredom. If you plan your game, you would use your feelings positively. Being with others and taking their help, you would meet with minimum obstacles in achieving your goals. If you proceed by depending only on yourself, you will encounter many difficulties.

Whatever you want to achieve, body and mind are directly related. So, on the playing field, feelings are successfully used in direction of goals, you can succeed.

Moore and Atkinson have experimentally studied personal factors related to motivation in the field of education. Studies done by J. Atkinson and M.C. Calender have revealed various factors and values of society and culture. They give rules about motivated behaviour, and cite many researches. A variety of motives like anger, sex, power, dependence, and emotions like fear, attack, anxiety and rivalry are studied.

Dr. Vishwanath Mukherji gave special choice to an achievement test on an American sample. A similar criterion was used for crosscultural study on a sample in Bihar, India. Sentence completion test was found to be very effective. Compared to non-linguistic norms, use of linguistic norms is better.

Need based achievement is related to desire for achieving at high level. Research about need-based achievement shows it to be a force which can arise from self-involvement. Achievement motive differs from person
to person and group to group. It is also a subject to cultural influence. Achievement motive can be aroused by programmes of training in sports.\textsuperscript{21}

If we look around, we see a human being as originating a large variety of motions: he sits, gets up, walks, runs, eats, drinks and sleeps. He ruminates honour, tries to forget insult. He earns, spends, gives and expects love. He neglects and is neglected. He tries to get power, gets afraid of future and achieves by his adventure. He remains engaged in various relations with himself and others. Sometimes, he is agitated, while at other times he is satisfied. Why is he so busy and on the run for obtaining so many satisfactions? There are no final answers to these questions. But we can say that his bodily system keeps him on the move. New behaviour forms arise due to his interaction with society and environment. This power that keeps him active is ‘motive’.\textsuperscript{22}

Some types of human behaviour surprise us e.g. in international contests, a team moving towards win, is suddenly pushed to defeat. This raises a number of questions. Why do the players behave like that? If we can discover motives of a sportsman, we can guide his behaviour in proper direction, to achieve success.

A number of factors inherent in sportsmen can act as causes of success or defeat.

Internal bodily system and mind has two aspects: inspiration and abandon. To get an opportunity for both of these, the mind of a player gets busy with readiness. He feels that he is entering into an important task and becomes enthusiastic. If in games and sports, the daily routine of players

\textsuperscript{21} V.P. Bhargava : \textit{Achievement Motivation Scale} (Agra : National Psychological Corp. 1994)

can be given the status of accomplishment, their enthusiasm and inspiration can be maintained.

As the degree of exercise increases, such inspiration becomes more pleasant, backed by mental delight. A player gets physical alertness when he is on a playing field. But when he approaches success, increase in his enthusiasm prompts his mind, makes him more active and satisfied.

His achievement motive leads him to take definite decisions in the direction of success. When he uses his understanding of the game, his goals and tasks become clear to him. He is able to see opportunities and promptly uses them. But the situation on the field continues to change. So if the opportunity is not used quickly, only remorse remains. Success in games and sports remains a permanent pleasant experience. 23

Success remains hidden inside a player's personality in a number of layers. It can be brought out and refined by much labour and motivation. In games and sports, personality can be heated and shaped only by devotion and dedication. Intense practice, patience, adventure and motivation jointly bring success.

In order to achieve goals, will and resolution are very important. The person has to carry out his responsibility by his own effort. The following steps are necessary:

- Make a plan and sub-plans.
- Decide on tasks based on priority.
- Think as a winner.
- Develop a knack of listening to others.
- Co-operate with them properly.
- Think of doing something new.

The responsibility for shaping our life is our own. We are answerable for wrong decisions and results. We can take pride only with understanding and responsibility.

Stand firm on your ground, try to move up gradually. It is easy to put into practice, clear and simple strategies. Confidence gained from their success motivates us to complete important large scale strategies. A player should choose appropriate strategy for his goal. A winner says: ‘yes, I will be able to get the goal by making the required effort.’ Such thinking makes even an old person, creative and active.

Attachment for a game or sport can help in controlling negative emotions like anger. Anger can also be converted into a motivating force for good play.  

When you begin to play for the first time, you may not know how to start, whether an action would succeed or fail. Yet you have to begin somewhere. Do not fear making mistakes. If you continue to hesitate, you are sure to fail to utilize all chances of succeeding. So, while playing, take care not to repeat the same errors. While dealing with difficult situations in a game, you can get guidance from experienced players. But do not wish to play only by depending on others.

While playing games, every move does not bring equal success to all players. Situation goes on changing. So remain adaptive. Some players are unable to digest early success while others are unable to tolerate failure.

Success in games and sports occurs when there is fine adjustment between factors like time, personality, effort, motivation and emotion.  

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Statement of Problem
A Comparative Study of Emotional Maturity and Achievement Motivation of Players Participating at National Level.

Limitations
(1) This study was limited to Games such as Handball, Volleyball, Football, Athletics and Swimming.
(2) 25 Male and 25 Female players of National Level were selected as sample of each from five games.
(3) In this study Psychological test was used to measure emotional maturity and achievement motivation.
(4) In this study players of 5 games were selected only from Gujarat State.

Delimitations
(1) Caste differences were not be taken into consideration in the Present study.
(2) No restriction was on the players in any other physical activities in the Present research.
(3) It was not possible to control Social, Economic and Life Style pattern and other factors affecting the result of Present Study.

Hypothesis
There will be no significant difference in the aspect of emotional maturity such as emotional instability emotional regression, social maladjustment, personality disintegration and lake of independents between the players of Handball, Volleyball, Football, Athletics, Swimming participating at national level.
Definitions:
Emotions
"Emotions is stirred up state of organisms."\textsuperscript{26} - Woodworth & Marayis
"Emotions is excessive activities of organisms."\textsuperscript{27} - Lindsey. G.

Motivation
"Motivation is intend factor of individual which stimulate his activities."\textsuperscript{28} - J. P. Guildford
"Motivation is a behaviour directed towards certain goals."\textsuperscript{29} - C. T. Morgan

Physical Education
"Physical education is a continuous process, through Physical Education Women Development can be definitely improved; physical education includes increase in the skill of positive dynamism."\textsuperscript{30}

Test
"Psychological test is a structured technique used to generate a carefully selected sample of behavior."\textsuperscript{31}

\textsuperscript{28} J.P. Guildford \textit{Personality} (New York, 1956) p.64
\textsuperscript{30} C.A.Busher and D. A. Wost \textit{Foundation of Physical Education and Sports} (Morbi : Sent Luis, Times Mirror, Morbi College Publication, 1987)
**Significance of the Study**

1. The aim of present study is to manifest the emotions maturity and achievement motivations of the male and female player of different games. The knowledge of such study will help to cultivate such traits in players and lead them to success.

2. The study will be helpful to the coaching manager of the team, who is responsible for preparing the players and knowing the results of games.

3. The study will be helpful to know the weakness and defects of players.

4. The study will be helpful to train the players and achieve success.

5. The study will help to cultivate positive attitude towards higher hygiene and proper development.