CHAPTER I

INTRODUCTION

Modern world is the world of competition, which is very important in mental skills for success. The participation in modern sports is influenced by various physical, physiological, sociological and psychological factors. In this modern era of competition, the psychological preparation of a team is as much as important as teaching the different skills of a game on the scientific lines. The teams are prepared not only to play the games, but to win the games too. And for winning the game, it is not only the proficiency in the skills which bring victory but more important is the spirit of the players with which they play and perform their best in the competition.

Until recently the coaches have been paying inadequate attention to the social and psychological factors which although have been proved to contribute to performance in events in the higher competitive sports. It is only recently that sports administrators and coaches have realized the importance of the psychological preparation and training of player to enable them to bear the strain and stress inherent in sports participation. So, now the sports trainers and coaches have started giving more importance to the psychological conditioning or building the mental make up of the players before their contacts in the national and international competitions.

The application of psychological principles to the improvements of performance in sports has received greater attention in these days. There are certain accepted psychological principles which have to be applied, so that the athletes and players are able to show their best in their performances. Coaches, physical educationists and sports scientists have always expressed a great need to know more about those psychological principles, which are helpful in improving the motor skills of the players. It is important to know about emotional phenomena like sports
performance, anxiety and some personality traits like psychotism, neuroticism, extroversion and locus of control of the players during training as well as competitive situations. (Agyajit Singh, 1992)

1.1 SPORTS

The word ‘sport’ is derived from two words ‘dis’ and ‘portere’ meaning ‘carrying away from work’. Regarding sports, we point to such recreative activities which are relaxing in nature and it is for the sake of seeing ‘pleasure’ only. Basically sports are individual activities born out of natural urge for movement. Sports are part and parcel of human as well as animal life. (Gangopadhyay, S.R., 2008)

Sports is a psycho social activity It has both psychological and social dimensions besides physical, physiological and technical aspect. Sports play a very important role in the modern world. Man’s interest in sports is found in all societies of the world. It is important to an individual, a group, a nation and indeed the world. Most of the nations share a common interest in sports competition, especially at certain times during the Olympic Games.

Sports are an ‘activity oriented field’. It starts with movement and gradually encompasses mental, intellectual and social aspects of the child’s personality. Much of the attraction of sport comes from the variety of experience and feeling that result from participation such as success, failure, exhaustion, pain, relief and feeling of belonging. Sports can bring money, glory, fame, status and goodwill; however, it can also bring tragedy grief and even death.

1.2 PSYCHOLOGY

Psychology is a science of behaviour of the organism. The world ‘psychology’ has come from the Greek work ‘psyche’ meaning ‘soul’ and the ‘logos’ meaning
‘study. Thus, the literal meaning of psychology is the science or study of the soul. (Ajmer Singh et.al., 2000) Greek philosophers believe that the soul was responsible for various mental activities such as learning; thinking; feeling etc. It was believed that the soul was the essence or true being of an organism, the cause and the principles of life. As the relation of the soul to the body and the functions of the soul could not be explained, some philosophers tried to define psychology as a ‘science of mind and gradually it has been known as the study of consciousness and finally as a study of behaviour. Today, it is considered as a science of behaviour, behaviour activity and experience of all living organisms.

1.3 SPORTS PSYCHOLOGY

Sports psychology is a science in which the principles of psychology are applied in a sports or exercise setting. (Richard H. Cox, 2002)

The word psychology refers to the study of human behaviour and sports psychology denotes a sub-category of psychology that deals with the behaviour of the athletes and teams engaged in competitive sport. Sports psychology is that branch of psychology which is intimately connected with human behaviour on the play field, both under practice and competitive situation, with a view to bring about qualitative improvement in performance. (Ajmer Singh, et.al. 2000)

According to Robert N.Singer, (1981) “Sports psychology is the applied psychology, the science of psychology applied to athlete and athletic situations. It further improves individual of all ages both and with varying degree of skill”.

Sports psychology is the scientific disciple the object of which is to study psychological manifestation of those who systematically practice competitive physical exercise. (Gangopadhyaya, S.R., 2008)
Sports psychology is an important ingredient of sports training programme and deals with the way in which various psychological states and traits influence sports performance. It is the application of psychology to the issues and problems in the field of sports as the problems of sports person are quite unique, different, subtle and complex. Therefore, the main purpose of sports psychology is to understand the behaviour of an athlete, to modify it according to the demand of situations, and to optimize the benefits for elite performance and excellence.(Ajmer Singh et.al. 2000).

According to Singer .R (1981), “Sports psychology encompasses various branches of psychology as they are related to our ability to understand athlete performance, how to make it better, and exercise programmes. It is believed that the most helpful type of intellectual behaviour in which an athlete may engage is intellectual flexibility, the willingness to cast off inappropriate but previously employed methods, strategies and skills. According to Robert N. Singer (1981), “Sports psychology explore one’s behaviour in athletics”. The idea is to improve the performance of athletes by exploring their ‘psychic energy’. Athletic training is in complete without mental training of athletes who have to cope with extremely stressful situations on and off the play field. Sports psychology steps helps to guide athletes and coaches. Psychological approach to athletic training plays an important part today.

1.4 SPORTS PSYCHOLOGY AND PERFORMANCE

A psychologically well prepared player is characterized by efficiency of thought and deed. Efficiency is typically associated with skilled performance, when actions are fluid and graceful. The concept can also be extended to psychological activity.
Sports psychology is the sub discipline of kinesiology that seeks to understand the influence of behavioural processes on skilled movement. Exercise science together with various clinical areas of medicine (Physical therapy, orthopedics, cardiology etcetera) comprises the larger fielded of sports medicine. Thus sports psychology is classified as a scientific field of study with sport medicine. Here sports psychology has got three major goals with sports medicine of measuring psychological phenomena, investigating the relationship between psychological variables and performance and application of theoretical knowledge to improve any player’s or athletes performance.

1.5 IMPORTANCE OF SPORTS PSYCHOLOGY TO PHYSICAL EDUCATIONISTS AND COACHES

1. Physical educators are interested in making the movements of an individual efficient and through this develop his personality. That’s why psychology of physical education / sports must take into account various aspects of human growth.

2. Motor skills are the basis of our conative (feeling and cognitive) behaviour, cognition, affect and conation making one continuum. All physical activities are nothing but an expression of the organism/s motor activity. Hence, psychology of physical education delves (to see patiently and carefully) deep into the mechanics of motor learning and strives to improve the individual’s motor ability.

3. Psychology of physical education studies instincts and emotions which are the ‘prime movers’ of the child’s behaviour and the ‘real springs of life energy.
4. The physical educators take into accounts, the hereditary and environmental forces which ultimately determine an individual’s qualitative as well as quantitative improvement in motor ability and physical activity performance.

5. Individual and sex differences are the most important areas with which the teacher of physical education is deeply considered.

6. Physical education aims at the individual’s personality. It is psychology which informs the teacher of physical education as to what is the structure and the dynamics of personality. Hence, ‘personality dynamics’ must be considered as one of the most important problem areas which the psychology of physical education deals with so that the teacher is able to achieve the objectives of physical education.

7. Psychology helps the physical educator and the coach to understand the real springs of behaviour of players and how desirable changes and modifications can be brought in the behavioural patterns to the advantage of the individual and the society.

8. Sports psychology gives the athlete and the coach an opportunity to introspect themselves. (Gangopadhyaya, 2008).

1.6 PERSONALITY

Sports psychology studies sporting behaviour of an individual. Behaviour is the manifestation of personality. The manner in which a person’s behaviour shows the kind of personality he possesses. Personality is the whole man that includes, his inherited aptitudes and capacities, past learning, integration and synthesis of these factors into characteristic behaviour patterns, his ideals, values and expectations.
Adequate and proper development of an athlete’s personality reinforces his/her capacities and potentialities (Gangopadhyay, 2008).

Psychologist have defined personality in different ways. Valentine’s view is the sum total of innate and acquired dispositions whereas Boreing’s view deals with ‘an’ individual’s adjustment to his environment. Morton’s view of personality is the ‘biological innate dispositions, impulses, tendencies, aptitudes and the instincts of the individual’. Munn views personality as the ‘integration of an individual’s structures, modes of behaviour, interests, attitudes, capacities, abilities and aptitudes.

The term personality refers to a peculiar blend of characteristics that make a person unique. Personality reveals the psychological make up of an individual through his behaviour. In fact, it is the quality of a person’s total behaviour. Personality is a dynamic and continuous process of learning in which the individual acquires the typical modes of responses. The word personality is used to subserve all the factors inherited or acquired, which make up an individual. It is the total sum of what one is, one’s typical response patterns and behaviour patterns.

1.7 DIMENSIONS OF PERSONALITY

The composition of human personality is the subject of innumerable theories. Each focuses on one or several particular aspects or dimensions of personality, but none appear to consider it in its full scope, depth and integrity. Some theories focus more on differences in type, others on the relative development of specific characteristics and competencies and still others on the dynamics of interaction between several psychological constructs such as Freud’s ego, super ego and identity.

A typological approach to categorize personalities fails to take into account wide variations in intensity that would adequately distinguish a Napoleon from a
dominant local leader. Behavioral descriptions do not adequately distinguish between external expressions of personality and inner motivation. In an effort towards scientific objectivity and impartiality, most theories omit assigning values to differences in personal orientation to other people and the world around, yet the distinction between a good, kind, generous person who relates positively to everyone and one who is jealous, mean or evil-motive cannot be merely dismissed as a difference in type.

A comprehensive theory of personality would need to account for and integrate all these dimensions -- typal differences, varying levels of development and dynamics. A first step in evolution of such a theory would be to clearly identify the structural dimensions on which personalities differ.

Human personalities can be examined and differentiated on six core dimensions:

1. Energy
2. Direction positive – negative attitudes
3. Values
4. Depth: Manners-Behavior-Character-Personality-Individuality
5. Consciousness: physical-vital-mental development
6. Strength

1.7.1 Energy

This is a subjective measure of the strength or intensity of personality which is very tangible to observation and experience but extremely difficult to define and measure. Great personalities in politics, business and even in the arts are almost invariably described as 'high energy' people. Personality theory needs to identify the
source and determinants of that energy. It needs to distinguish between qualitative
differences in the type of energy observed, such as the difference between a Napoleon
and Mahatma Gandhi. It needs also to account for varying intensities of energy at the
mental, vital and physical levels of the being which is discussed below.

1.7.2 Direction

This refers to whether the person's attitudes, motives, intentions and actions
are positively or negatively related to the welfare and well-being of other individuals
and society. In common parlance, whether the person is 'good' or 'bad'. Sherlock
Holmes and Dr. Moriarty are both depicted as well-formed high energy, mental
characters, yet they dedicate their lives and direct their energies in diametrically
opposite directions. Goodwill is an expression of positive direction.

1.7.3 Values

This refers quite literally to what is most important or valuable to a person. If
direction is a horizontal measure of good vs. bad, values are a vertical measure of
higher vs. lower. Selflessness is high, selfishness as a central motivating force is low.
This vertical dimension expresses at all three levels of consciousness. Thus, idealism,
honesty, integrity, self-respect, self-reliance and self-giving are high mental values.
Loyalty, courage and generosity are high vital values. Cleanliness, punctuality and
efficiency are high physical values. Depth

   Human personality can be viewed as an onion skin of many layers from
surface behavior to inner depths -- including

   Manners -- Behavior -- Character -- Personality -- Individuality
Depth refers to the degree to which these deeper layers are formed in the person.

_Manners_ -- Superficial, external forms of formalized response, a subset of social or interpersonal skills.

_Behavior_ -- The capacity of a person for directed activities based on conscious understanding and intensity.

_Character_ -- The fixed attributes reflecting values that have become fully organized, internalized, fixed and subconscious.

_Personality_ -- The capacity for expansive or creative initiative that transcend the limitations imposed by character, society or personal experience.

_Individuality_ -- A center of uniqueness, quite independent of social conditioning, personal experience and character.

### 1.7.4 Depth

There are people such as Lydia Bennet and Mrs. Bennet in _Pride & Prejudice_ who have not yet developed the self-control and maturity needed even for reasonably good manners and are very unlikely to do so, regardless of their upbringing. Their very nerves are not yet capable of that discipline. Others acquire perfect external manners, such as the teachers and students in _Mona Lisa Smile_, but how they behave outwardly does not really reflect how they think and feel inside. Still others, such as Jane Bennet in _Pride & Prejudice_, have achieved a level in which their inner feelings are fully in accordance with their external manners. They truly mean and feel what they say, but the form of their personalities is largely determined by the social norms and standards of the society in which they were raised. Still others have a
formed character that is capable of higher accomplishment, such as Darcy in Pride & Prejudice. Then there are a few at the level of personality and true individuality who have developed to the point where they can transcend the limitations imposed by society and their own upbringing. Mikhail Gorbachev exhibited real personality in undermining the monopoly on power of the political party and government which he headed.

1.7.5 Consciousness

This refers to the relative development and predominance of the physical, vital and mental parts or levels of consciousness

Physical -- Consciousness related to the body, physical needs and material things, which is fixed, inflexible and gives credence only to the here and now.

Vital -- Consciousness related to the nervous and emotional, the centers of energy, sensations, feelings, desires and urges.

Mental -- Consciousness related to the ideas and ideals, the capacity for thinking, analysis, understanding, organization and planned initiative

1.7.6 Strength

This factor is difficult to describe or measure, but differences in the size and intensity of personality can be readily perceived in some instances, especially when one is in the presence of a towering personality such as a Napoleon, a Goethe, a Churchill or a Gandhi. Every individual have their own characteristic level of intensity which is distinct from the vital or mental energy that they express and may best be represented by their overall capacity to change or influence the people with whom they relate and the environment within which they live.
1.7.7 Composite view of Personality

These six dimensions combine and interact with one another in complex ways to form the web and woof of human personality. It may be helpful to think of human personality as a point or small three dimension object in space. Our trajectory for growth is to expand from that point in multiple dimensions to become a sphere. The point is present level of personality formation with limited knowledge, capacity, power and enjoyment. The sphere is our greater, true being which is potentially as vast as the whole universe and infinite in knowledge, capacity, power and joy. Our progress from a point to a sphere is a progress along the dimensions described briefly.

1.8 EYSENCK’S THREE DIMENSIONS OF PERSONALITY

British psychologist Hans Eysenck developed a model of personality based upon just three universal trails:

1. **Introversion/Extraversion:**
   Introversion involves directing attention on inner experiences, while extraversion relates to focusing attention outward on other people and the environment. So, a person high in introversion might be quiet and reserved, while an individual high in extraversion might be sociable and outgoing.

2. **Neuroticism/Emotional Stability:**
   This dimension of Eysenck’s trait theory is related to moodiness versus even-temperedness. Neuroticism refers to an individual’s tendency to become upset or emotional, while stability refers to the tendency to remain emotionally constant.
3. **Psychoticism:**

Later, after studying individuals suffering from mental illness, Eysenck added a personality dimension he called psychoticism to his trait theory. Individuals who are high on this trait tend to have difficulty dealing with reality and may be antisocial, hostile, non-empathetic and manipulative.

Salient position among attempts at quantification of structures of attitudes, opinions and beliefs and their interrelationships with prevalent values of society occupies the work of H. J. Eysenck. Eysenck’s structures are quantitative structures based on empirical research and are related to other constructs of social sciences. At the core of Eysenck’s theory are his factor analytic structures, such as his structure of personality circumplex. The popularity of this Eysenck's circumplex rests on his association of the extreme forms of the basic personality traits and the personality disorders. Thus, e.g., the unstable-introverted quadrant [B] of the Eysenck's circumplex is related to the obsessive-compulsive and paranoid disorders and the maladjusted-extroverted quadrant [C] is related to the hysterical psychoses and manias.

### 1.9 TEMPARAMENT

In psychology, temperament refers to those aspects of an individual's personality, such as introversion or extroversion, that are often regarded as innate rather than learned. A great many classificatory schemes for temperament have been developed; none, though, has achieved general consensus in academia (Kagan, 2005).

Historically, the concept of temperament was part of the theory of the four humours, with their corresponding four temperaments. More recently, scientists seeking evidence of a biological basis of personality have further examined the
relationship between temperament and character (defined in this context as the learnt aspects of personality). However, biological correlations have proven hard to confirm.(Kagan, 2005)

Temperament is a configuration of observable personality traits, such as habits of communication, patterns of action, and sets of characteristic attitudes, values, and talents. It also encompasses personal needs, the kinds of contributions that individuals make in the workplace, and the roles they play in society.

Each temperament has its own unique qualities and shortcomings, strengths and challenges. What accounts for these differences? To use the idea of Temperament most effectively, it is important to understand that the four temperaments are not simply arbitrary collections of characteristics, but spring from an interaction of the two basic dimensions of human behavior: our communication and our action, our words and our deeds, or, simply, what we say and what we do.

**Communication: Concrete vs. Abstract**

First, people naturally think and talk about what they are interested in, and if you listen carefully to people's conversations, you find two broad but distinct areas of subject matter.

Some people talk primarily about the external, concrete world of everyday reality: facts and figures, work and play, home and family, news, sports and weather—all the who-what-when-where-and how much's of life.

Other people talk primarily about the internal, abstract world of ideas: theories and conjectures, dreams and philosophies, beliefs and fantasies—all the why's, if's, and what-might-be's of life.
At times, of course, everyone addresses both sorts of topics, but in their daily lives, and for the most part, Concrete people talk about reality, while Abstract people talk about ideas.

**Action: Utilitarian vs. Cooperative**

Second, at every turn people are trying to accomplish their goals, and if you watch closely how people go about their business, you see that there are two fundamentally opposite types of action.

Some people act primarily in a utilitarian or pragmatic manner, that is, they do what gets results, what achieves their objectives as effectively or efficiently as possible, and only afterwards do they check to see if they are observing the rules or going through proper channels.

Other people act primarily in a cooperative or socially acceptable manner, that is, they try to do the right thing, in keeping with agreed upon social rules, conventions, and codes of conduct, and only later do they concern themselves with the effectiveness of their actions.

These two ways of acting can overlap, certainly, but as they lead their lives, Utilitarian people instinctively, and for the most part, do what works, while Cooperative people do what's right.

**1.9.1 THURSTONE TEMPERAMENT SCHEDULE (TTS)**

Thurstone (1952) states, temperament are concerned with broad personality disposition rather than highly specific acts or traits. The theory suggests seven temperaments, namely, (i) Active, (ii) Vigorous (iii) Impulsive, (iv) Dominant (v) Emotionally stable (vi) Sociable and (vii) Reflective.
Active

Level of activity refers to total energy out. The active person is typically busy and hurry. He likes to keep himself moving. He may seem tiredless. His speech and actions are vigorous.

Vigorous

The area emphasize physical activity using large muscle group and great expenditure of energy. This trait is often described as ‘Masculine’ but many women and girls will score high in this area.

Impulsive

Impulsivity involves the tendency to respond quickly rather than inhibiting the response. We assume two main components: 1. resisting versus giving into urges, impulses, or motivational status, and ii. Responding immediately and impetuously to a stimulus versus lying back and planning before making a move.

Dominant

Dominant temperament tend to be tall and willowy, with a fast metabolism in youth but often prone to hyper- or hypothyroid conditions as they age. They like efficiency, value their time, and hate to be bored.

Emotionally Stable

Persons who have this trait usually are cheerful and have an even disposition. They can relax in a noisy room, and they remain calm in a crisis. They claim that they can disregard distractions while studying. They are not annoyed by leaving a task unfinished or by having to finish it by deadline.
Sociable

Persons with high score in this area enjoy the company of others, make friends easily and are sympathetic, cooperative and agreeable in their relations with people. Strangers readily approach them about personal troubles.

Reflective

Persons having this traits like meditative and reflective thinking and enjoys dealing with rather than practical problems. Self examinations are characteristic of reflective persons. These people are usually quiet, work alone and fine detail. They often take on more than they can finish and they would rather plan a job than carry it out.

1.10 PSYCHOLOGY IN PHYSICAL EDUCATION AND SPORTS

Psychology entered physical education much earlier than it did sports. Now many phrases as ‘psychological conditioning’, ‘psychological preparation’, ‘psychological training’ etc have become very common in the field of sports: rather these process have entrenched themselves in the entire programme of sports every where. No training in the sports field is complete without reference to the psychological study and psychological training of athletes. All other factors – biological and sociological being equal, psychological condition of an athlete decides his success or failure in competition. Sports like shooting and archery demand a tremendous psychological training of the players. (Kamlesh, 1980)

Generally competition is involved at all levels of sports activity and without mental preparedness, it is not possible for the athlete to achieve higher standards and win competition. As in physical education so in sports, general principles from several branches of psychology go to study the behaviour of sportsmen. Sports coaching
purely individualistic branch of teaching and the coach has to pay individual attention to each of his athlete.

1.10.1 PERSONALITY TRAITS FOR PLAYERS

Type of personality. Some athletes prefer to play in attack, some in defense. Some need a strict tactical plan, others do best if they can improvise. Individual preferences should be observed in choosing types of techniques and tactics most suitable for athletes and, in team sports, assigning athletes to their positions.

While an athlete's temperament (one of the inborn features of personality) does not determine the outcome of competition, it determines the athlete's choice of techniques and tactics. Athletes of different temperaments may achieve the same results but by using the different techniques and tactics that are well suited to each one's temperament.

Another feature of personality—introversion or extroversion—determines teaching methods, the frequency of breaks during practice (less breaks for introverts, more for extroverts), speed of learning, frequency of workouts (greater for extroverts), and the force of stimulation (less for introverts, more for extroverts).

Extroverts need a lively pace of exercises, frequent changes in the form of exercises, speed, rhythm, and difficulty, and frequent breaks because after a short break the quality of an extrovert's performance improves. They like to exercise in a large group and like teamwork. They prefer synthetic or holistic methods of learning skills. They respond well to decisive commands, and when at fault, to reprimands. When they compete, they respond well to cheering (Czajkowski 1996).

Introverts need a slower pace of exercises. They ought to repeat a given exercise for a long time, precisely, without changing it often, and with few breaks.
They learn best with analytic or mixed analytic-synthetic methods. They benefit from exercising alone or one-on-one with the instructor. Explanation and gentle persuasion work best for introverts. Before and between performances, introverts need to concentrate alone, and do not respond well to rousing appeals to win at all costs (Czajkowski 1996).

**Intelligence.** The ability to learn technical and tactical skills depends on an athlete's intellect. The technical and tactical skills of the athlete depend on his or her capacity to learn new movements and modify known ones, and his or her capacity for rational thinking, concentration, and divisibility of attention.

### 1.10.2 BASKETBALL

Basket ball is a five aside ball game which originated in the U.S.A but is now played worldwide. The object of the game its inventor Naismith, conceived it is for one team to secure possession of the ball and to throw it into the opponents basket, while attempting to prevent the other team from securing the ball or scoring. A goal is scored when the ball enters the basket from above and remains in or passes through the feet, credit for the invention of the game basket ball as played today, however must go to Canadian born Dr.Naismith, a leader at the international Y.M.C.A training school at Springfield, mass team game from a group a students working Y.M.C.A., Secretarial qualifications who had become disenchanted with compulsory formal gymnastics. Dr.Naismith formulated his first rules in December 1891 and on 20th January 1892 organised the first game of basket ball at the Y.M.C.A. gymnasium in spring field. The first into collegiate conference was organised in 1901 and in same year the game was featured in the Pan American exposition at Buffalo New York. A campaign to have basket ball included in the Olympic games was soon launched in 1904 at the Saint Louis games. The joint effort and influence of Athen and Jones
succeeded in getting basket ball accepted for the program of the Olympiad in Berlin in 1936 where with 22 Nationals campaigned. Meanwhile the sports had throughout the world principally through the Y.M.C.A. leader from Springfield and by the U.S.servicemen established in many parts of the world. Fundamental skills in basket ball, offensive and defensive skills. Offensive skill there are shooting, passing, pass receiving, defensive, sagging positions, screening out, defensive rebounding.

The habitual training schedules, winning in competitions, encouragements and incentives for basketball players definitely mould the characters and behaviours of the basketball players. And the psychological preparation of the basketball players are high as of other players.

1.10.3 FOOTBALL

Football is a passing and running game unpredictable and constantly changing pattern demanding an acute awareness of other players and ability to make quick decisions and act upon them without delay.(Belly, 1972)

In a global society divided by physical and ideological barriers, Soccer popularity is not restricted by age, sex, political, religious, cultural or ethnic boundaries. The fluid, controlled movements of each player express his or her individuality with team game; speed, strength endurance, skill and tactical knowledge are all important aspects of performance. The variety of challenges confronting players may be the primary reason for the games universal appeal. (Luxbacher, 1996)

Football practitioners attribute many to become successful players. These include cardiovascular fitness; muscle strength, endurance, flexibility, agility, coordination, skill and tactical knowledge for players possess natural ability in all
areas indeed the vast majority of players undergo training programs in some or all the attributes to improve their ability on the field. (Reilly, 1996)

The psychological demands of soccer players indicated to be the exercise intensities at which the many different activities during match play are performed. There are implications not only for fitness assessment and selection of players but also for their training regimes. Since the training and competitive schedules of players comprise their occupational roles there are consequences too for their habitual activities, daily energy requirements and energy expenditures, finally there are repercussions for prevention of injuries as far as possible. (Reilly, 1996)

1.10.4 VOLLEYBALL

Volleyball has developed into a highly competitive sport which requires a high level of physical, physiological and psychological fitness. The game at a high level of competition, requires quicker sudden movements and fast reaction. Volleyball matches have no time limit and matches can last for several hours, if the teams are evenly matched.

Successful play in volleyball is not the outcome of power alone but it is the product of the combined display of power, tactical abilities and psychological preparations. Modern game of volleyball is characterized by accuracy, concentration and cleverness. (Sharma, 1986) Thus, volleyball has a great need for volitional qualities, with equal technical and tactical mastery the team whose players show the greatest desire for victory will win. (Dewaram, 1982)

1.11 RATIONALE FOR THE SELECTION OF THE STUDY

Psychological factors play an important role in the best performance. In all sports, for achieving high level performance it requires psychologically fit individuals
for the competitive situation. Now a days, those who are having mental strength (i.e. psychological strength) must win the match, that is why it helps to win the competition, to enhance performance.

The present union territory of Puducherry was merged with the Indian Government on 01.11.1954 and the actual transfer took place on 16.08.1962 when the citizens of the territory were given option to choose Indian/French nationality. Conferred with the statehood, the state comprises of 4 coastal regions namely, Pondicherry, Karaikal, Mahe and Yanam. Pondicherry and Karaikal are situated on the East Coasts in Tamil Nadu, Yanam on the East Coast in Andhra Pradesh and Mahe on the West Coast in Kerala.

Puducherry is the capital of Puducherry state. The region is on the east coast about 162 kms south of Chennai located on the Coromandel Coast of the Bay of Bengal. As a former French colony, Puducherry is known for French ethnicity. The nostalgic visit by French nationals to Puducherry is a trend that has far reaching impact on life patterns of the people of this state. It is one of the towns in South India with high cost of living due to French NRI's presence.

Karaikal region of Puducherry state is located 132 km south of the city of Pondicherry, 300 km south of the city of Chennai and 150 km east of Thiruchi. Karaikal is known for its rich religious heritage, and is a destination for those seeking leisure and serenity. The town enjoys a harmonious society made up of Hindus, Muslims, Christians and people of other religious persuasions. Tamil is the predominant native language of the people. As the area was formerly a French possession, the French language is also found, especially among the elder generation. Most of the people in town are office bearers and other sources of town people's income is of petty business.
Mahe region’s total area of the region is 9 sq.kms. Mahe is situated on the Malabar coast. This region is entirely rain-fed and is covered by typical red laterite soil of Malabar. There is no forest area in the region. Mahe is bounded on the south-west by the Arabian sea, on the north by river Ponniyar (Moolakadavu) and on the other sides by a stretch of calcareous hills of medium height which are linked to the ghats by a series of wooded hillocks.

The coastal city of Yanam, a part of the Union Territory of Puducherry, is linked historically to the lands of Andhra Pradesh. The small enclave (12 sq miles or 30 km²) of the Yanam district of Puducherry (Pondicherry) state lies in the Godavari Delta in north-east of the state of Andhra Pradesh. Yanam is one of the four regions of Pondicherry Union territory lying at a distance about 850 km. North East to Pondicherry. It is situated within the East Godavari District of Andhra Pradesh on the Northern Bank of the Godavari river.

Thus, the diversified topographical conditions created differences in their standards of living which resulted in physical education and sports activities of the different regions.

Renowned institutes like the Jawaharlal Institute of Post-Graduate Medical Education and Research (JIPMER) and Pondicherry University have helped considerably to raise the standard of higher education in Pondicherry.

The Physical Education and Sports Programmes of the Schools in this state, are placed under Directorate of School Education and a separate Deputy Director (Sports) looking after the affairs of Youth Hostel, Rajiv Ghandhi School of Sports, Pondy State Sports Council, Indira Ghandi Sports Complex and Physical Education in Schools. This department is entrusted with the responsibility of providing adequate infra-structure, physical education and sports programmes, special coaching camps
and conduct of sports meets in this state. They ensure proper and adequate facilities are made available by different managements of the Schools for the physical education and sports activities. While the government appoints Physical Directors / Teachers to impart physical education programmes, the maintenance and other equipments needed are met from the funds of the management and special fees collected from the students.

Sports meets, tournaments are being organized under the supervision of these Physical Education teachers employed in schools, right from inter-class level of the respective schools to National level, in which almost all the students are given an opportunity to prove their abilities in the respective games of their choice. Students who represent their schools in zonal, district, state and national levels are being coached by coaches of the respective disciplines deputed by the Sports Council.

Even through the government through its departments show much interest to coach the students of the state in all major games, unless adequate psychological training were given to the players, the winning chance shall always elude. In this research the investigator was interested to know what is the present state of the personality dimensions and temperament traits of the basketball, football and volleyball players of different topography in Puducherry state.

1.12 OBJECTIVES OF THE STUDY

1. To study whether there would be any difference on personality dimensions of basketball, football and volleyball players of Puducherry state.

2. To study whether there would be any difference on temperament traits of basketball, football and volleyball players of Puducherry state.
3. To study whether there would be any difference on personality dimensions of players of different zones, namely, Puducherry, Karaikal, Mahe and Yanam.

4. To study whether there would be any difference on temperament traits of players of different zones, namely, Puducherry, Karaikal, Mahe and Yanam.

1.13 STATEMENT OF THE PROBLEM

The purpose of this study was to make a study on personality dimensions and temperament traits of basketball, football and volleyball players of different topography in Puducherry state.

The investigator has selected psychological characteristics of personality dimensions (Eysenicks Personality Traits - extroversion and neuroticism) and Thurstone Temperament Schedule (TTS) among basketball, football and volleyball of Puducherry, Karaikal, Mahe and Yanam regions.

1.14 HYPOTHESES

1. It was hypothesized that there would be no significant difference in personality dimensions among basketball, football and volleyball players.

2. It was hypothesized that there would be no significant difference in temperament traits among basketball, football and volleyball players.

3. It was hypothesized that there would be no significant difference in personality dimensions among players of different regions, namely, Puducherry, Karaikal, Mahe and Yanam.
4. It was hypothesized that there would be no significant difference in temperament traits among players of different regions, namely, Puducherry, Karaikal, Mahe and Yanam.

1.15 SIGNIFICANCE OF THE STUDY

Every individual or nation wants to establish supremacy over individuals or nations. This quality induces, inspires and motivates one to sweat and strive to achieve high level of performance in the international arena. For this eminent achievement, human psychology and environment play a vital role.

The significance of the present study is as follows:

1. The study is significant in assessing the status of psychological characteristics, personality dimensions and temperament traits of basketball, football and volleyball players of Puducherry state.

2. The study is significant in finding out the differences among the players on personality dimensions and temperament traits of players of different games of Puducherry state.

3. The findings of the study may add more knowledge with regard to the psychological differences among players of different games of Puducherry state.

4. The finding may provide guideline which will help the trainers, physical educators and coaches for effective psychological preparations.

5. The findings may provide adequate knowledge about different topography of Puducherry state and its relation to sports performance.
6. Coaches and physical education teachers might use different management techniques to manage psychological preparations of the players of different games.

1.16 DELIMITATION OF THE STUDY

The present study is delimited into the following aspects:

1. This study was conducted among school level basketball, football and volleyball players who had represented their in inter-school tournaments.
2. The age of the players selected were between 15 and 18 years.
3. The subjects were further classified based on the regions they belonged namely, players of Puduchery, Karaikal, Mahe and Yanam.
4. The following dependent variables were selected for this study:

1 Personality Dimension Variables
   a. Extroversion / Introversion
   b. Neuroticism / Stable

2 Temperament Traits
   a. Active
   b. Vigorous
   c. Impulsive
   d. Dominant
   e. Emotionally Stable
   f. Sociable
   g. Reflective
1.17 LIMITATIONS

The limitations of the study are as follows:

1. Factors like environment conditions, physical activity, life style, playing ability, food habits were not considered which might influence the psychological factors and personality levels of the players.

2. The differences that existed among the subjects due to varied social, cultural, economic, religion factors were not considered.

3. No motivation techniques were used during collection of data to assess anxiety, locus of control and personality.

4. The subject’s academic standards were not considered.

1.18 MEANING AND DEFINITIONS OF THE TERMS USED

1.18.1 Psychology

“Psychology is the science of the activity of an individual in relation to his environment” (Kamlesh, 1993).

1.18.2 Sports Psychology

It is the study of reading the player's mind during sports setting.

1.18.3 Personality

Personality can be defined as an individual's unique and relatively stable pattern of behaviour, thoughts and emotions (Robert A. Baron, 1995).
1.18.4 Extrovert

One whose interests are directed towards the world around him, who likes people rather than books/ and activity rather than response, and who may often be a salesman or a politician (Henry E. Garret, 1990).

1.18.5 Introvert

It is described as tending to be withdrawn, as primarily interested in his own thoughts and feelings, as seeking solitude and quiet rather than crowds and people, and as being more often than not a solitary or self-sufficient worker. (Henry E. Garret, 1990).

1.18.6 Neuroticism

Neuroticism or emotionality is characterized by high levels of negative affect such as depression and anxiety. Neuroticism, according to Eysenck's theory, is based on activation thresholds in the sympathetic nervous system or visceral brain.

1.18.7 Stable

Emotionally stable means exhibiting high activation thresholds and good emotional control, experience negative affect only in the face of very major stressors - they are calm and collected under pressure.

1.18.8 Temperament

Temperament is a configuration of observable personality traits, such as habits of communication, patterns of action, and sets of characteristic attitudes, values, and talents. It also encompasses personal needs, the kinds of contributions that individuals make in the workplace, and the roles they play in society. (Keirsey, 1984)
1.18.9 Active

Level of activity refers to total energy out. The active person is typically busy and hurry. He likes to keep himself moving. He may seem tiredless. His speech and actions are vigorous. (Arnold, B.H. 1975)

1.18.10 Dominant

Dominant is defined as exercising the most influence or control of a situation.

1.18.11 Vigorous

The area emphasize physical activity using large muscle group and great expenditure of energy. This trait is often described as ‘Masculine’ but many women and girls will score high in this area. (Arnold, B.H. 1975)

1.18.12 Impulsive

Impulsivity involves the tendency to respond quickly rather than inhibiting the response. We assume two main components: 1. resisting versus giving into urges, impulses, or motivational status, and ii. Responding immediately and impetuously to a timulus versus lying back and planning before making a move. (Arnold, B.H. 1975)

1.18.13 Emotionally Stable

Persons who have this trait usually are cheerful and have an even disposition. They can relax in a noisy room, and they remain calm in a crisis. They claim that they can disregard distractions while studying. They are not annoyed by leaving a task unfinished or by having to finish it by deadline. (Arnold, B.H. 1975)
1.18.14 Sociable

Persons with high score in this area enjoy the company of others, make friends easily and are sympathetic, cooperative and agreeable in their relations with people. Strangers readily approach them about personal troubles. (Arnold, B.H. 1975)

1.18.15 Reflective

Persons having this traits like meditative and reflective thinking and enjoys dealing with rather than practical problems. Self examinations are characteristic of reflective persons. These people are usually quiet, work alone and fine detail. They often take on more than they can finish and they would rather plan a job than carry it out. (Arnold, B.H. 1975)