CHAPTER I
INTRODUCTION

1.1 Background of the Study

Although sport has a hoary past, there is a common belief that sports leads to better physical and mental health is probably based on the assumption that athletes are different from non-athletes in attitudes and behavior. An athlete unlike a non-athlete has to meet a greater number of critical sets of adaptive demands. That means psychological characteristics of a player play a major role in success of an athlete. In fact, the athlete needs to master increasingly complex bodies of knowledge, beside he/she must acquire the skill and ability in the game he/she wants to specialize and these must be done within a somewhat stringent set of behavioural and interpersonal limits. Further, Psychologist Raymond B Cattel defined personality as ‘that which permits a prediction of what a person will do in a given situation’. An individual's personality is unique. It is based on a series of traits or characteristics that are exclusive to that person and these can have an impact on their sports performance. Although someone’s personality does not predict excellence in sport, psychologists believe that athletes who perform well often display positive mental characteristics or traits. They indicate that successful sports performers are often less anxious, less depressed, and less confused.

Nevertheless, in sport psychology, predicting success in various sports events from personality characteristics has long been considered one of the most important applications (Cooper, 1969; Eysenck, 1995; Liwei and Leahy, 1993). Further, a wide variation of personality traits have been observed to be associated with levels of achievement (Morgan, 1979; Davies and Mogk, 1994; Kirkcaldy, 1982) in a number of sports, including basketball (Evans &
Quarterman, 1983), American football (Schurr, Ruble, Nisbet and Wallace, 1984), mountaineering (Magni et al., 1985), rowing (Morgan and Johnson, 1978) and other endurance sports (Egloff and Jan Gruhn, 1996).

The psychological characteristics often have reciprocal consequences, viz., success or failure in one affecting the performance in the other, but this definitely requires coping with a more number of demanding situations. Therefore, an athlete encounters success/failure very often but how successfully he/she cope up with it and the strategies used to cope with it will affect his attitude towards life, self and others and thus the behavior. Thus, in sports psychological factors play an important role in determining the performance level (Grange and Kerr, 2010; Schilling and Hyashi, 2001). Further, a study conducted by Crespo (2002) demonstrated impact of psychological factors on sports performance.

Of note, the psychological features of a sportsperson can reduce or elevate performance. Therefore, the anticipated performance of volleyball and basketball players can not only be predicted through physiological variables. In fact, psychological characteristics such as Personality, Emotional intelligence and Mental health seem to play an important role in achieving success in volleyball and basketball.

1.2 Personality, Body Concept and Performance

Organismic theory emphasizes the interaction and interdependence of mind and body functioning. Physical educationists are closely concerned with the body and the development of physical abilities but they are also aware of associated personality outcomes. The way an individual characteristically perceives his body has long been held as an important factor in forming his image of himself and his general integration. Recently, increasing importance has been directed to the way in which the neuro-physiological functioning
accounts for the integration and modulation of diverse body processes and may explain personality and performance differences. From another point of view, the extent to which personality factors may account for differences in gross physical abilities has begun to attract the interests of researchers.

1.2.1 The Body and Personality

The term body image is used in psychology to indicate the attitudinal framework defining the individual's concept of his body and his characteristic way of perceiving it. An increasing number of psychological researches are exploring the body image dimension with a view to predicting other behavioural variables. In perceiving his own body, an individual is uniquely ego-involved and it is proposed that he may introduce systematic biases which may tell a great deal about him. The concept of body image is a dynamic one, to be considered not merely as the sum of a number of visual, tactile and kinesthetic sensations but as a responsive and changing organization of the physical elements by which our perceptual schema of our body is constantly affected by new experiences and activities. Concerning the way in which body image is considered to be connected with personality Fisher (1965) writes: With increasing study of the body image, we have learned that the normal individual’s attitude towards his body may mirror important aspects of his identity. An individual’s feeling that his body is big or small, attractive or unattractive, strong or weak may tell us a good deal about his self concept or his typical manner of relating to other people. There is evidence that the individual has a unique way of perceiving his own body as contrasted to non-self objects. As such, this body image or body concept frequently serves as a screen or target upon which he projects significant personal feelings, anxieties and values.

Increasing efforts have been made by researchers to identify the major dimensions of the body image and concept—that is to say, the organized impression an individual forms of his body, both cognitive and affective.
Researchers have reported on a range of body image variables, such as body anxiety, body awareness and narcissism (Secord, 1953), body orientation in space (Witkin et al., 1962), concept of body size (Nash, 1958), plasticity of body schema (Schneiderman, 1956), preferred body proportions (Jourard and Secord, 1955), body attention patterns (Fisher, 1966), body type (Sugerman and Haronian, 1964). These and other studies continue to clarify the nature of body perception and the way in which it is linked with the personality processes. One series of experiments (Fisher, 1963; Fisher and Cleveland, 1958) have demonstrated, for instance, that an individual's perception of his body boundaries is associated with personality traits of self assertion, self expression and mastery. Fisher (1964) has also found aggression linked with body size perception. It is of interest also to note that the dynamic nature of the body image is supported by research findings indicating, for instance, that body attitudes seemed to change during psychotherapy (Cleveland, 1960), and that success or failure differentially affects body evaluation (Popper, 157). An interesting and recent exposition of the success failure effect on body and self image has been made by Read (1969). He found that constant winners in competitive physical education activities had significantly higher mean body image and self concept scores than constant losers. He also concluded, on the basis of pre and post experimental measures of body image and self concept, that competitive physical education activities may have detrimental effect on those who consistently lose.

1.2.2 Personality and Performance

The postulated association between personality and performance would seem to be best supported by attempts to explain a common neuropsychological base for both. An increasingly strong line of reasoning attempts to explain personality in terms of neural arousal and there is interesting evidence to suggest that differences in arousal may affect performance in psychomotor tasks.
No psychologist has been more systematic than Eysenck in offering physiological and neurological explanations of his descriptive dimensions of personality. Eysenck (1965) has developed two broad personality scales, E (extraversion-introversion) and N (neuroticism) which give a description of the phenotype but do not in themselves represent any theory of causation. He has continued to emphasize, however, that underlying causal substrates of personality may be at the genotypic level and has continued to develop and refine a theory linking the overt personality characteristics with their causal biological source. His notion of behavioural causation emphasizes the neural level, neuroticism is explained as the lability or excitability of the autonomic nervous system and extraversion introversion is seen as reflecting the strength of the excitatory and inhibitory functions of the central nervous system. More particularly, Eysenck (1967) proposed two separate but interrelated neural circuits to explain his two main personality dimensions. The first with which extraversion introversion is identified involves reticular cortical loop and the second, associated with neuroticism, is identified with hypothalamus. Claridge (1967) has therefore suggested two sources of personality arousal, sensory reticular arousal and autonomic arousal.

1.2.3 Personality and Physical Abilities

The assumption has long been held by physical educationists and other that an individual’s physical abilities are related to his personality structure. One explanation offered is that the environment in which physical abilities are displayed constitutes an ideal setting for the development of desirable personality characteristics such as confidence, sociability, self reliance, cooperativeness and general personal adjustment. The relationship between personality and physical abilities has also been argued by those who are concerned with advising and helping champion athletes. It has been suggested (Cofer and Johnson, 1960) that in personality champion athletes are a special breed and that in the last analysis personality is the vital factor in the discriminating process which singles out the champions from amongst
those who seem to have similar physical gifts. Ogilvie and Tutko (1966) claim to have identified personality dimensions which are essential to competitive success and have indicated some common personality problems of athletic under achievers. Physical educationists are also vitally interested today in the fundamental relationship between personality disposition and ability to learn motor skills required in sports, dance, recreative pursuits and in general, body management so that programmes of work may be structured to cater for individuals personality differences.

Increasing number of research studies have used 16 P.F. (Cattell, 1965) method of assessing personality. This has had the advantage of making some comparisons between the findings of different investigators though reviewers still find a great deal of difficulty in coming to clear cut and generalized conclusions from the evidence now available. Interpretation is made difficult by the variety of systems used for selecting and classifying subjects, by the different analytical methods employed and essentially by the absence of either formulated hypotheses or theoretical frameworks. Nevertheless, a number of detailed reviews of the empiric research are available (Cofer and Johnson, 1960; Warburton and Kane, 1967; Ogilvie, 1968; and Husman, 1969) and from these a number of testable hypotheses may be assembled for further rigorous research. These reviews tend to give a personality description of the male athlete or physically gifted individual in terms of extravert tendencies (such as high dominance, social aggression, leadership, tough mindedness) and general emotional control reflected in such trait measurements as low anxiety and high confidence. Women athletes are most often described as being like the men athletes on the extraversion dimension but being unlike them in showing a lower level of emotional control. There are, of course, many exceptions to these general descriptions which have been reported and no doubt both the nature of the physical activity or sport in question and the subjects level of participation will in some way be reflected in characteristic ways of behaving. When the activity and level of participation are held constant interesting consistencies in personality have
been demonstrated and evidence presented in support of the existence of certain sports types for example, a soccer type (Kane, 1966), or racing driver type (Ogilvie, 1968) and a wrestlers type (Kroll, 1967). In the search for possible sports types and more generally, in the comparison of personality group profiles, the use of discriminant function analysis has become fashionable. Many studies have relied for interpretation on a simple comparison of the personality measures set out in profile form. The Cattell 16 P.F. may, for example, be conveniently set out in profile fashion showing the norm scores on the sixteen dimensions and a profile similarity coefficient may be used to assess the level of agreement between group profile pattern. However, the simple comparison of profile dimensions taken one at a time has the disadvantage that the profile as a whole is never considered nor is the relative importance of dimensions emphasized.

Indian and Western Concepts of Personality

The word personality was first used by Cicero (106-43B.C.) to mean as one appears to others and also, the part played by one in one’s life. The root of personality is persona, a Greek word, which means a mask one wears in a drama or a role one plays in a drama or in social situations. Other derivatives of persona are: to personate i.e. to pretend to be, personable i.e. pleasing and good looking etc. The concept of personality has developed through years from persona effect to the one’s adjustment with a given environment and finally has led to the definition which is comprehensive enough: most characteristic integration of an individual’s physical structure, modes of behavior, interests, attitudes, capacities and aptitudes.

Indian concept of personality is amply indicated by the term vyaktitva that has Anj as root and tin as suffix. Anj means to bring out or to make explicit. It connotes that there is something which can be made explicit viz. suksma sarira or subtle body. This suksma sarira has two main aspects, knowledge and activity. Thus, we see that the concept of vyaktitva has deeper
areas to touch. Dr. Indrasen of Pondicherry has said, Indian concept of personality analyses its normal make up, discovering and devising the conditions of its growth and delineating the quality and character of its highest status. In simple words, it speaks about what man is, what he can become and how he can become that. If we compare both the definitions we find that the Western concept is silent about the origin of personality while Indian concept indicates suksma sarira (subtle body) as the very basis of one’s personality. As well, the Western concept does not indicate developmental aspect, sufficiently, while the Indian one does.

Development of the Concept of Personality

Individuality or uniqueness of a person was given greater attention in the beginning which culminated into the development of (1) Idiographic approach whereby each individual is considered a unique entity by virtue of his unique heredity and environment. Then the psychologists thought of similarities in different individuals. This approach came to be known as (2) Nomothetic approach. Even today, for clinical purposes, idiographic approach is indispensable while for psychosometric purposes Nomothetic approach is used. Then psychologists tried to accommodate both the approaches. Thus, the trait approach was born. Introversion, extroversion, gregariousness, neuroticism etc. are commonly known traits today. Eysenck advocated three traits viz. Introversion, Extroversion and Neuroticism. Guilford’s test of temperament has trait list that includes activity, restraint, ascendency, sociability, emotional stability, objectivity, friendliness, thoughtfulness, personal relations and masculinity. Traits can number as many as 4000 plus and also as less as only two viz. extraversion and introversion. Statistical methods were used by Cattel to narrow down the trait number. Main points of criticism labeled against trait approach are (1) a particular trait can be perceived differently by different persons (2) In critical incidents the person may not show his fixed trait, often exhibited by him in normal circumstances. The same may be dominant in one situation and submissive in another. The
ancient Greeks used four types viz. Sanguine, Phlegmatic, Melancholic and Choeric, based on body humors. Kreshmer’s classification includes (1) asthenic (2) athletic (3) pyknic (4) dysplastic. Sheldon used endomorphic, mesomorphic and ectomorphic body types to correlate temperament of individuals. Friedman’s type approach has received a wider acceptance, wherein Type A and Type B personality are all important types. Recently, Type C has been added into it.

Main lines of criticism of Type approach: (1) cause and effect relationship cannot be formed, as has been evident through various research findings. (2) Types are like pigeon holes, fixed and rigid.

The physical fitness as refer to new dynamic and physiological state of individual and continuum from the optimal human performance to server and death of people. The players would be found towards the above and the continuum fluctuating up and down and depending on their state training whilst at the other conditions of lines could exist while this term may be satisfactory in descriptive sense, problems arise when we try to measure to develop the complexity arises because the physical fitness is made up of series components. If we sow the example like... speed, agility, strength, endurance, flexibility & co-ordination each one of which makes some independent contribution to the whole state while some of these components & very little of anther.

HEALTH RELATED PHYSICAL FITNESS

Those aspects of physical and psychological makeup that afford and individual some protection against coronary heart disease, problems associated with being overweight muscle and joint ligament and the physiological complications of responding to stress.
This aspect of physical fitness is concerns the development of qualities which is necessary to function efficiently and maintain the human life is a healthy life style. If we sow the components of the health related physical fitness are cardio-reparatory endurance and muscular strength & the endurance, and body composition.

COMPONENTS OF HEALTH RELATED PHYSICAL FITNESS

Health-related fitness requires desirable levels of cardio-vascular fitness, percentage body fat, flexibility and endurance. These help to prevent the incidence and severity of degenerative types of disease and increase work efficiency. The cardio vascular fitness refers to the efficiency of lungs and heart. Muscular strength and endurance is the capacity of the muscles to work against the resistance for longer time. Flexibility is the ability to move a joint freely through its complete range of movement. Percentage of body fat refers to the proportion of an individual’s total body fat. Modern physical education sees these skills more as a means to an end than as absolute or continuing in themselves.

As a matter of fact there are very few movements performed, or skills developed, which are persisted in merely for their own value, even in infancy and childhood. As soon as a goal is desired the movement or skill needed to attain it is practiced. The child who wants the cookie learns to walk over and get it. A child learns to ride a bicycle not just in order to ride the bicycle but to preserve status with the gang, go to school, or show off. Physical training is an older but still used term to describe the training of the physical components of the body without any necessary reference to the purposes which are significant in modern education. It should not be confused with physical education. They are not synonymous, as we shall see in the chapters which follow.

Nor should the term physical education be allowed to imply a separation from the mental and thus perpetuate the unfortunate but traditional
notion that man exists as mind and body, and that education is concerned with only one, or at the most two, of these parts. The concept of man as a unified being makes confusion on this score unnecessary. The physical education is most importance part of the score in human life. The natural movement of active plays or influence of everyone who are working in the field of physical education.

It has been said frequently that people in the United States are among the most sports-loving in the world. Each year millions play and other millions watch. It is common for a person to be a spectator at a contest one day and a participant the next. He may watch a baseball game, play golf, take in a tennis match, or fish, all on the same week end. There is no great class of spectators and another of participants. Many millions are skilled at both and gain from both certain elemental satisfactions.

How wide is the participation? Such things are not easy to appraise accurately, but it is probably safe to say that if there are forty million children less than 12 years of age, forty million of them at one time or another play tag or two o’cat or hide-and-seek. They develop their own version of baseball on city streets and call it stick ball. Or they play marbles under the elms in the village square. Hundreds of thousands of them annually put on their first roller skates or master the technique of the bicycle. And some are fortunate enough to learn to ski or ice-skate. More than half of them develop a love for swimming in pools and lakes and rivers. Over the years, there has developed a very real conviction that childhood is a time for play and that our children must have a full measure of it if life is to be judged good. Time enough later on, we say, for the serious business of making a living or establishing a home. Play now while you are young and can enjoy it to the fullest!

In American there are roughly fourteen million men and women who fish for sport each year, and thousands more who do it for a living. These fishermen spend a billion dollars a year on their equipment. There are millions of licensed hunters and millions more who shoot for fun at targets. Golf attracts six million people every year, and howling is the favorite sport of
perhaps even more. The six billion dollars or more invested in motorboats in the inland and slat waters of the country, when added to the amount spent by those who canoe or sail, brings boating into focus as one of the most popular sports on the American scene. More than seventy million people pay to attend baseball contests each year. They come to see hundreds of thousands of players. Roughly sixty million people watch football each season; the players in action range from little fellows barely able to see from under their oversized helmets to great professionals stars who play the game for money. Dancing in one or more of its various forms attracts vast numbers. Whether in the round dance of the ballroom or the square dance of the ballroom or the square dance of the husking bee or carnival young and old find in dance the answer to their need for self-expression and for fun. The dancing classes of the country are filled with children learning not merely the steps but also the social skills that go with the particular forms of dance most frequently used in our society. Summer find hundreds of thousands bound for the beach, the mountain lakes, and the neighborhood swimming pools. Swimming, diving, surfboarding, scuba diving, water-skiing, and boating have their devotees; the water seems to challenge the skills of people of all ages. These activities offer emancipation from the restrictions on movement which our society imposes through the highly conventional life we are supposed to lead. People fret under such restrictions and, when the opportunity is at hand or can be created, revert to the natural state of willing participation in play.

ABOUT ANTHROPOMETRIC

The study of human physical measurements by another science anthropometry. Which was wide application as one of the essential parameters constituting the selecting diagnostics of any game or sports.

The study of body type has significant place in the field of sports.

The physical structure especially the height and arm length have definite decisive advantage in many games and sports, similarly segmental
length of individual body parts, specifically the leg length and arm length are of considerable advantage in certain games. The anthropometric variables selected for the study are height, weight and arm length. The oldest type of body measurement, known, dating back to the beginning of recorded history. It was also an early type of testing in physical education. On the theory that exercise should be prescribed to affect muscle size, emphasis was placed upon muscle symmetry and proportion. In the year 1862 (Hit Chock) and later Sergeant produced profile charts to reveal how to individual compared with their standards.

Another use of anthropometry is to determine relationship between structure and motor performance. Observations of such relationship are common place observe the well proportional bodies of wrestlers and gymnasts, the super structure of great sportsman. The handball competitor’s solidarity of top-flight athletes they massive build's of great shot-putters and discus throwers.

In anthropometric measurements like as height, weight & arm length was likely to influence skill development and performance in the games.

Remaining the anthropometric measurements if we include influencing skill of the athletes development and performance of the players we be develop.

Height has the potential placement as preferable perquisite for the performance excellence in many sports or games. Anthropometric measurements have revealed co-relation between body structure and physical characteristics and sports capabilities.
Anthropometry is that branch of anthropology which is concerned with the taking of measurements of the human body. This definition has been confined to the kinds of measurements commonly used in associating physical performance with body build.

The measurement of structure and proportion of the body is called anthropometry. It has wide application as one of the essential parameter constituting the selective diagnostic of any games or sports.

The Anthropometry consists the marking of the external measurements of the players and human body and the results can be used to appraise body build, nutritional status and the posture.

In the human motor performance was a composite of many of variables. One of which is the structure of the body and the specific measurements of the Limb Lengths, Circumference, Breadths and the Body Build indices can reveal relationship between the anthropometry long legs to the length and mass of the body is build to jump.

Physique will be useful in choosing a suitable physical and mental activity for an individual because of the fact that according to physique they have too many mechanical advantages.

Longer legs are helpful to take the necessary long strides over hurdles without the loss of time that jumping entails.

Tall structure and long lower extremities have been noticed in all games and events such as volleyball, basketball, high jump, pole-vault and goal-keeping where jump is involved. The height and reach of the players make better performance in these games and events.

observation. In other words, it was his intention that psychology should be completely objective. Since experience is private, subjective, he said, that it should not be included in the scope of psychology. Thus there was a swing
from almost exclusive preoccupation with the analysis of experience to an almost exclusive preoccupation with the analysis of experience to a campaign for the abandonment of experience.

As we have seen, all mental activities involve the neuro-muscular system. The sense organs, the brain, the spiral cord, and the muscles are all very active whether the mental activity knows, feeling or doing. This is no way we can neither accept the old notice that psychology deals with the mind or the mental activities; nor can we accept the position of psychologists like Watson who assert that the scope of psychology should be limited only to emotion. Often emotion cannot be understood without knowledge of the experience, which influenced the action. Our desires and our thoughts influence our activities. While psychology in its quest for general principles must observe and measures external emotion, it must also get information from the grown up human beings by asking them to describe verbally their own experience.

In a broad way we may state that psychology deals with two aspects of the problems of emotion. There is on the one hand the interest in the general laws of human emotion and experience; the aim of psychology is to formulate general laws which hold good of all human beings irrespective of their sex, race etc. On the other hand it aims at the study of individual differences. While all human beings are capable of learning, it is a familiar fact that some learn faster and take less time and some take longer time to learn the same activity, poem or song. This is due to differences in memory, intelligence etc. There are also differences regarding personality, leadership, and so on. Some of these differences are tied with age. There are differences between the activities of children, adolescents, adults and old people. It is the aid of development psychology to study these differences between the various stages in the growth of human beings. Differential psychology studies the differences between individuals. When we study them we find that these differences themselves obey certain general laws. Thus, the aim of
psychology is to study the individual differences as well as the general principles of emotion.

We have studied different aspects of man: man the perceiver, man the needful, and man the adaptive. But it has always been clear that this tripartite division is merely one of convenience – for analytic purposes – and that man, functioning in his social and physical world is an indivisible unity who perceives and desires and learns simultaneously. We now turn to the task of synthesis – to – the task of describing the whole man.

One of the first things to become apparent as we turn our attention to the whole man is that he manifests himself in infinite variety. There has never been a person exactly like you, and there never will be. And one of the major factors which distinguish you from your neighbour is the way your perceptual, motivational, and learning processes are organized into unique patterns of capacities: intelligence, abilities, talents, and aptitudes. It is this patterning and synthesis which helps makes you, you; which make you Jim McGraw, or Shirley Cohen, or Tony Morales instead of Mr. any man.

The study of the abilities of man has been intimately tied up with intelligence testing. Literally millions of people, representing different ages, economic groups, cultures, nationalities and races have been subjected to intelligence testing of one kind or another. There are individual tests (where one person at a time is tested) and group tests (where hundreds of people at a time are tested); speed tests (where the scores are determined by the rapidity with which correct answers can be given) and power tests (where the difficulty of the task successfully completed determines the score); verbal tests (requiring verbal responses to questions) and performance tests (involving such nonverbal responses as stringing variously coloured beads in a specified order.
Sport has become a psycho-social activity, full of tension, anxiety, fear and stresses. In competitive sports, teams and individual players play to win and this spirit of winning the matches and individual events causes many psychological stresses. So the job of the coach is to prepare or train the individual athlete as well as teams in such a way that the players individually as well as, in their capacity, as members of the team are to bear all types of stresses and overcome the effect of over-stresses and strains which may deteriorate the sports performance. The players need to undergo such an arduous, training that they should be able to have physical load during practice schedules and can have psychic stress during the period of competition, because it is during competition that athletes as well as teams inevitably come under psychological stress.

In modern competitive sports, the role of anxiety in sports performance has attracted the attention of sports scientists. As the physical load during training of sportmen for international competition is increasing day-by-day, the psychic stress during competition has been intensified. It has been realized that during their participation in competitive sports, the players and athletes are also anxiety-prone. Hence in these days, psychological training of the players and athletes has attracted a greater attention than in the past.

It is agreed by most of the sports scientists that besides developing the physical and physiological aspects of the players i.e. power, strength, endurance, agility and speed as well as providing the best type of the training, unit and unless the players and athletes the mentally prepared for contest, they cannot win in any competition or attain their peak performance which is considered the optimum objective of the modern sports.

Thus, it has become necessary to conduct research to know which psychological factors enhance sports performance. There is a need to conduct research on the national and international sportmen with respect to some psychological characteristic. It is also essential to know what type of emotional problems like anxiety, fear, aggressiveness or stresses occur when
they have to face some strong opponent and how to overcome these problems to achieve the optimum level of achievement/performance. It may be possible if proper research on scientific lines is conducted on the top level sportsmen. In view of this, five psychological variables namely visual reaction time, auditory reaction time, extraversion, neuroticism and competitive anxiety were selected and the relationship of disjunctive reaction time, both visual and auditory with extraversion, neuroticism and competitive anxiety was examined in the present study.

The great majority of empirical research in sport personality has utilized assessment devices which embody the factor theory as their main premise. As expressed by Cattell (1973), the factor theory searches for consistencies in behaviour. It is assumed that internal dispositions or traits are relatively stable and so enduring that they override environmental or situational influences. This infers that questions cold be asked in any situation and the responses to generalized to a sport situation. Thank for example he broad category of anxiety. Is knowing that a person low on an omnibus inventory of anxiety enough to conclude that he will never exhibit anxiety; are there no situations in which his heart rate may increase a little. The situation position as exemplified in Mischel's [1969] social learning theory, appears to go too far to the other extreme, entering into open debate with personalize. This paradigm can be regarded as the antithesis of the factor theory and maintains that behavioural variation is primarily a function of the situation in which a person is placed.

Emotion is open to observation. It can be studied in the same way in which other phenomena in the universe can be studied. But among human beings there is also experience alongside with emotion. The child who has learnt to speak will not only with draw his hand when he is pricked with a pin; he also shouts that it is hurting him. The pinprick not only leads to withdrawal, which is an observable emotion, it also leads to an experience, which is expressed in the statement that he is suffering pain. This experience is not open to observation by others; it is private, it is personal. Only the person
experiencing can make an assertion about it. The ancient thinkers were generally concerned with the study and analysis of these experiences. These are the mental activities that we are conscious of. We not only experience them we are also aware of them. But every mental neuromuscular system is involved in all mental activity. A few decades ago the psychologist Watson tried to limit the scope of psychology to the near observation of human emotion so that other persons concern it only with phenomena open to observation. In other words, it was his intention that psychology should be completely objective. Since experience is private, subjective, he said, that it should not be included in the scope of psychology. Thus there was a swing from almost exclusive preoccupation with the analysis of experience to an almost exclusive preoccupation with the analysis of experience to a campaign for the abandonment of experience.

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From these taste we have accumulated much useful information. We can fairly quickly and reliably determine where a person stands in relation to any reference group of his fellows, and on the basis of this we can predict a number of things about his performance in various situations. But the question of what it is we are testing, the question of what is “intelligence”, remains unanswered.

Intelligence is a concept variously used and variously defined. Some people define it as the ability to adapt to new circumstances, others as the ability to learn, and still others as the capacity to deal with complex and abstract material.

Different psychologists have championed these (and other) definitions of intelligence, and much research has been addressed to these questions. However, none of this research has resulted in a clear definition of intelligence. For this reason many psychologists today have reached the point where they no longer ask “What is intelligence?” They have decided that they can do a useful job in measuring intelligence without defining it. In this respect they are doing what the early physicists did when they studied heat. Long before the physicists could agree on a sound definition of heat they has invented reliable thermometers to measure changes in temperature and with these instruments they were able to discover many important physical laws.

Standardization of intelligent tests. But all of the above statements are relative to the group on which the test was standardized. To say that the “average” ten-year old can pass certain items of an intelligences test implies, of course, that we have previously tested a representative sample of the
entire population of then year old children. This procedure is called standardizing the test items. The problem of obtaining a sample truly representative of the entire population is beset with difficulties. If the unrepresentative of the entire population of children the intelligence test was standardized on a sample which did not adequately include children of the lower economic groups, merely use this test to measure the I.Q. for these children. This is but a reflection of the fact that the I.Q. is a relative score, not an absolute score.

Adult I.Q.'s We have seen that intelligence, as measured by our available tests, does not grow at the same rate after puberty as it does prior to that age this means, of course, that the concept of I.Q. cannot have the same meaning for an adult as it does for a person younger than about 16. In order to use the I.Q. unit for adults, several simplifying assumptions have been made. In computing a Stanford – Binet I.Q. for anyone over the age of 15 the person is given a chronological age of 15 no matter how old he really is. This is done because it is assumed that the average adult has stopped growing in intelligence at that age.

Since the Stanford-Binet test has been standardized on children and very young adults (up to the age of 18) many psychologists do not consider it an adequate test for older adults. In response to these difficulties a number of tests have been developed especially for adults. Among the most commonly used of these is the Wechsler Adult Intelligence Scale which consists of two parts – a verbal part and a performance part, each consisting of five kinds of items. The verbal part includes information, comprehension, vocabulary, memory span for digits forwards and backwards, arithmetical rezing, etc. The performance scale includes tasks involving object assembly (putting together cut out parts to complete a figure such as a human profile – very much like a jig – saw puzzle), picture completion, picture arrangement, etc. It is of interest to note that the correlation between the Stanford – Binet and the Wechsler Adult Intelligence Scale is about 85.
By way of summary, in selecting items to differentiate the more intelligent from the less intelligent children, intelligence test constructors usually follow several guiding principles in the first place, the content of the items must, on the fact of it, be “intellectual” in nature; secondly, items must discriminate between children of different ages, such that percentage of children passing the item must increase with increase in age. Other considerations also have been taken into account the items should be reasonably easy to administer and score, should sample a wide variety of tasks, and should reflect the experiences common to all children.

The use of such items when standardized on representative samples enables us then to convert the raw scores earned on intelligence tests into age scores and I.Q. scores. When this is done we find that intelligence shows a fairly constant developmental growth up to the age of approximately 14 years. This can be taken as a “known group” validation of the intelligence test. But this very fact makes for difficulties in using the I.Q. concept when measuring adult intelligence.

The bicycle but to preserve status with the gang, go to school, or show off. Physical training is an older but still used term to describe the training of the physical components of the body without any necessary reference to the purposes which are significant in modern education. It should not be confused with physical education. They are not synonymous, as we shall see in the chapters which follow.

Nor should the term physical education be allowed to imply a separation from the mental and thus perpetuate the unfortunate but traditional notion that man exists as mind and body, and that education is concerned with only one, or at the most two, of these parts. The concept of man as a unified being makes confusion on this score unnecessary. The physical education is most importance part of the score in human life. The natural
movement of active plays or influence of everyone who are working in the field of physical education.

It has been said frequently that people in the United States are among the most sports-loving in the world. Each year millions play and other millions watch. It is common for a person to be a spectator at a contest one day and a participant the next. He may watch a baseball game, play golf, take in a tennis match, or fish, all on the same week end. There is no great class of spectators and another of participants. Many millions are skilled at both and gain from both certain elemental satisfactions.

How wide is the participation? Such things are not easy to appraise accurately, but it is probably safe to say that if there are forty million children less than 12 years of age, forty million of them at one time or another play tag or two o’cat or hide-and-seek. They develop their own version of baseball on city streets and call it stick ball. Or they play marbles under the elms in the village square. Hundreds of thousands of them annually put on their first roller skates or master the technique of the bicycle. And some are fortunate enough to learn to ski or ice-skate. More than half of them develop a love for swimming in pools and lakes and rivers. Over the years, there has developed a very real conviction that childhood is a time for play and that our children must have a full measure of it if life is to be judged good. Time enough later on, we say, for the serious business of making a living or establishing a home. Play now while you are young and can enjoy it to the fullest!

In American there are roughly fourteen million men and women who fish for sport each year, and thousands more who do it for a living. These fishermen spend a billion dollars a year on their equipment. There are millions of licensed hunters and millions more who shoot for fun at targets. Golf attracts six million people every year, and howling is the favorite sport of perhaps even more. The six billion dollars or more invested in motorboats in the inland and slat waters of the country, when added to the amount spent by those who canoe or sail, brings boating into focus as one of the most popular sports on the American scene. More than seventy million people pay to attend
baseball contests each year. They come to see hundreds of thousands of players. Roughly sixty million people watch football each season; the players in action range from little fellows barely able to see from under their oversized helmets to great professionals stars who play the game for money. Dancing in one or more of its various forms attracts vast numbers. Whether in the round dance of the ballroom or the square dance of the ballroom or the square dance of the husking bee or carnival young and old find in dance the answer to their need for self-expression and for fun. The dancing classes of the country are filled with children learning not merely the steps but also the social skills that go with the particular forms of dance most frequently used in our society. Summer find hundreds of thousands bound for the beach, the mountain lakes, and the neighborhood swimming pools. Swimming, diving, surfboarding, scuba diving, water-skiing, and boating have their devotees; the water seems to challenge the skills of people of all ages. These activities offer emancipation from the restrictions on movement which our society imposes through the highly conventional life we are supposed to lead. People fret under such restrictions and, when the opportunity is at hand or can be created, revert to the natural state of willing participation in play.

Sport has become a psycho-social activity, full of tension, anxiety, fear and stresses. In competitive sports, teams and individual players play to win and this spirit of winning the matches and individual events causes many psychological stresses. So the job of the coach is to prepare or train the individual athlete as well as teams in such a way that the players individually as well as, in their capacity, as members of the team are to bear all types of stresses and overcome the effect of over-stresses and strains which may deteriorate the sports performance. The players need to undergo such an arduous, training that they should be able to have physical load during practice schedules and can have psychic stress during the period of competition, because it is during competition that athletes as well as teams inevitably come under psychological stress.
In modern competitive sports, the role of anxiety in sports performance has attracted the attention of sports scientists. As the physical load during training of sportsmen for international competition is increasing day-by-day, the psychic stress during competition has been intensified. It has been realized that during their participation in competitive sports, the players and athletes are also anxiety-prone. Hence in these days, psychological training of the players and athletes has.

It is agreed by most of the sports scientists that besides developing the physical and physiological aspects of the players i.e. power, strength, endurance, agility and speed as well as providing the best type of the training, unit and unless the players and athletes the mentally prepared for contest, they cannot win in any competition or attain their peak performance which is considered the optimum objective of the modern sports.

Thus, it has become necessary to conduct research to know which psychological factors enhance sports performance. There is a need to conduct research on the national and international sportsmen with respect to some psychological characteristic. It is also essential to know what type of emotional problems like anxiety, fear, aggressiveness or stresses occur when they have to face some strong opponent and how to overcome these problems to achieve the optimum level of achievement/performance. It may be possible if proper research on scientific lines is conducted on the top level sportsmen. In view of this, five psychological variables namely visual reaction time, auditory reaction time, extraversion, neuroticism and competitive anxiety were selected and the relationship of disjunctive reaction time, both visual and auditory with extraversion, neuroticism and competitive anxiety was examined in the present study.

The great majority of empirical research in sport personality has utilized assessment devices which embody the factor theory as their main premise. As expressed by Cattell (1973), the factor theory searches for consistencies in behaviour. It is assumed that internal dispositions or traits are relatively stable
and so enduring that they override environmental or situational influences. This infers that questions cold be asked in any situation and the responses to generalized to a sport situation. Thank for example he broad category of anxiety. Is knowing that a person low on an omnibus inventory of anxiety enough to conclude that he will never exhibit anxiety; are there no situations in which his heart rate may increase a little. The situation position as exemplified in Mischel’s [1969] social learning theory, appears to go too far to the other extreme, entering into open debate with personalize. This paradigm can be regarded as the antithesis of the factor theory and maintains that behavioural variation is primarily a function of the situation in which a person is placed.

In this research, researcher try to understand relation between obesity and health related physical fitness and how we can cope with health related fitness and obesity level among urban and physical collegiate students.

Emotion is open to observation. It can be studied in the same way in which other phenomena in the universe can be studied. But among human beings there is also experience alongside with emotion. The child who has learnt to speak will not only with draw his hand when he is pricked with a pin; he also shouts that it is hurting him. The pinprick not only leads to withdrawal, which is an observable emotion, it also leads to an experience, which is expressed in the statement that he is suffering pain. This experience is not open to observation by others; it is private, it is personal. Only the person experiencing can make an assertion about it. The ancient thinkers were generally concerned with the study and analysis of these experiences. These are the mental activities that we are conscious of. We not only experience them we are also aware of them. But every mental neuromuscular system is involved in all mental activity. A few decades ago the psychologist Watson tried to limit the scope of psychology to the near observation of human emotion so that other persons concern it only with phenomena open to observation. In other words, it was his intention that psychology should be completely objective. Since experience is private, subjective, he said, that it
should not be included in the scope of psychology. Thus there was a swing from almost exclusive preoccupation with the analysis of experience to an almost exclusive preoccupation with the analysis of experience to a campaign for the abandonment of experience.

As we have seen, all mental activities involve the neuro-muscular system. The sense organs, the brain, the spiral cord, and the muscles are all very active whether the mental activity knows, feeling or doing. This is no way we can neither accept the old notice that psychology deals with the mind or the mental activities; nor can we accept the position of psychologists like Watson who assert that the scope of psychology should be limited only to emotion. Often emotion cannot be understood without knowledge of the experience, which influenced the action. Our desires and our thoughts influence our activities. While psychology in its quest for general principles must observe and measures external emotion, it must also get information from the grown up human beings by asking them to describe verbally their own experience.

In a broad way we may state that psychology deals with two aspects of the problems of emotion. There is on the one hand the interest in the general laws of human emotion and experience; the aim of psychology is to formulate general laws which hold good of all human beings irrespective of their sex, race etc. On the other hand it aims at the study of individual differences. While all human beings are capable of learning, it is a familiar fact that some learn faster and take less time and some take longer time to learn the same activity, poem or song. This is due to differences in memory, intelligence etc. There are also differences regarding personality, leadership, and so on. Some of these differences are tied with age. There are differences between the activities of children, adolescents, adults and old people. It is the aid of development psychology to study these differences between the various stages in the growth of human beings. Differential psychology studies the differences between individuals. When we study them we find that these differences themselves obey certain general laws. Thus, the aim of
psychology is to study the individual differences as well as the general principles of emotion.

We have studied different aspects of man: man the perceiver, man the needful, and man the adaptive. But it has always been clear that this tripartite division is merely one of convenience – for analytic purposes – and that man, functioning in his social and physical world is an indivisible unity who perceives and desires and learns simultaneously. We now turn to the task of synthesis – to – the task of describing the whole man.

One of the first things to become apparent as we turn our attention to the whole man is that he manifests himself in infinite variety. There has never been a person exactly like you, and there never will be. And one of the major factors which distinguish you from your neighbour is the way your perceptual, motivational, and learning processes are organized into unique patterns of capacities: intelligence, abilities, talents, and aptitudes. It is this patterning and synthesis which helps makes you, you; which make you Jim McGraw, or Shirley Cohen, or Tony Morales instead of Mr. any man.

The study of the abilities of man has been intimately tied up with intelligence testing. Literally millions of people, representing different ages, economic groups, cultures, nationalities and races have been subjected to intelligence testing of one kind or another. There are individual tests (where one person at a time is tested) and group tests (where hundreds of people at a time are tested); speed tests (where the scores are determined by the rapidity with which correct answers can be given) and power tests (where the difficulty of the task successfully completed determines the score); verbal tests (requiring verbal responses to questions) and performance tests (involving such nonverbal responses as stringing variously coloured beads in a specified order.

From these tests we have accumulated much useful information. We can fairly quickly and reliably determine where a person stands in relation to any reference group of his fellows, and on the basis of this we can predict a
number of things about his performance in various situations. But the question of what it is we are testing, the question of what is “intelligence”, remains unanswered.

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The use of such items when standardized on representative samples enables us then to convert the raw scores earned on intelligence tests into age scores and I.Q. scores. When this is done we find that intelligence shows a fairly constant developmental growth up to the age of approximately 14 years. This can be taken as a “known group” validation of the intelligence test. But this very fact makes for difficulties in using the I.Q. concept when measuring adult intelligence.

Sports performance has been found to be related to some personality variables. Extraversion and neuroticism are among the variables which influence sports performance in addition to many other personality variables. Extraversion has been found to be highly related or supportive to dominance and sociability in athletes and sports participants by Sperling whose development of the two broad personality dimensions of neuroticism-stability and extraversion-introversion provides the major underlying theoretical structure of this trait. He describes extraverted individuals as:

They stick their necks out and take chances, act on the spur of the moment, are optimistic, aggressive, lose their temper easily, laugh a great deal, and are unable to keep their feelings under control.”

According to Eysenck (2007), extraversion is at best a behavioural description of personality, but that it does possess biological causal source implication. He believes that extraversion can be explained at the neural level in that his extraversion-introversion scale reflects the strength of the excitatory-inhibitory functions of the central (cortical) nervous system. He also proposed that the extraversion associated reticular-cortical loop systems of the brain stem. It means that the dimension involves the reticular activating system. His proposal was founded in the belief that cortical excitation in response to external stimulation (such as the effects of competition) is higher in introverts than in extraverts.

It is through the linkage of the reticular formation and hypothalamus with personality dimension that Eysenck believes differing personalities will
reflect their positions on a level of arousal continuum. For example, cortical excitation in response to external stimulation (e.g. a tension situation in sports) is postulated as being higher in introverts than in extraverts. This is because he saw introverts as having weaker nervous systems than extraverts. Conversely, he believed that inhibition will be higher in extraverts as they possess stronger inhibitory mechanisms because of their stronger nervous systems. The reason for this is that weaker nervous system is more sensitive and begins to respond at stimulus intensities which are ineffective for strong nervous systems. This results in the weaker system’s responses being closer to the maximum level of responding than those of a stronger system through the stimulus intensity continuum. Eysenck feels that this represents the cortical supremacy of introverts as producing a constraint of their behaviour in accordance with conditioned and learned patterns of response that lead to the emergence of those personality traits characterizing introverts. Conversely, the absence of such supremacy leads to an absence of such constraints and to the emergence of extraversion traits.

According to Alderman (1974), “Eysenck’s view can be interpreted as indicating that extraverts are low on excitation and high on inhibition, which introverts being the opposite. Athletes, then, would react quite differently to a rise in arousal level from competitive circumstances depending on whether or not they are mainly extraverts or introverts. For example, an athlete, high on extraversion would have more trouble “getting up” for a game than one high on introversion, but would be better able to handle and channel arousal later in the game because of strong inhibitory mechanism”.

The dominance trait appears to be one of the important personality traits of sportsmen which have two interesting implications for sports performance. e.g. (1) Eysenck expects extraverts to have low tolerances for sensory deprivation and higher tolerances for physical pain because they have higher thresholds of arousal. It explains why athletes are, in fact, highly physically active and relatively tolerant of physical pain, which is required in many endurance events and in the hard physical training programmers.
required for skill perfection. (2) It is generally accepted that an optimal level of arousal, stimulation, or activation, exists in each person where his performance is maximal. It is usually represented by an inverted U-curve relationship which shows that a person’s level of arousal increases, performance increases up to an optimal point, after which further increases in level of arousal result in a deterioration of performance.

As reported by Alderman (1974), “Eysenck has taken this basic premise, related it to his personality variables, and stated that if extraverts have stronger nervous systems, which have higher thresholds to stimulus intensities (i.e. arousal), then they should be able to handle higher levels of arousal before their performance deteriorates. This is undoubtedly true in outstanding athletes. The ability to withstand the extremely high levels of arousal caused by intense competition and the usually higher vociferous spectator reactions, without a consequent drop in performance, is the hallmark of a successful athlete. A partial explanation for this ability to withstand pressure may lie in Eysenck’s neural explanation of extraversion – a trait that continually crops up in athletes.”

Anthropometric measurement was central concerns of the first phase of the scientific era of measurements, which began in 1860’s. Current interest in anthropometric measurements focuses on three areas, growth measures, and body type and body composition. The use of such measures includes classification. Prediction of growth patterns and predictions of success is motor activities as well as assessment of obesity.

Measurement of body size includes such descriptive information as height, weight and surface area, while measures of body proportion describe the relationship between height and weight and among legs, widths and circumferences of various body segments. It was been found that top athletes
in some sports tend to have those proportions that bio-mechanically aid the particular performance required.

A significant contribution was made by Freud in showing the inner (mental) world as most important factor in human personality. Freud emphasized childhood experiences and past memories as vital to one’s personality make up. Parental and peer group influence were given due attention, in due course on time. Jung gives concept of archetype based on what he called collective unconscious. He spoke of (1) personal unconscious (2) collective unconscious and (3) Conscious. He was the first Western psychologist to have used, implicitly, the constructs approaching the concept of the self.

Adler: Emphasized individual role in society which, according to him, results in inferiority and superiority. His theory gave importance to the mode of upbringing of children.

Karen Harney: Security, being central to one’s personality, is responsible for development of different motives like power, exploitation, submission, affection etc.

Sullivan: gave stress to psychological needs, socialization and interpersonal relationship.

Eric Ericson: psychosocial aspect, underlying development at different ages, was considered important.

Skinner: Operant behavior in development of personality was emphasized.

Maslow: importance of inner nature and motivation were considered as bases of personality development.
Rogers: Self perception and perception of others were considered as guiding principles of personality.

Allport: Idiosyncrasies of individuals have been considered a basis for the self and its identity.

**Concept of the Self in Western Thought**

Sheriff views the self as systematic organization of attitudes. Erikson thinks it as configuration of roles. William James thinks it to be changing continuously. Cittavrttis of P.Y.S. can be associated with this self. Kant has used for the first time the word self to mean knower subject. According to him pure ego is necessary for knowledge gain. Vedantins conceive man as outside the range of physical, social and cognitive levels. Sartre says that ego is the object of consciousness, but for Yogis it is Karta (doer). Yogis can hold their thought to standstill and hence ego to standstill.

**Roots of the Transcendental Aspect of Personality**

In Rigveda the concept of transcendental self is found: O God, make us Amrita or lead us beyond the influence of the cycle of birth and death.

Atharvaveda which is also called as Atmaveda (literally meaning psychology i.e. the science of soul) has well developed concept of the self and personality. Atharvaveda tells about 3 main personality types viz. Jnani, Karmi and Jnani + Karmi. Atharvaveda lays down behavior norms for a monarch in his interpersonal relationship. Later, Caraka and Susrut applied psychology of Atharvaveda into their lines of treatment. The importance of the self is clear in Ayurvedic concepts of Prasannatmendriyamanah, where the goal of Ayurveda is to create a balance between Atman, Indriya and manah in human personality.
Vedanta speaks of permanent and impermanent aspect of the self, whereby the Jiva and its objects of attachment e.g. social self, bodily self, cognitive self are considered impermanent and the only permanent entity which sees, cognizes and is witness or Kutastha is self. This self is witness to the three states of consciousness (wakeful, dream, sleep). Highest development of personality according to Vedanta is when we cease to identify our self with Jiva. Vedanta, accepting the step by step progress of one’s personality through Dharma, Artha, Kama, Moksa, is nothing but the ascendance to ultimate reality in a systematic way. In Daksina Murthi Stotra the commentary by Sureswaracarya: Atmalabhat paro labah nasty kavyo viduh (self realization is verily the supreme achievement).

Gita conceives Sthiraprajna state as the highest state of personality to be beyond the three gunas viz. Sattva (knowledge), Rajas (activity) and Tamas (inertia).

1. Patanjala Yoga Sutra (P.Y.S.)
2. Samkhya
3. Taittiriya Aranyaka
4. Aurobindo’s concept

P.Y.S. advocates the way by which an individual may raise his personality to the trans-empirical plane. It encompasses psycho-physical aspect of personality. According to Vyasa there are broadly two categories in humans (1) Ordinary or normal (2) Extraordinary or above normal. Samkhya’s triguna has been incorporated into this classification. Mudha, Ksipta, Viksipta are the kinds found in normal individuals according to the predominance of Tamas, Rajas and Sattva gunas, respectively Ekagra and Niruddha indicate respectively the Samprajnata and Asamprajnata stages of development of
personality. By virtue of eight limbs of yoga one can handle one's psycho-physical aspect, so as to travel from normal range to the above normal range.

**Concept of Personality in Samkhya**

Based on Satkaryavada, that there exists something already from which the creation has emerged, and Parinamavada that there is modification, evolution of pre-existent entities. It conceives of trigunas viz. Sattva, rajas and tamas which co-exist, cohere and are reciprocally related to each other. The disturbance in this system is the cause of creation. According to this doctrine, in human personality, these three gunas exist with pre-dominance of one over the other two, in different variations. There are numerous interrelationships among these gunas, believed to have resulted into human individuals with different personality types. These types show cause and effect relationship i.e. Rajasika personality will show activity and bewilderment, Sattvika will show enlightenment, knowledge etc. and Tamasika shows lethargy, inertia etc. This doctrine advocates presence of consciousness (purusa) to be the cause of creation. The concept of eternal and transcendental self i.e. Purusa is very much evident in Samkhya Darsana. The plurality of purusa further show individual differences. Here, it is the awareness of this distinctness that is considered to be the means to liberation i.e. the main aim of life. Personality development in Western terms is indicative of modifications of the empirical self often termed as behavioral modification. Roger's nondirective therapy tries to cure this very empirical self by modifying citta vrttis and thus changing the individual cognitions and attributions.

**Approach to Personality in Taittiriya Aranyaka**

Man has always been appalled by the question who am I? Taittiriya Aranyaka speaks of five sheaths of personality:

1. Annamaya kosa
2. Pranamaya kosa

3. Manomaya kosa

4. Vijnanamaya kosa

5. Anandamaya kosa

1. One may ask? Am I body? Answer will be in the negative because I can feel pain, touch and have other sensations in it. I can distance myself from my body, on the perceptual plane. Hence, I cannot be Annamaya kosa

2. Am I prana? It is not possible to identify myself with prana, as the bodily activities can, fairly, be controlled consciously by me, through yoga practices.

3. Am I mind? No, as all the movements of body are indirectly or directly related with mind. Again, the mind can be controlled through various practices with one’s conscious efforts.

4. Am I intellect? While in sleep, my brain waves show a complete rest. Still, I can feel good sleep in retrospect. Who is responsible for cognizing this feeling? Therefore, I can not be intellect.

5. Am I ananda: I experience bliss myself Therefore, how can I be Ananda myself?

Hence, what is left is the Drasta, the highest state of personality, Aurobindo calls this as Caitya. By means of various yoga practices one can exercise a fair control on all these kosas. Asanas help us gain the health of our gross body plane i.e. Annamaya kosa. Pranayama and sadh kriyas can look after the health of our functional body, termed as Pranamaya kosa. Pratyahara takes care of our emotional body, known as Manomaya kosa, Dharan and Dhyana
cover the body of intellect/wisdom, referred to as Vijnanamaya kosa. Samadhi takes care of our body of bliss, called as Anandamaya kosa. In fact, all yoga practices help gain the health of all the five kosas and thereby, purify the awareness at all these levels. Yet, the specific yoga practices, mentioned above, help respective kosas, in a most pronounced and predominant way.

According to Aurobindo there are five planes of human personality:

1. Physical plane
2. Vital plane
3. Mental plane
4. Spiritual plane
5. Caitya plane

Aurobindo opines that in the preliminary stages the caitya purusa is under the control of mind, prana and body. With its growth, however, slowly it starts controlling mind, prana and body. At this stage sadhaka finds no difficult in his sadhana and moves effortlessly towards self realization. By using integral yoga he can then bring super mind on the earth resulting in a speedy conscious evolution of the entire living being. Aurobindo recognizes four types of personality:

1. Knowledge oriented
2. Power oriented
3. Spiritually oriented
4. Productive and business oriented
5. Service oriented
Each individual has some kind of combination of these orientations.

If we compare both the Western and Indian approaches of personality, we note the following points:

1. In the Western approach idiosyncrasies have been given back seat in preference to Nomothetic approach. As a result, Western personality theories seem to have no answer to assess the personality of supra ordinary individuals. Opposite is the case with Indian concept, where Nomothetic approach probably has not been developed to a desired degree. Social and physical aspects of personality have not been given their due share of attention in Indian thought, to the extent what we find in the Western approach.

2. The Western concept, being introspective in nature, speaks of personality that can be verified, at least to a certain extent. The Indian approach seems intuitive with least verifiability in controlled experimental settings.

3. There are very few documented informal methods of personality assessment in Indian approach as against the Western approach, whereby informal and formal methods are used extensively. Also, objective testing methods, using different apparatuses and instruments, are in vogue. Though, the theories related to mental abnormalities are found in Indian concept but the documentation of treatment procedures, pertaining to the classified personality disorders, are far from satisfactory, exception being Ayurvedic texts.

4. In almost all the theories in Indian approach to personality, the concept of the self finds central place, while in the Western approach, Jung, being exception, Rogers, Maslow and Allport spoke only about phenomenal self. We find occasional references to the concept of the
self. There is, however, practically no reference to the Transcendental self.

5. Coming to the theories, propounded by the various Western workers, one can clearly see a compartmentalized approach e.g. Freudian school speaks of childhood experiences and hidden complexes to be important bases of personality. Adler, Karen Harney and Eric Fromm gave stress on social determinants in personality development. For Sullivan, socialization aspect is indispensable. Eric Erikson speaks of psychosocial aspects. Skinner thinks operant behavior as basis of personality. Rogers puts forward the concept of perception of the self and perception of others. For bandura social learning is vital in one's personality. On the other hand, Indian thinkers give a comprehensive definition of the self and the not self, touching both phenomenal and transcendental aspects of human existence.

6. The character aspect has been isolated from personality in the Western literature, as Allport has said Character is evaluation of personality and personality is devaluation of character. As against this, character aspect is very important in Indian approach to personality. Enhancement of sattva guna, which underlines the character aspect, is considered pre requisite in one's personality development. In P.Y.S. we find a clear prescription to resolve conflicts and to alleviate all baser feelings.

Plausible Reasons for Differences between the two Approaches

Indra sen (1960) says: Consciousness evolves into prakṛti, which, in turn, evolves into intellect or mahat, ahamkara, manas, panca tanmtras and indriyas. Modern concept says, the whole universe consists of energy and consciousness is its by product. This could be, perhaps, at the base of
differences between both the approaches. The plausible reasons for these differences are as follows:

1. Indian thought is known as darsana, the process and phenomenon by which we can see beyond our perceptual level i.e. beyond pratyaksa through the inner vision. On the other hand philosophy is combination of two words philos: love, Sophia: knowledge, Indian concept of personality goes beyond body mind level towards the self indeed.

2. Indian concept comes from Atharva veda which is also called as Atmaveda i.e. Psychology. The modern psychology has restricted itself to study of behavior. Hence, it is perhaps too much to expect a fully developed concept of personality from it without the inclusion of the concept of the self.

3. Indian soil has been the land of plenty of rains and natural resources, which proved to be conducive to the growth of many a philosophical thought. While Western theories tend towards showing how one can lead a good material life, the Indian thinkers went towards the perfection and transcendence of human existence through self realization.

4. The Karmaphala theory has been widely accepted in Indian thought. Naturally, thinkers thought of life beyond the phenomenal plane. Accountability, of what we do in this life, has been the main thread in making the best use of this life with disciplined regimen of body, mind and soul. On the other hand in Western thought the outside factors i.e. social structure, upbringing, socialization, environment etc. are considered most important.

1.3 Understanding Emotional Intelligence

1.3.1 The Historical Perspective
The term emotional intelligence today has a variety of meanings. The term does not yet appear in dictionaries and its definition is still an unsettled issue. And so are the boundaries of this new domain. Psychologists have been trying to define intelligence for many years. Broadly speaking, it is one’s cognitive capacity and functioning, i.e. one’s ability to learn, recall, apply, think, reason, and abstract. Cognitive capacity has traditionally been measured by the IQ (Intelligence Quotient) and is determined by dividing one’s mental age score achieved on an intelligence test by one’s chronological age and multiplying by 100. IQs are based on standard scores, which are statistically created from raw scores.

As early as 1940, psychologists felt that IQ alone is not enough of an indicator of an individual’s ability to adapt to new situations and to cope with life situations successfully. David Wechsler expanded the concept of general intelligence to include non intelligence factors in 1940. He is renowned for his contributions to the measurement and understanding of human intelligence. His intelligence test included subtests, which tap social aspects of intelligence. At the same time, Edgar Doll developed a structured interview scale to assess social competence and maturity. In addition, there is work by R. W. Leeper that proposes that emotional thought is part of and contributes to logical thought and intelligence in general.

Harvard University’s Howard Gardner much later proposed a significant expansion from cognitive intelligence or IQ Gardener’s concept of multiple intelligences encompass two brad categories, referred by him as intrapersonal capacities and interpersonal skills (1983).

Intrapersonal intelligence is a correlative ability, turned inward. It is a capacity to form an accurate veridical model of oneself and to be able to use that model to operate effectively in life.
Interpersonal intelligence is the ability to understand other people, what motivates them, how they work, how to work cooperatively with them. Successful sales people, politicians, teachers, clinicians and religious leaders are all likely to be individuals with high degrees of interpersonal intelligence.

1980 to 1995 has stored lot of research in the field of emotional health, emotional well being and emotional intelligence as factors resulting in better balance, health well being and success. The real life case studies of people possessing high IQ scores at the same time were revealing astonishing insights high IQ score was no surety of success in life. The most successful people were those with non cognitive or multiple intelligence skills.

Reuven Bar On clinical psychologist who was born in America but has spent most of his life in Israel, has 17 years of research and has refined the concept of emotional intelligence. On the other hand, Hohn Mayer at the University of New Hampshire and Peter Salovey at the Yale University along with David R. Caruso have also been working on defining and measuring EI.

All these researches, paper readings and developing instruments to measure the other factors of intelligence were happening in the academic field. This was more an expansion of the boundaries of the IQ, but the term EQ was not in the existence till 1995.

Journalistic Accident: Oblivious to the above mentioned academic pursuits, the common population woke up one day to see the Time magazine’s (October 2, 1995) cover page ask in huge letters: What is your EQ and then in smaller type, It is not your IQ. Its not even a number, but emotional intelligence may be the best predictor of success in life, redefining what it means to be smart. This was a brilliant notion used to promote Daniel Goleman’s book that was bout to be published. EQ caught on like wild fire and Daniel Goleman’s book has become a bestseller all around the world. At the
general level, EQ became a widely accepted, hopeful and meaningful term. It has almost become a folklore term.

What is the most interesting and little recognized fact is that Daniel Goleman does not use the term EQ in his work. He has presented his adaptation of a few existing models of emotional intelligence factors altering throughout life, basic emotional skills that augment one’s ability to function better and the price paid for what he calls emotional hijacking and emotional illiteracy. Daniel Goleman, for a lay person, is the creator of the new arena of EQ, though in his work he has mentioned some of the earlier works in the expansion of IQ to general or multiple intelligence.

The academics are somewhat distanced from the practicing professionals and hence the general population is unaware of the host of researches that have happened prior to 1995. The wide acceptance of the term EQ represents a highly successful paradigm shift one of those rare leaps in public consciousness that precede important society wide changes. The media played a great role in popularizing this term, but more than the media, it was the psyche prevalent at that time dominating the corporate culture. The excessive reliance on the scientific and technological approaches in the 20th century have left the world dizzier. The age of uncertainty, as the last decade is remembered, has cast its shadow on the beginning of the millennium as well, welcomed the respite of emotional factors intruding boardrooms and creating a paradigm shift.

1.3.2 Attempts at Defining Emotional Intelligence

A formal definition of emotional intelligence was first developed in 1990, along with the first attempts to measure emotional intelligence as ability by John D. Mayer, di Paolo and Peter Salovey. According to them emotional
intelligence is “the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”.

Reuven Bar-On defines emotional intelligence as an array of personal, emotional and social competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures.

Mayer and Salovey re-define emotional intelligence as the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth.

An overwhelming response to Daniel Goleman’s first book inspired him to take the concept of emotional intelligence from mere academic information to the practical realm of working with emotional intelligence (1998). Here he expands the original understanding of EI to include the competency model. Goleman’s main advisor for his doctoral work and renowned name in the field of psychology, David McClelland launched an entirely new approach to the measure of excellence. In his 1971 paper testing for competence rather than intelligence, McClelland proposed that a set of specific competencies including empathy, self discipline, and initiative distinguished the most successful from those who were merely good enough to keep their jobs. A competence in this tradition is a personal trait or set of habits that leads to more effective or superior job performance- in other words, an ability that adds clear economic value to the efforts of a person on the job.

Taking Gardemer’s multiple intelligence model further, Daniel Goleman arrives at The emotional competence framework comprising personal competence and social competence. Though the word emotional is prefixed to intelligence the entire exercise seems to be coming from rational perspective or expansion of cognitive intelligence. If emotional intelligence is only a set of
competencies or habits then it should be as easy a learning as the rational learning or IQ skills. But we all know through our own experiences that emotional learning is very different and more difficult than the rational learning. Emotions form a part of our psyche or mind and are not just neural pathways in the brain. Thus the need for transformation rather than information in becoming emotionally intelligent.

1.3.3 Where are Emotions in Emotional Intelligence?

All throughout this history of EI, emotions play an illusionary subtle and indirect role. Also, the associations with the word emotions have more of negativity due to its impulsive and overpowering nature. Though emotions are a core concern of psychologists, the study of emotion has evolved more from the pathology or therapy perspective. The Oxford English Dictionary defines emotion as any agitation or disturbance of mind, feeling, passion, and any vehement or excited mental state.

It is very interesting to see what John D. Mayer, a researcher, who, in partnership with Peter Salovey, provided the first formal definition of emotional intelligence has to say: “we scientists recognize as a group that we don’t have final answers to questions like, “What is an emotion”? or What is a feeling? Or What are core emotions? Different researchers define emotions differently. There are biologically oriented researchers who define emotions as very close to simple biological states or electro-chemical reactions. There are psychologists who define emotions as conscious experience. Most people who study emotions as a coordinated response system, so that an emotion occurs when there are certain biological, certain experienced and certain cognitive states which all occur simultaneously.

Does this sound confusing? It does. The intention here is not to confuse but only to create a collage of the existing perspectives to understand emotional intelligence holistically. Unless we now what emotions are and how
they work, the journey to emotional intelligence does not begin. We also realize how blind or inattentive have we been to emotions, the core of our personality and our day to day life. The rational skills are honed throughout the education system very systematically, while emotional learning is rather neglected, not paid attention to, unless expressed in extreme forms of violence, depression or other pathology.

**Simplifying the Complexity**

The word emotion may simply be defined as movement. The root Latin word from where emotion is derived is motus anima, literally meaning the spirit that moves us. Thus, e-motion can very easily be understood if we see from the perspective that it is the energy that motivates us. Robert Cooper and Ayman Sawaf beautifully capture this paradigm shift in understanding emotions: “Our emotions, as much or more than our bodies and minds, contain our histories, every line and verse of every experience, deep understanding, and relationship in our lives. They comprise the feeling of who we are, and enter our systems as energy. Energy, as we have been taught, is neither created nor destroyed. It flows... This energy is primary source of influence and power.

This perspective is quite different from the earlier attempts to define emotions. It is also very close to the Eastern understanding of emotions as well as the post Einstein era of scientific realization that everything is energy. We all know this in our everyday experiences: How do you feel when you are happy, elated, in love? The answer is universally the same: light, floating, flying, and flowing. And how do you feel when you are sad, depressed or gloomy? The intensities may vary, but again it is similar across all cultures: heavy, bogged down, unable to move, paralyzed. It is the energy level that differs in different emotional states. We all have witnessed the sudden surge of energy while working on a project that we are passionate about or an instant drain of energy level and fatigue due to sustained confrontations, criticism, rejection or insecurity. We have also experienced the electro-
magnetic quality of this energy as vibes. What attracts us to some people and what creates repulsion is this matching or mismatching of our energy. What we don’t realize or acknowledge is that this energy not only affects our affects our personal life but also our professional life and the so called IQ led or rational decisions. The conventional view of emotions as a weakness or interfering with good judgment now transforms into strength that facilitates good judgment. This seems so because of the fact as described by Blaise Pascal, “The heart has its reasons, of which reason knows nothing.” Just because the heart works independently of reason or logic, it does not mean it lacks reason or logic. Latest neurological researches support this paradigm shift. This is the basic entry point for study and understanding of emotions not only from philosophical and psychological theories but its direct application to the intelligence.

Robert Cooper and Ayman Sawaf have been able to bridge this gap between ‘emotions’ and intelligence by capturing the essence of ‘energy’. They define emotional intelligence as “the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence”.

This definition encompasses the ancient wisdom of heart’s energy and intelligence. Heart has always been referred to as the seat of emotions, spirit and knowing which is beyond logic. The only logical connection to heart was by cardiologists, who mainly described it as merely one organ in the body.

1.4 Understanding of Mental Health

American mental health association has enumerated nine major characteristics defining the concept of mental health, wherein due consideration is given to the effective social behavior:
1. Emotional Stability

2. Maturity of Character

3. Ability to recover from paralyzing stresses of life in good time

4. Ability to judge reality accurately

5. Ability to foresee

6. Ability to love and sustain affectionate relationship with people around

7. Ability to work cheerfully

8. Ability to gratify hunger, thirst and sex related urges in such a way as not to hurt others or oneself

9. Having an effective conscience

However, this model does not suggest, sufficiently, the ways to actualize one’s individual creative potentialities and to realize one’s private ownership. Julian Huxley has said, man’s evolution is not biological but psychological. Yoga science caters, sufficiently, to this psychological evolution apart from the bio-eco-sociological considerations, as found in yogic texts.

If we compare both the approaches we find that the concept of mental health in psychology lends itself to social adjustment while the yogic one orients itself to self adjustment. It is now quite rational to perceive that we require a synthetic view of mental health.

Glaringly enough, though psychology speaks of criteria of mental health it shows not many effective ways to achieve mental health except recommending ways for a sound social adjustment and an effective
conscience, that include the methods like client centered therapy and rational emotive therapy.

Modern psychology addresses the problems of behavior. Only recently has it started dealing with the problem of body mind relationship. To yoga, even the body mind problem is secondary in importance, the problems of self or atman, at transpersonal levels, being of primary concern. Truly, as per yoga, until recognition of self over and above mind and matter is made, there can be no satisfactory solutions for the body mind problem.

1.5 Statement of the Problem

The availability of literature on psychological attributes such as mental health, emotional intelligence and personality profiles in court sports especially in Basketball and Volleyball is considerably less than for other field sports. Team sport performance such as Basketball and Volleyball is dependent upon a diverse range of qualities including size, fitness, sport-specific skills, team tactics, and psychological attributes.

It is believed that the players of Basketball and volleyball need specific fitness and body size. In fact position of a player on court largely depends on the player’s size and level of physical fitness. Additionally, earlier research studies indicate an association between psychological characteristics and sports performance (Morgan and Pollock, 1977; Morgan, 1979; May et al., 1985).

Although, it is evident from the earlier studies that psychological attributes play an important role in achievement of success in sports but there are very few studies conducted so far, in Basketball and Volleyball. Hence, the researcher has undertaken this study entitled “An examining the
psychological characteristics among basketball and volleyball players in terms of mental health, emotional intelligence and personality."

1.6 The Problem and its Relevance

Athletes have to perform under high pressure during competitions and it has been seen that the successful athletes shows better psychological attributes than the unsuccessful counterparts (Morris, 2000). No doubt physical capacities and skills are equally important for success but interestingly personality is likely to make a difference in sporting achievements. There is growing evidence suggesting that emotional stability is associated with athletic success (Garfield & Bennett, 1984). Athletes with lower levels of emotional stability have been found to be less capable of coping with stress-inducing stimuli whilst trying to complete a complex motor task (Aidman, 2007). Furthermore, personality is a key factor in converting ability of an athlete into success (Auweele et al., 2001).

It is assumed that elite Basketball and Volleyball players have suitable level of performance oriented fitness, however, there is a doubt that they have good mental health, emotional intelligence and personality factors. Therefore, there is a need to analyze the condition of mental health, emotional intelligence and personality of elite Basketball and Volleyball players in the state of Maharashtra.

1.7 Objectives of the Study

Based on the above mentioned grounds, this study has been conducted in considering the following objectives:

- To identify the elite male Basketball and Volleyball players participating in State level competitions in Maharashtra;
o To conduct a survey research for evaluating their status of “mental health, Emotional intelligence and personality”;

o To compare the profiles of mental health, emotional intelligence and personality among the male players participating in Basketball and Volleyball.

1.8 Assumption

As the subjects of this study are the elite male players representing the state of Maharashtra in Basketball and Volleyball, it is assumed that they might be having an excellent level of performance-oriented fitness.

1.9 Hypotheses

Following hypotheses have been formulated in this study:

HO1: There would be no statistically significant difference in mental health between the state level male Basketball and Volleyball Players.

HO2: There would be no statistically significant difference in emotional intelligence between the state level male Basketball and Volleyball Players.

HO3: There would be no statistically significant difference in personality between the state level male Basketball and Volleyball Players.

1.10 Delimitation of the Study

Since this investigation has a wide scope and as the investigator handled the same single handedly and considered the following delimitations:
Male elite players of Basketball and Volleyball, who are participating for selection to represent the state of Maharashtra, were the subjects for this study.

Survey study was conducted on all the players of Basketball and Volleyball who came to participate in the State meet.

### 1.11 Significance of the Study

Through this study, the coaches and players of Basketball and Volleyball would come to know about the importance of mental health, emotional intelligence and personality in favour of exhibiting successful performance.

The coaches and the players will be made aware that maintenance of pre- and post-competition mental health, emotional intelligence and proper state of personality are equally important.

### 1.12 Operational Definitions of the Terms Used

**Mental Health**

Although modern Western psychology does not consider the concept of mind, the Mental Health Association of America considered its existence as well as significance. According to Indian concept, mind is equivalent to “chitta.” If “chitta” is disturbed, appearance of many disease of psychosomatic in nature is evident. Indian traditional science “Yoga” helps to restore the “chitta” to its original peaceful state and such a state is designed “Mental Health.”

**Personality**
According to Western psychology, personality has been derived from the term “persona” which means mask that is usually used in drama etc. However, in Indian traditional texts, personality means at balanced state of body, mind and soul. According to Hathayogic texts, personality signifies the homeostasis of “Triguna” i.e., Savtva, Rajas and Tama. However, modern psychology classifies personality into three types viz., extrovert, introvert and ambivert. Thus, personality signifies the whole characteristics of a man.

**Elite Players**

Dictionary meaning of “Elite” indicates one’s topmost ability, efficient or best. Thus, an elite player means the player having best forms or having top performance.

**Emotional Intelligence**

Emotional Intelligence is the capacity for recognizing our own feeling and those of others, for motivating and managing self-emotions and social relationship.