CHAPTER – I

INTRODUCTION

Physical activity can effect the behaviour of an individual in several (Psychological) ways. Thus physical education has important psychological elements to be considered by the physical education teacher to bring about better physical performance from his students. Factors like personality, self-awareness, confidence, perception etc, influence the behaviour of a player.

Many students need an opportunity to satisfy their needs to develop to their maximum potential, the physical education teacher should provide the individual students with opportunities to participate in activities and use the modern methods like programmed learning, team teaching, ability grouping, sensitivity training etc. In short the knowledge of psychological elements of physical education helps the physical educator in coaching an individual or a team.

The researcher have examined the personality differences between athletes and nonathletes to understand the psychology among the athletes in various sports. Although no "athletic personality" has been found (Vealey, 1992; Wann, 1997), athletes are generally more extraverted, emotionally stable, tough-minded, assertive, and self-confident than nonathletes (Butt, 1976; Cox, 1998) and, within sports, team players are generally more extraverted, more anxious, more dependent but less sensitive-imaginative than players of individual sports (Cox, 1998). Inconsistently results are often due to methodological and theoretical weaknesses in the studies (Wann, 1997) and, because the research is necessarily descriptive, it is difficult to distinguish whether sport participation causes personality differences (the developmental
hypothesis) or whether pre-existing differences draw people into sports (the selection hypothesis) (Cox, 1998).

The focus of the present investigation is university football players. It has been suggested that they are more aggressive and anxious than other athletes such as golfers or tennis players (Cox, 1998; Singer, 1975). In fact, although football players were more dominant and less steady than nonathletes, they were not different on either trait from baseball players or track team members (Aamodt, Alexander, & Kimbrough, 1982; Valliant, Simpson-Housley, & McKelvie, 1981). Furthermore, they did not differ from nonathletes on any of the 20 personality dimensions of the California Psychological Inventory (Berger & Littlefield, 1969). However, comparing players from various positions on a football team, Cox and Yoo (1995) found differences in anxiety control, concentration, and confidence. Player performance has also been linked to group dependence, cohesion, tough-mindedness, extraversion, emotional stability, mood, aggression, and need for achievement (Garland & Barry, 1988; Granito & Rainey, 1988; Nation & LeUnes, 1983; Teevan & Yalof, 1980).

This study was prompted by the anecdotal observation that football players on campus seemed to be self-centered, self-aggrandizing and demanding of special treatment (e.g., when waiting in line). These behaviors are symptomatic of narcissism, a trait named after the Greek youth Narcissus, who fell in love with his own reflection (Rathven & Holstrom, 1996). The purpose of the present study was to examine, first, whether this perception was widespread and, second, whether football players actually scored higher than other athletes and nonathletes on the Narcissistic Personality Inventory (Raskin & Hall, 1979), which was designed to measure narcissism (Narc) for non-clinical populations. Although there has not been any research on perceived narcissism in
athletes, swimmers are seen as more extraverted, assertive, and competitive than nonathletes, but just as friendly, bright, and uninhibited (McMartin & Klay, 1983). While the research on measured narcissism in athletes is limited, Carroll (1989) found that bodybuilders scored higher than other athletes who in turn scored higher than nonathletes.

Why might football players display a higher level of narcissism than others? According to Nelson (1994), football is seen by participants as a "macho" sport, which makes them feel "awesome", "a step above everyone else", and a sense of entitlement. This may occur in part because a player who is intimidating on the field earns respect, which he then thinks he also deserves off the field. A football player also operates under a very tight system of rules, which may lead to immature, childlike behavior in other settings (Butt, 1976). Furthermore, consistent with the social learning hypothesis that narcissism develops as a response to overevaluation (Emmons, 1987), a player's ego may be boosted by fan adulation and publicity. Players report that one of the rewards for playing is a good self-image, part of which is feeling a "big shot" (Stebbins, 1987), and even male high school students obtain high social status from sports (Figler, 1981). In particular, in the university setting in which the present research was conducted, football has a long tradition and a high profile, with strong support from students, faculty, the local community, and alumni.

As noted above, the present study was designed to investigate two issues: whether local university football players are perceived as narcissistic by other undergraduates, and whether the local football players actually score higher on a self-report test of this trait than other athletes and nonathletes. In the first part of the study, undergraduates completed a narcissism inventory as themselves and as they thought a university football player would. Because the campus was small (about
2000 students), these participants had many opportunities to observe football players off as well as on the field, and to form an impression of them. In the second part of the study, football players, other athletes and another sample of undergraduates who were not athletes completed the narcissism inventory as themselves. Because athletes and nonathletes have differed on extraversion and neuroticism (Cox, 1998; Singer, 1975), and because narcissism has been positively related to extraversion and psychoticism but negatively related to lying (Raskin & Hall, 1981), these traits were also measured.

Because one factor in the development of narcissism may be social reward, participants were sampled from all four years of study, to investigate the possibility that narcissism levels would increase over time for football players. This methodological strategy is recommended by Iso-Ahola & Hatfield (1986), who bemoan the fact that sports personality research often simplistically assumes that trait differences are static. The cross-sectional data have implications for the developmental and selection hypotheses, which have been proposed to account for personality differences in athletes. Increased narcissism over time for football players, but not for others, would support the developmental account.

The Indian Philosophy has always emphasised simple living and high thinking amongst the players during their period of learning. This has its reflection on the tradition games of the country. The Indian games are simple in nature, easy for organisation, cheap in cost and hence within the reach of all. At the same time these games have been designed to develop strength, courage, leadership agility, fitness, team spirit, defensive art and sound moral values.

The game of Football is major games and played throughout the country especially in rural area, Volleyball is an outdoor strenuous but
healthy and interesting game. Football is an aggressive and body contact game.

It is a well known fact that players of one game differ from the players of other games in their Socio-economic status. Socio-economic status is the characteristics pattern of behaviour and modes of thinking that determine a person’s adjustment to the social environment.

It has been recognized that socio-economic factors play a vital role in an individual’s performance and achievement in sports.

The Socio-economic status has been to seek clarity of distinct aspect of social and economic status of Football players separately and integrally in Marathwada region. Which rural region in Maharashtra. In recent years, many investigators have directed their attention to the measurement of Socio-Economic status of Football players. Some studies have been concerned primarily with the relationship between these games (Lois, 1959; Willard, 1959; Wilson, 1959; Willard, 1960; Franklin, 1960; Franklin, Willard, Leon, 1962) While others have been directed towards determining the influences of some other factors on the socio-economic status, out of these factors, sex also has been reported to be one factor which affects socio economic status.

Socio-Economic status make-up of an individual plays an important role in their achievements in every field of life. Considerable researches have been conducted on the socio-economic of sports persons; team sport versus individual sport; Men players versus women players. But very handful research studies are available and published inrespect of Socio-economic status of Football players.

The modern life is a full of a variety of confusions, tensions and complications. football player’s faces many ups and downs at different developmental states in life due to socio-economic factors. The
increasing population has led to, behavioural, emotional social and economical problems which affect sports performance.

Marathwada region has agro-based economy. About 80% population depends on agriculture in Marathwada region. Agriculture also provides employment to around 65 to 69% of total workers. Farming is the backbone of Marathawada economy and Farming is directly related to sports especially Football. But there are various problem for Football players. Football players have behavioral emotional, social, financial, educational and health problem. Psychology is at once the oldest and the youngest of the sciences. Even in the most primitive tribes there are some formulations about the nature tribes there are some formulations about the nature of the self and the nature of the mind. In fact, folk tales, mythology, and proverbs, in all languages of the world, reveal the interest of man himself and his knowledge about his desires and frustrations and his achievements and failures. Primitive animism is itself an evidence of the interest in his relations to other persons and objects.

The essence of animism is that every material body whether it is the sun or the star, the river or the mountain, the plant or the animal, contains a second being within it, which is of a substance different from the material body. Thus animism postulates some the tribal man to understand the behavior of all the beings on earth and in the sky. Further the men of medicine of the ancient as well as the modern tribal groups are masters in the techniques of suggestion and hypnosis. The mantravadin of the village is a post-master in the technique of hypnosis though modern science has learnt about hypnosis only within the last hundred years. It is a familiar fact that when the daughter-in-law of the house behaves in a hysterical fashion and becomes violent, the mantravadin of the neighborhood is invited and with his chants and
rituals he not only drive out the demon or the ghost, who is supposed to have been in possession of the woman, but also arranges skillfully some concrete evidence of the departure to the demon or ghost by a loud sound of a stone dropping in the tape or a well in the neighborhood.

Psychology may be broadly defined as the science of mind. The word is derived from the Greek and means the science of the soul. In ancient and medieval times psychology was regarded as a branch of philosophy dealing with the principle of life, sensation, intelligence and conation, especially in human beings. It was essentially speculative and static, in contrast to the modern practical and dynamic study of psychology. The chief psychological theme of the scholastics included the unity and unifying power of the soul, its essential connection with the body, its spirituality and immortality, and freedom of the will, and the dependence of the intellect upon sense data. Modern psychology, is, however, regarded as a branch of experimental biology.

The kind of definition now generally behavior and thought. Its predominantly experimental character has led to a decline of interest in such purely speculative questions as that of the relation of mind to body. It is known that mental process are related to changes in the nervous system, but the experimental psychologist is inclined to be little interested in whether this relation is one of parallelism or mutual interaction. The tendency of physiological psychology has regarded both psychical and physiological events as different aspects of the same series of events. On the other hand, there all still exponents of the integrationist’s view that psychical events act on the nervous system and are acted on by events in the nervous system. Generally the experimental psychologist is impatient of such problems, which affect little if at all his actual observation, and he is inclined to suspect that the existence of such questions is merely due to the inadequacy of language
to express relationships of an order so remove from the problems of practical life with which language was designed to deal.

The ritualism in all societies is also an evidence of the interest of man in psychology. Great significance is attached to the various stages in the growth of an individual and rituals are developed to demarcate the various steps in the growth of the human being. The modern Indus, like the ancient Hindus, practice many rituals before and after the brain of the child and later as the child grows up.

In a similar way literature abounds with examples of the insight of the poet, the dramatist and the novelist regarding the motives underlying human behavior. The classics in different languages behavior. The classics in different languages portray vividly the motives, the achievement and the frustrations of the human beings.

Thus preoccupation and concern regarding man his motives for action are to be found from the most primitive to the most modern forms of life and literature. However, a scientific study of these aspects is of a very recent origin. Still we must not overlook the fact that the ancient Indians as well as the ancient Greeks contributed quite a good deal which is a considerable value even today, with all the growth of nearly a hundred years of modern scientific psychology. A rapid survey of some of the basic findings in ancient India and in ancient Greece will be useful to understand how problems of psychology have been of perennial interest.

Psychology may be defined as the study of behavior and experience. Thus the scope of psychology extends to the whole dominion of living beings. In fact many laws of behavior have been formulated on the basis of studies on animals. These laws have been found to be applicable to the behavior of human beings also. We may define general psychology as the study of human behavior and
experience. It also takes into account the facts observed and the laws enunciated on the basis of experimental work with animals.

Behavior 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 along side with behavior. 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 behavior, it also leads to an experience, which is expressed in the statement that 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 neuron muscular 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 behavior 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 pre occupation with the analysis of experience to an almost exclusive pre occupation 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 since 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 behavior. Often behavior 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 behavior, it must also get information from the grown up human beings by asking them to describe verbally their own experience.

In a broad sense we may state that psychology deals with two aspects of the problems of behavior. There is on the one hand the interest in the general laws of human behavior 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 interest 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 behavior.

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 (1942), Tillman (1964), Ruffer (1965), Whiting & Stembridge (1965), Wernet and Gottheil (1966), Bruner (1969), Kane (1970) and Ikegami (1970). Extraversion, according to Alderman (1974), is a construct evolving out of Jung’s (1933) early designation of the two major attitudes of personality: the extraverted attitude, which orients the person to the external, objective world, and the introverted attitude, which orients one towards the inner, subjective world. Eysenck (1947) whose development of the two broad personality dimensions of neuroticism-stability and extraversion-introversion provides the major underlying theoretical structure of this trait, i.e. extraverted.

As individuals “Outgoing, impulsive, uninhibited, involved in group activities, sociable, friendly, craving excitement, and having many social contacts. 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 (1947), extraversion is at best a behavioral 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 (1967) 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 behavior in accordance with conditioned and learned patterns of response that lead to the emergenec 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.”
Eysenck (1960) developed two broad personality dimensions, the E scale, which is a continuum between extraversion and introversion, and the N-scale, which is a continuum between neuroticism and stability. Though this is essentially a behavior description of personality, he did attempt to link overt personality characteristics with their causal biological sources. He believes that behavioral characteristics can be explained at the neural level, with the F scale reflecting the strength of both the excitatory and inhibitory functions of the central nervous system i.e. (the cortex) and the N-scale reflecting the excitation of the autonomic nervous system.

In neuroticism, the individual reacts to some distressing stress situation with more than the usual amount of sadness and dejection. There is high level of anxiety and apprehensiveness, together with diminished activity, lowered self-confidence and a general loss of initiative. Eysenck (1967) has proposed that the neuroticism, stability dimension is more associated with the hypothalamus. His explanation revolves centrally around the hypothesized instability of the autonomic nervous system. He maintains that autonomic nervous system reactions are rooted in the person's constitutional structure, which mediates the reaction of the sympathetic nervous system to incoming stimuli. Though people react differently to sympathetic stimulation and to the way the Para-sympathetic system is controlled. Eysenck, nevertheless, feels that it is the autonomic nervous system that does, in fact, control emotionality. In this context, introverts are seen to be more chronically aroused than extraverts and neurotic or unstable people then to become aroused more easily than stable people.

However, Eysenck (1947) states that neuroticism (emotional instability) refers to “general emotional over-responsiveness and the liability to neurotic breakdown under stress”. He explains the bipolar...
dimension of neuroticism-stability in terms of the instability of the autonomic nervous system. He maintains that the autonomic reaction is basically dependent on an individual’s constitutional structure, which mediates the strength of the sympathetic or voluntary reaction to incoming stimuli. Although there seem to be characteristic senses in which various individuals react to this sympathetic stimulation, and the way in which control is indicated by the Para-sympathetic system. Eysenck nevertheless considers the autonomic nervous system to be the most likely basis for individual differences in emotionality. This is essentially an integration and conceptualization of earlier thoughts by Jung (11039), Pavlov (1934) and Hull (1952), who suggested that variations in the strength of the excitatory and inhibitory functions of the nervous system could account for temperamental differences in human personality.

Alderman (1974) is of the opinion that the level of emotionality in athletes to a considerable extent is “rooted at the constitutional, neural levels i.e. the inhibitory or excitability of the autonomic nervous system. This genetically sends constitutional basis is reflected in the everyday behavior of the individual. In the case of neuroticism, this appears as high emotionality or emotional instability”. Emotional instability is characterized by “a low” tolerance of frustration immaturity, instability, high excitability, evasiveness, worriedness, and neurotic fatigability: 1 On the other hand, emotional stability in athletes is characterized by “maturity, stability, quiet realism’ the absence of neurotic fatigue’. It is generally felt that high emotionality is related to, or described best by Eysenk’s “general neuroticism” and that emotional stability is grounded in what Kane (1964) calls personal integration or a mature control of one’s emotions.
One the basis of related evidence, high emotionality in athletes would appear to indicate three things:

(i) Because neuroticism has virtually a zero relationship to intelligence, achievement by highly emotional athletes in sports is due to something other than intelligence.

(ii) Neuroticism is probably related to successful athletic performance through its manifestation in persistence.

(iii) High anxious subjects show high speed of learning, and superior performance in relatively simple tasks, or in complex tasks where faulty associations have not been present.

In terms of the interaction between arousal level difficulty of task, and performance as a function of Eysenck’s two personality dimensions, the following observations can be made:

i) People who score high on introversion and neuroticism will tend to perform better on easy or simple tasks than people high on extraversion and stability.

ii) On difficult tasks, the reverse tends to be true i.e. stable extraverts perform better than neurotic introverts.

iii) No predictions have been made on the intermediate personality types.

These predictions are based on the theory that higher arousal level (partially caused by external conditions as in competitive situations) will not cause as much disruption in the performance of people possessing strong nervous system (extraverts) simply because extraverts possess strong inhibitory potentials, i.e. they can shut out the negative or deleterious effects of high drive situations. Introverts, on the other hand, are more sensitive and respond more quickly to situations of low intensity as appears to be the case, in low arousal situations or with easy tasks.
NEED OF THE STUDY

Modern sports demands the by various physical, physiological, sociological and psychological factors. During training, besides good physique and physical fitness of the athlete, main emphasis is laid on the development of various types of motor skills involved in the game as well as the playing strategies, techniques and tactics of the game. Until recently, the Physical Education teachers have been paying inadequate attention to the social and psychological factors which although have been proved to contribute to performance in events in the higher competitive sports. It is only recently that sports administrators and Physical Education teachers have realized the importance of the psychological preparation and training of players to enable them to bear the strain and stresses inherent in sports participation. So, now the sports trainer and Physical Education teachers have started giving more importance to the psychological conditioning or the building the mental make-up of the players before their contests in the national and international competitions.

Now a days competitive sports, psychological preparation of a team is an important as teaching them the different skills of a game with scientific methods. The teams are prepared not only to play, but to win the games. And for winning the games, it is not only the proficiency in the skills which matters but also the spirit and attitude of the players with which they play. The mental attitude of each individual player as well as of the team can help or hinder their performance. Most of the Physical Education teachers agree that the physical characteristics, skills and training of the players are extremely important, but they also feel that good mental or psychological preparation for competition is a necessary component for success.
The aim of higher sports in this age of competition is to win in international meets or to attain peak performance in competition. And it is on this factor that the Physical Education teachers try to concentrate. In order to reach the target and accomplish the social expectation, the players also work hard, ignoring their comforts in their daily lives and practice for many hours a day. Stress, both psychological and social inhibits the peak performance of players. Unless the players are prepared mentally and psychologically for the contest, they are not able to achieve the desired results. The psychological training has to be provided to the players by the coaches to face stressful situation occurring during the competition.

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 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 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 behavior. It is assumed that internal dispositions or traits are relatively stable and so enduring that they over ride environmental or situational influences. This infers that questions could
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 anti thesis of the factor theory and maintains that behavioral variation is primarily a function of the situation in which a person is placed.

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 (1942), Tillman (1964), Ruffer (1965), Whiting & Stembridge (1965), Wernet and Gottheil (1966), Bruner (1969), Kane (1970) and Ikegami (1970). Extraversion, according to Alderman (1974), is a construct evolving out of Jung’s (1933) early designation of the two major attitudes of personality: the extraverted attitude, which orients the person to the external, objective world, and the introverted attitude, which orients one towards the inner, subjective world. Eysenck (1947) 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:

“Outgoing, impulsive, uninhibited, involved in group activities, sociable, friendly, craving excitement, and having many social contacts. 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.”

STATEMENT OF THE PROBLEM

A Comparative Analysis on Personality Traits of football players of
Dr. Babasaheb Ambedkar Marathwada University, Aurangabad and
Swami Ramanand Teerth Marathwada University, Nanded and their
status.

SIGNIFICANCE OF THE STUDY

The findings of the present study would help the Physical
Educational teachers, sports trainers, administrators and the physical
educationists in their professional which are discussed below:

a) Once the causes of the psychological problems in the Dr. Babasaheb
Ambedkar Marathwada University Football players and Swami
Ramanand Teerth Marathwada University football players are
understood by the coach with the help of sports psychologist,
various kinds of remedial techniques may be applied and help may
be rendered to overcome the excessive emotional problems which
affect their performance.

b) It would facilitate the Physical Educational teachers in providing
appropriate training to know whether traits like extraversion and
neuroticism are related with the sports performance. Whether
personality traits undergo a change with the participation in sports
or with the knowledge of the personality traits of the sportsmen,
their achievement can be predicted.

c) It would also help the Physical Educational teachers to find out the
level of personality of the top level sportsmen and then apply the
different relaxation techniques to bring their anxiety/arousal to
the optimum level.
d) With an improved understanding of the personality level sports psychologists would be facilitated in identifying the various sources of anxiety state and would evolve the mechanisms how to reduce the competitive anxiety.

e) The results of the study would add further knowledge to the existing literature of sports psychology; especially the role of reaction time, extraversion, neuroticism and psychoticism sports performance.

f) The findings of the study would provide a guideline to the future research investigators in sports psychology and sports sciences to conduct further research in this field.

HYPOTHESIS:

The following hypotheses formulated for the study:

1. It had been hypothesized that there would be no significant difference of personality characteristics with respect to neuroticism between Dr. Babasaheb Ambedkar Marathwada University Football players and Swami Ramanand Teerth Marathwad University Football players.

2. It had been hypothesized that there would be no significant difference of personality characteristics with respect to psychoticism of Dr. Babasaheb Ambedkar Marathwada University Football players and Swami Ramanand Teerth Marathwad University Football players.

3. It had been hypothesized that there would be no significant difference of personality difference with respect to extraversion between Dr. Babasaheb Ambedkar Marathwada University Football players and Swami Ramanand Teerth Marathwad University Football players.
4. It had been hypothesized that there would be no significant difference of personality traits with respect to lie-scale.

5. It has been hypothesized that there would be no significant difference of personality traits with respect to neuroticism of Lower age (18-21) Dr.Babasaheb Ambedkar Marathwada University Football players and Lower age (18-21) Swami Ramanand Teerth Marathwad University Football players.

6. It has been hypothesized that there would be no significant difference of personality traits with respect to extraversion of Lower age (18-21) Dr.Babasaheb Ambedkar Marathwada University Football players and Lower age (18-21) Swami Ramanand Teerth Marathwad University Football players.

7. It has been hypothesized that there would be no significant difference of personality traits with respect to psychoticism of Lower age (18-21) Dr.Babasaheb Ambedkar Marathwada University Football players and Lower age (18-21) Swami Ramanand Teerth Marathwad University Football players.

8. It has been hypothesized that there would be no significant difference of personality traits with respect to lie-scale of Lower age (18-21) Dr.Babasaheb Ambedkar Marathwada University Football players and Lower age (18-21) Swami Ramanand Teerth Marathwad University Football players.

9. It had been hypothesized there would be no significant difference of personality traits with respect to neuroticism of Upper age (22-25) Dr.Babasaheb Ambedkar Marathwada University Football players and Upper age (22-25) Swami Ramanand Teerth Marathwad University Football players.

10. It had been hypothesized there would be no significant difference of personality traits with respect to extraversion of Upper age
It had been hypothesized there would be no significant difference of personality traits with respect to psychoticism of Upper age (22-25) Dr. Babasaheb Ambedkar Marathwada University Football players and Upper age (22-25) Swami Ramanand Teerth Marathwad University Football players.

It had been hypothesized there would be no significant difference of personality traits with respect to lie-scale of Upper age (22-25) Dr. Babasaheb Ambedkar Marathwada University Football players and Upper age (22-25) Swami Ramanand Teerth Marathwad University Football players.

DELIMITATION OF THE STUDY

The study was delimited to only four psychological variables, as it was not possible to study all the psychological factors which help the sportsmen to become superior athletes or players and to train them for higher sports. The four variables which were selected for the present study are:

1. Psychoticism
2. Extraversion
3. Neuroticism (Neur.)
4. Lie Scale.

Secondly, the study has been delimited to physical education and academic Dr. Babasaheb Ambedkar Marathwada University Football players and Swami Ramanand Teerth Marathwad University Football players only. Their age ranged between 18-25 years.
OBJECTIVES OF THE STUDY

The aims of the present study were as follows:

1. To find out the differences in the extraversion, neuroticism, psychoticism and lie scale of Dr. Babasaheb Ambedkar Marathwada University Football players and Swami Ramanand Teerth Marathwad University Football Players.

2. To find out differences between the Dr. Babasaheb Ambedkar Marathwada University Football players and Swami Ramanand Teerth Marathwad University Football players with respect to psychoticism, lay scale, extraversion, and neuroticism.

3. To find out personality differences on extraversion, psychoticism, and lie scale of Dr. Babasaheb Ambedkar Marathwada University Football players and Swami Ramanand Teerth Marathwad University Football players.

DEFINITION AND EXPLANATION OF IMPORTANT TECHNICAL TERMS

CONCEPT AND DEFINITION OF PERSONALITY

Personality is defined as ‘distinctive patterns of behaviour (including thoughts and emotions) that characterize each individual’s adaptation to the situations of his or her life.

Personality is shaped by inborn potential as modified by experiences common to the culture and sub-cultural group (such as sex roles) and by the unique experiences that affect the person as an individual.

Theories about personality can be grouped into those, which emphasize traits, motivation, learning and the self. The corresponding approaches to the understanding of personality are: trait, psychoanalytic, social learning and humanistic theories.
Personality theory has something important, impressive and provocative to say about the nature of human beings. They however, do not always agree due to the three important factors:

1. The complexity of the subject matter.
2. The differing historical and personal contexts in which each theory was formulated.
3. It is a young discipline compared to other science subjects.

The concept of personality gives an understanding of the entire human organism, its structure, nature and functioning. These are more than 50 definitions of personality. More precisely, personality was derived from the Latin word Persona, which refers to the masks, used by actors in Greek theatres. Why? It refers to the appearance or the outer manifestation of a person. The face that is revealed to the public. What you appear to be is what persona refers to. The word was borrowed by our Personality. Later personality was expanded to include all qualities that are uniquely present in the individual. Psychometrically sound tests were also developed to assess personality.

The personality theories have given diverse explanations to human behaviour. Therefore the concept can be understood only by going through the major theoretical approaches to the study of personality. The term personality has no standard meaning. The definition amounts to more than fifty; generally including all characteristics of an individual, such as his temperament, abilities, values, interest, motivation etc. The concept of character is often used to explain personality.

Psychologists have developed many theories in attempting to explain human personality. Study of personality itself became the major subject matter of personality, since personality as defined by psychologists comprises of all individual characteristics or qualities within itself. The major explanations of personality have been classified
into four types, namely the probabilistic, the deductive, the teleological, and the genetic.

The Probabilistic approach is based on probable or predictive approach has resemblance to other physical sciences, is based on logical inference. From the information available on the particular quality, inferences are made.

The teleological or functional explanation emphasizes the events being the effect of certain causes or functions in adaptation. The genetic type and often the other branches of science. The term ‘genetic’ means ‘genesis’ or ‘beginning’ and has nothing to do with the mechanisms of heredity. The approach emphasizes the genesis of behaviour, the underlying factors or the root of such characteristics.

Psychologists have explained the nature of personality as the unique set of behaviour and enduring qualities that influence to adjust the same to the environment. However, the psychologists have also given importance to similarities among human nature. In general, it may be seen that psychologists, in attempting to understand personality have found that human beings are like all others in certain characteristics and only like some other in certain others and like no one in still other characteristics. Though the general qualities may be present in all human beings on the basis of heredity and environment, certain unique interactions take place resulting in individual differences.

Many psychologists have offered their own explanations, which are classified as type and trait theories. Some of the earliest personality theories were not really scientific. These were the sciences of Phrenology, Physiognomy and Graphology.

F.J. Gall put phrenology forward during the 18th century explaining human nature to be directly related to the physical formation of the skull. Physiognomy, another belief that personality characteristics could be
interpreted through facial characteristics. Graphology also was popular during those days when people believed that reading the handwriting of the person could assess personality characteristics.

Almost a century later Sheldon proposed a body type theory in understanding human personality. Sheldon argued that body types are basically contributing to different personality patterns. He described it as somato types. The three basic somato types of personality are the Endomorph, the Mesomorph and the Ectomorph, known to have a Visceratonic, a Somatotonic and a Cerebrotonic personality. The visceratonic personality is associated with characteristics of being apprehensive, insecure, sleepy, amiable and conforming. The somatotonic is characterized by being adventurous, informal, tolerant and enthusiastic. The Cerebreratonic personality is one who is secluded, unamiable, non-adventurous, and intolerant.

There are no consensus among psychologists about the definition of the term, Personality’. Today, dozens of formal definitions exist. Some of the important are as follows.

**G. Allport:** The dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment.

**H. Eysenck:** The more or less stable and enduring organization of a person’s character, temperament, intellect and physique that determines his unique adjustment to his environment.

**R.B. Cattell:** Personality is that which permits a prediction of what a person will do in a given situation.

**J.P. Guilford:** A person’s unique pattern of traits.

**D. Mc Clelland:** The most adequate conceptualization of person’s behaviour in all its details.
**L. Kolb:** Each individual’s characteristically recurring pattern of behaviour.

**S. Freud:** Personality is an individual’s pattern of behaviour developed to resolve dynamic conflicts and events.

Each of the above definition emphasis on different points. All port’s emphasis is one dynamics, Eysenck’s on predisposition, Cattelll’s on prediction, Guildford’s on individual differences, Mc Clelland’s on description, and Kolb’s on uniqueness. A complete definition of personality would include many factors: intellectual abilities, motives acquired in the process of growing up, emotional reactivity, attitudes, beliefs, and moral values.

**Study of Personality**

Traits are underlying tendencies to behave in a consistent and distinctive style. Trait theories assume that a personality can be described by its position on a number of continuous dimensions or scales. We can pick the traits we study by

1. Their theoretical or practical value.
2. Seeing which traits people actually uses to describe other.
3. Factor analysis, Two dimensions found fairly consistently in factor–analytic studies of personality are introversion-extroversion and stability-instability.

Type theories seldom work, largely because different traits do not regularly go together. We can, however, find certain clusters of characteristics, which constitute “type”, even though the types do not include everyone.

Reliability and validity questions about trait measures are exceptionally complex for several reasons as follows
(a) People’s behaviour tends to vary according to the demands of specific situations;
(b) people differ in the areas which are “central” to their personalities and in which they show consistency.
(c) Behaviour tends to vary according to the impression the individual seeks to make.

A ‘trait’ is a determining tendency or a predisposition to respond. In some respects every one is a trait theory, in that we note consistencies in other people’s behaviour and we label them accordingly as aggressive, lazy, shy or by one the other 18,000 words, which exist in English to describe human behaviour. Theories of Cattell and Eysenck have been usually quoted as examples of trait and type approach. These two contributions however could be understood only when the research method is understood, due to the factor analysis.

a) Extraversion

The extraversion is a personality trait. The extravert person’s orientation is towards the external world. He deals people intelligently in social situation. He is conventional. Outgoing, social, friendly and free from worries. In Eysenckian terms, extraversion stands for central excitatory/inhibitory level and sociability. According to Eysenck, “the typical extrovert is sociable, needs to have people to talk, craves excitement and is generally impulsive. He is carefree, easy going, optimist, likes to laugh and to be merry and his feelings are not under tight control” In the present study, E-score on EPI has been taken as a measure of extraversion.

b) Neuroticism

It is a minor mental disorder, characterized by inner struggles and discordant social relationship. It is precipitated by emotional stresses,
conflicts and frustrations. Some of the more frequent psychological complaints in neuroticism are anxiety, depressed spirits inability to concentrate or make decisions, memory disturbances, heightened irritability, morbid bouts, obsessions, irrational fears, insomnia, compulsions and inability to enjoy social relations. According to Eysenck, “Neuroticism refers to emotionality, initiated by the inherited differences in liability and excitability of autonomic nervous system” In the present study, N-score on EPI has been taken as a measure of neuroticism.

**Socio-economy**

In recent years, a great deal of attention has been paid in to the relationship of psychological factors especially Socio-economic variables with sports performance. Most of this work has been concerned with delineating Socio-economic traits of Football players, differencing among individuals by sport, level of success etc. In fact, a major dimension of the study of psychological aspects of sports in concerned with inquiries into the Socio-economic of Football players.

When the concept “Socio-economic status” is definitely formulated and clearly understood, its significance for psychology is readily seen. A Socio-economic is the complete and unfiled outcome of all the developmental processes through which an individual has passed.

In other words regarding to socio-economic status that a given behaviour will occur in a specific situation is a function of an individual’s expectancies concerning the outcomes that the behaviour will produced and the reinforcement value attached to such outcomes the degree to which the persons prefers one reinforce over another. Thus, a key strength of the socio-economic approach is obvious. It based on widely accepted principale in sports psychology.