CHAPTER-I

INTRODUCTION
CHAPTER-I
INTRODUCTION

Psycho-social development refers to one's psychological development and his/her interaction with the prevailing social environment. The individual may not necessarily fully aware of this relationship with his/her environment. This type of study was first initiated by psychologist Erik Erikson in his description of stages of social development. Social Psychology, which attempts to explain social patterns within the individual, is used in the context of "psycho-social intervention." This intervention is commonly used alongside psycho-educational or psycho-pharmacological interventions that points toward solutions for individual challenges in interacting with an element of the social environment. Sports performance has taken a great leap over the last 20 years. Technology has enhanced the performance level of sportspersons greatly through improved equipment and nutrition/supplements. Back in the 1980s, it was considered that being fit against opponent will ensure victory.

The specialised field of sports psychology has developed rapidly in recent years. The importance of sports psychology as an integral part of the coaching and health care teams has been widely recognised. Sports psychology enables the athletes to enhance their learning process, motor skills and to cope with competitive pressures. It also contributes to fine-tune the level of awareness needed for optimal performance and stay focused amidst many distractions like team travel and competitive environment. Psychological training should be an integral part of an athlete’s holistic training process carried out in conjunction with the other training elements. This is best accomplished by a collaborative effort among the coach, the sports psychologist, and the athlete; however, a knowledgeable and competent coach can master basic psychological skills and in turn impart it to the athlete, especially during the actual practice/training.

A series of study conducted by Le Doux in New York University in the late 1980s and early 1990s showed that the human emotional system can anatomically act independent of the neocortex (Thinking Center). The studies carried out by Le Doux in the field of brain physiology greatly contributed to the emergence of the concept of "Emotional Intelligence". Le Doux first used the concept of the "emotional field" in 1985 and discussed the factors that can enable people to reach success. Reuven Bar-On's definition of emotional intelligence is stated as "An
array of non-cognitive abilities, competence and skills that influence one’s ability to succeed in coping with environmental demands and pressures.” The theory of Reuven Bar-On, who served in the Department of Medicine, University of Texas, Houston, fuelled inspiration for many studies. John Mayer and Peter Salovey, two psychologists from New Hampshire University and Yale University, used the concept of “Emotional Intelligence” in their article published in 1990.

Emotional intelligence was established as a popular area of research during the 1990s and since then has emerged as an important construct (Meyer & Zizzi, 2007; Petrides et al., 2004). Emotional intelligence is defined as “the ability to perceive, monitor, employ and manage emotions within oneself and in others” (Salovey & Mayer, 1990). Although, the popularity of emotional intelligence began when Goleman (1995) emphasized the construct being more useful than intelligence quotient (IQ) in the workplace (Mayer et al., 2008). Zizzi et al. (2003) explored relationships between emotional intelligence and baseball performance and found that the emotional intelligence was an important predictor of success for pitchers, though comparatively it was not as strong for batters. They suggested that emotional intelligence for pitchers was higher because they have more time to think of their own emotions and engage in regulatory processes.

According to Salovey and Mayer (1990) emotional intelligence comprises components like self-awareness, managing emotions, motivating oneself, empathy and handling relationships.

- **Self-awareness**: observing own-self and recognizing feelings as it happens.
- **Managing emotions**: handling feelings so that they are appropriate to realize what is behind a feeling, finding way to handle fear and anxiety, anger and sadness.
- **Motivating oneself**: to channelize emotions in the service of a goal, emotional self-control, delaying gratification and stilling impulses.
- **Empathy**: sensitivity to other’s feelings and concerns and taking their perspective, appreciating the differences in how people feel about things.
- **Handling relationships**: managing emotions in others, social competence and social skills.

Emotional intelligence is a concept that helps out to know how to separate healthy from unhealthy feelings and how to transform negative feelings into positive ones. Goleman (1999) explored the means for managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly towards their common goals. According
Introduction to him, emotional intelligence has proved to be an effective measure of human capabilities and programmes of emotional intelligence have shown to enhance an individual’s productivity in different fields of human activities.

The researchers indicated that emotional regulating can lead to optimal performance and is associated with athletic successful performance (Tollerdel & Leach, 2007). In recent years, in the field of psychology, in order to improve the emotional regulation, management of emotions and emotional intelligence have become more important. Further, the researchers have revealed that emotional intelligence is a useful and efficacy construct for use in applied situations such as during the performance (Meyer & Fletcher, 2007; Meyer & Zizzi, 2007; Lane et al., 2009). Emotions are parts of the human personality which affect individual performance and can associate with success and failure in sport settings (Hanin, 2000).

Emotional intelligence is a personality variable in psychological literature and a new method in the emotional management of athletes. Sport psychologists and researchers conclude that if athletes can understand, recognize, regulate and manage their emotions, they can enhance their sport performance. Zizzi et al., 2003; Rogerson & Hrycaiko, 2002; Prlini & Halverson; 2006; Mayer & Fletcher, 2007; Saklofsak, 2007; Lane et al., 2009 indicated that emotional intelligence is positively related to the functions in the game hence successfully enhance performance ability of people.

Emotional intelligence in terms of an athlete can be defined as being able to motivate himself/herself, to control his/her feelings (toward his/her team-mate, the opposing team and supporters, referees, the managers, managers of the opposing team, and other similar factors), to direct controlled feelings in a positive way, to establish positive and effective communication, to develop communication skills, to gain control over stress levels and utilize this control (Adilogullari, 2011). No doubt, sports scientists also feel the excitement of researching the relationship between emotional intelligence and sport/athletes (Meyer & Zizzi, 2007). The psychological aspects of athletes must also be improved in conjunction with their motor characteristics. Lopes et al. (2003) explored that people with high emotional intelligence scores are more likely to report positive relations with other people and less likely to report negative relations with close friends. Satisfaction with one’s relationships was correlated with extraversion, neuroticism (negatively) and the ability to manage one’s emotions. Emotional intelligence is an adjustment method and mechanism that facilitate successful performance and
effective goals (Mayer et al., 2004). Emotional intelligence skills are grounded in our evolutionary heritage for survival and adaptation. The emotional part of the brain according to neuroscience learns differently from the thinking brain. Gardner and Hatch (1989) have defined emotional intelligence as personal connection ability to recognize and respond to people feelings and concerns. The level of emotional intelligence is not fixed genetically nor does it develop in early childhood only. Unlike intelligent quotient (IQ) which changes little after fourteen years, emotional intelligence seems to be largely learned, and it continues to develop as we go through life and learn from own experiences. Our competence in it can keep it growing. In fact, studies that have traced people’s level of emotional intelligence through the years show that people get better in these capabilities as they become more adept at handling their own emotions and impulses, at motivating themselves and at moving their empathy and social adroitness. An old fashioned word for this growth in emotional intelligence has been maturity. Cooper and Sawaf (1997) have defined emotional intelligence as thinking of relationships, emotional honesty, integrity, then divergent views into creative energy, effectiveness under pressure and accountability.

Emotions are an integral and indivisible part of everyday life. The experience of work is saturated with emotions from moments of joy, frustration or grief to an enduring sense of commitment or dissatisfaction (Asforth & Humphrey, 1995). Bicer (2006) has stated that an athlete encounters emotional strains from time to time (especially when things go wrong, or when they are facing upcoming challenging tests) as a result of some pressures and expectations and with the inclusion of stress factors. The pressure and the subsequent stress and emotions experienced by athletes are more intense when highly valued goals are at stake (Lazarus, 2000). Lane et al. (2009) found that emotions correlating with successful performance are vigor, happiness, and calmness, whereas emotions associating with poor performance include confusion, depression and fatigue. Emotions can fluctuate between performances and performers can experience both positive and negative emotions (Hanin, 1997; Jones, 2003). In reviewing emotions and their impact on sports performance, Botterill and Brown (2002) contend that athletes should critically reflect on their own emotional experiences. A central aspect of the nature of emotional intelligence is that it is concerned with regulatory processes related to one’s own emotions and the emotions of others (Gignac et al., 2005). Vasiliki and Dimitra (2009) studied genius Taekwondo and Judo players. They reported that emotional intelligence has a
direct relationship with the excellent physical image and optimum performance. The athletes, who have higher emotional intelligence, have higher performance for they accept the responsibility and mistakes of their teammates.

Spinoza (1677) revealed that both the emotion and intellect together contribute to the ultimate cognitive tool. He talked about three levels of cognition i.e. emotional cognition, intellectual cognition and a kind of intuition. Emotional intelligence has been accepted by the psychologists as the one which affects human performance. It is one such thing which drives man as a motivational force leading to all his achievements. Therefore, the present days’ training is needed to consider this aspect of human psychology for complete preparation of the sportsperson for the competition. For this, the nature in which emotional intelligence affects the sports performance has to be tested with appropriate psychological tools and methods.

Emotional intelligence is an asset, particularly in today’s age. It is the mental ability we are born with, which gives us our potential for emotional learning management skills, which can help us, maximize our long term health, happiness and survival. It builds up the ability in self-adaptation for solving the stress problems and pressure of life in the competing status of an individual. People who manage their own feelings well and deal effectively with others are more likely to live contented lives.

Emotions help in responding to changes in relationships between the individual and environment. Each emotion organizes several basic behavioural responses. Emotions are indispensable part of our life. They do not follow any rigid time course but instead respond to the external changes. Emotional intelligence is helpful in explaining so many variations and differences in the human psychology which earlier could not be explained with the traditionally known aspect i.e. Intelligent Quotient. They could not explain why a university topping Engineer, when offered a job with the top most firm in the world, just could not get going and work as a part of the team, which led to his eventual failure. The human to human contact through emotions is the one and only thing which makes a man successful and a productive member of the society. When Intelligent Quotient is more of an isolated aspect, concerned with reasoning; emotional intelligence is concerned with motivation and feeling. If Intelligent Quotient is the 'strength' of a man, the Emotional Intelligence is the 'will' to use that strength. So, ultimately what a person can achieve, depends on the will to use his strength rather than on the
Introduction

fact that how much strength he has. The reason why successful sportspersons and sports teams have sustained such high performance is due to possessing high levels of emotional intelligence.

The main thrust of the modern sports is on the winning, and not just participating and playing. The Ancient Olympic Games were started in 776 B.C. with the aim of participation in games for physical fitness and peace among human beings. But today’s scenario has totally changed, because presently, winning is the only target of the sportspersons in all kinds of competitions. Therefore, sports psychologists have been attached with every team and individual player to boost up their morals for the competitions. These sports psychologists increase the level of will to win in the sportspersons for achieving higher level of performance in the competitions. Merely physical fitness or fun is no longer the purpose or even the target. The dismissal performance of Indian players and athletes in international events has been largely attributed to the lack of will to win. It is the factor that makes great competitors (Kumar & Kang, 2011).

Will is a deliberate fixed desire or intention; it is an inclination to act without suggestion from others. It is energy of intention, power of affecting one’s intentions or dominating other persons, to do a thing energetically and resolutely. Will is the determination of the mind coupled with all bodily resources; strength, vitality, agility, speed and many more. For a player or an athlete goal is the victory. It is the type of determination which moves an athlete toward victory with a sustainable will. Will to win is understood as an athlete’s mind set, his crystallized attitude, his focused outlook, his approach towards the game and his passion to win. It can also be said that an emotional act is intimately connected with the athlete’s personal esteem, his regard and importance for the self. According to Atkinson (1960) there is some similarity between will to win concept and needed achievement. White (1959) found that will to win is also related with competence and by acknowledging this will, an athlete is able to put in his best and complete the activity successfully. It has been observed in some competitions that players who although lacked physical fitness ended up winning the match, all due to their determination to win. A correct attitude towards winning always helps in achieving high performance in sports. This ability to work upto one’s full potential is directly related to an individual’s will to win.

The psychological build up creates a state of readiness. It allows through concentration on the task which, in turn, increases strength of incoming impulses and generates greater nerve power, which results in increased capacity and greater determination to win. When players thought about competitiveness, they thought about the gritty will to win, the desire to excel,
outperform the opponent, play great and win, absorb the pressure, and overcome difficulties. These challenges encompass the sense of what it means to be competitive. These thoughts and feelings energized them to strive for their goals and justified competitiveness as an important attribute for athletes. Pezer and Brown (1980) have reported in their study that will to win is significantly related to performance and analysis indicated that high, moderate and low will to win groups differed significantly from each other. Higher the will to win, better the performance. Individuals possessing moderate level skills and high levels of will to win also performed better than any other group and individuals with low will to win performed poor regardless of their skill level. Passion of will to win helps an athlete to put in his best and do it till the end of the activity. Failures do not dishearten him, and do not allow him to give up. Will is the strength of a sportsperson; its character, attribute, collective attitude, determination, unrecoverable decision and total perception of situation. It is man’s power on the mind, as control exercised by a deliberate purpose over impulse. The strong willed overcome the emotions and the weak willed give up.

Robert Giegenback, the coach of 1964 United States Olympic track team in describing the champion said: “A great champion over the years is a man who wants to win and must win all the time. Some of the mildest people who walk to face the earth are some of most vicious when it comes to competition. A complete dissatisfaction was being in a subsidiary position-this must be great champion competitively. Others are satisfied with making the team, being the second man, with being on the squad, with having improved their condition feels of tremendous need to be first.” The statement shows, the spirit of do or die and will to win, with the energy of going further than the farthest, picking up heavier than the heaviest, rising higher than the highest, soaring sky high and kiss the victory, come what may when the quest for victory, desire to win. The effort to succeed assumes the level of craze, the level of insanity and when the athlete sees nothing but the target like Arjuna viewing only the eye of the bird, neither the tree nor its branches then the fighter is said to be possessed by will to win, which helps an athlete to put in his best and continue till the end of the activity.

Paul (1960) rightly remarked “A winner never quits and the quitters never win.” That means if one has to desire to win surely wins. It indicates that where there is a will, there is a way. A correct attitude towards winning is found always helpful in achieving high performance.
in sports. It is expressed by scientist that the ability to work to the capacity is directly related to will to win. The psychological build up is known to create a state of readiness.

Sociology of sports is an area of sociology that focuses on sport as a social phenomenon and on the social and cultural structures, patterns, and organizations or groups engaged in sports. The emergence of the sociology of sports dates from the end of the 19th century, when first social psychological experiment dealing with group effects of competition and pace making took place.

Social intelligence was first defined in 1920 as “the ability to act wisely in human relationships” (Thorndike, 1920). In his classic formulation: "Social intelligence meant the ability to understand and manage men, women, boys and girls to act wisely in human relations." Since that time, research on social intelligence has suggested how it is linked with everything from workplace success, student achievement to general well being and health (Bar-On, 2005; Druskat et al., 2006). Social intelligence identifies powerful competence for interpersonal interaction; the “new science of relationships” illuminates how the brain actually promotes human connection and communication. Cantor and Kihlstrom (1987) defined that social intelligence refers to the individual's fund of knowledge about the social world. Goleman (2007) contends that emotional intelligence focuses on individual awareness and expression of feelings, while social intelligence emphasizes what happens between people in relationships. Goleman’s social intelligence model identifies two key components: 1) social awareness, which includes empathy for and atonement with others and knowing how the social world works, and 2) social facility, which mediates effective social interactions by getting in synchronized with others and having the presence to shape social outcome.

Siegel (2006) discovered that our brains are profoundly social and we need connections with other people to develop a balance in our personalities. Social intelligence develops over a lifetime of learning, understanding and developing. It requires more than cognitive learning such as reading and hearing information (although these are helpful as well). Over the years a growing interest has been manifested in the concept of social intelligence. It has been highlighted that in various fields today the capacity of the individual to interact and the emphasis placed on interpersonal relationships in various work environment is itself a reflection of the importance of social intelligence. The problem of understanding the behaviour of people in fact to face contacts of empathy of person’s perception, social sensitivity and problems of influencing or managing
the behaviour of others have been recognised for a long time, but little systematic work has been
done on basic understanding of those phenomena.

Thorndike (1920) had pointed out that there is an aspect of personality that can be called
social intelligence distinct from concrete and abstract intelligence. Guilford (1958) suggested
that social intelligence could be accounted for as a fourth category of information. It carries the
implication that there are 30 abilities involved in social intelligence as specified by structure of
intellect theory, six abilities for dealing with different products of information within each of the
five operation categories. Jones and Day (1997) found some evidence that social intelligence can
be divided into knowledge of the social world and the ability to perceive and adapt to ambiguous
social situations. Their results extend previous findings on the multidimensionality of social
intelligence and indicate that flexible application of knowledge may be an important cognitive
aspect of social intelligence.

Social intelligence is a function of culture. In other words, the behaviour and
characteristics one culture considers socially intelligent may not necessarily considered deemed
socially intelligent by another. Marlowe (1986) suggested that individuals who are socially
intelligent appear to experience a rich, meaningful life, as opposed to truncated affective
experiences. Furthermore, aspects of social intelligence have been found to be associated with
enhanced social problem-solving abilities (Jones & Day, 1997), experienced leadership (Kobe et
al., 2001) and positive interpersonal experience (Cheng et al., 2001). Ford and Tisak (1983)
defined social intelligence in terms of behavioural outcomes and were successful in supporting a
distinct domain of social intelligence. They defined social intelligence as “one’s ability to
accomplish relevant objectives in specific social settings.” Social intelligence is incorporating
internal and external perceptions, social skills, and other psycho-social variables (Taylor, 1990).

As man is a social animal, it means that he likes to remain in a group or community
rather than being alone. He is the moving force of history and the source of all values. All this he
does when he is in society. All individuals, in their careers and personal lives, need to be able to
present themselves effectively and earn the respect of those they deal within society. Social
intelligence is very important for every human being to live in the universe. Silvera et al. (2001)
stated that social intelligence consists of various components; perceptibility of internal
conditions and moods of other people, general ability to deal with other people, knowledge of
social norms and social life, ability to orientate oneself in social situations, use of social
Introduction

techniques that enable manipulation, negotiating with other people, social charm and social adaptation. The social brain becomes most highly developed in those species of mammals that live in groups, evolving as a mechanism for survival. The brain systems that mark humans as different from other mammal grew in direct proportion to the size of the primal human bond. Psychologists argue about which human abilities are social and which are emotional. The two domains intermingle just as the brain’s social real estate overlaps with its emotional centers (Parkinson, 1996).

The ingredients of social intelligence as proposed by Parkinson (1996) can be organized into two broad categories; social awareness, what we sense about others and social facility, what we then do with that awareness.

(a) Social awareness: social awareness refers to a spectrum that runs from instantaneously sensing another’s inner state, to understanding his/her feelings and thoughts, to “getting” complicated social situations. It includes:

- **Primal empathy**: feeling with others; sensing non-verbal emotions signals.
- **Attunement**: listening with full receptivity; attuning to person.
- **Empathetic accuracy**: understanding another person’s thoughts, feelings and intentions.
- **Social cognition**: knowing how the social world works.

(b) Social facility: simply sensing how another feels, or knowing what they think or intend, does not guarantee fruitful interaction. Social facility builds on social awareness to allow smooth, effective interaction. The spectrum of social facility includes:

- **Synchrony**: interactions smoothly at the non verbal level.
- **Self-presentation**: presenting ourselves effectively.
- **Influence**: shaping the outcome of social interactions.
- **Concern**: caring about other’s needs and acting accordingly.

Social intelligence is quite important for a person to be successful in life. Many people, though they have a higher abstract intelligent, miserably fail in life situations on account of the deficiency in this type of intelligence. High social intelligence is possessed by those who are able to handle people well. It is very important for those who deal with other people. Teachers, politicians, social workers, statesman, agents of companies and leaders of other kinds require good amount of social intelligence. Kohlberg (1982) argued that the attempt to eliminate human values from social intelligence impoverishes the concept. Such intelligence develops into the
pragmatics of influence and control. In these anonymous and isolated times we always need to be vigilant against the spread of just that impersonal stance. Moss and Hunt (1927) defined that social intelligence as the “ability to get along with others.” Social intelligence is the part of human being to live in the social arena.

Social support is another parameter of present investigation (defined by Cohen et al., 2000; Lox et al., 2006; Wallston et al., 1983) as the comfort, assistance, well-being, and information that individuals receive from formal or informal contacts with societal organization or the other people. Social support is often used in a broad sense, including social integration. However, social integration not only refers to the structure and quantity of social relationships, such as the size and density of networks and the frequency of interaction, but also sometimes to the subjective perception of embeddedness. Social support, in contrast, refers to the function and quality of social relationships, such as perceived availability of help or support actually received. It occurs through an interactive process and can be related to altruism, a sense of obligation, and the perception of reciprocity. Social support in the narrow sense has been defined in various ways. For example, it may be regarded as resources provided by others, as coping assistance or as an exchange of resources. Several types of social support have been investigated, such as instrumental (e.g., assist with a problem solving), tangible (e.g., donate goods), informational (e.g., give advice), and emotional (e.g., give reassurance) among many others. Health and well-being are not merely the result of actual support provision, but are also a consequence of participation in a meaningful social context. Receiving support gives meaning to individuals’ lives by virtue of motivating them to give in return, to feel obligated, and to be attached to their ties. Being embedded in a positive social world might be more powerful than receiving a particular act of help. Social support is the physical and emotional comfort given to us by our family, friends, co-workers and others. We are part of a community of people who love and care for us, and think of our well fare. Social support is a way of categorizing the rewards of communication in particular circumstances.

Social support is associated with better psychological health in general and reduces the negative psychological consequences of exposure to stressful life events (Cohen & Wills, 1985). Social support has also been defined as those social interactions or relationships that provide individuals with actual assistance or that embed individuals within a social system believed to provide love, caring or sense of attachment to a valued social group (Hobfoll, 1988). Schaefer et
al. (1981) examined three types of perceived social support, including emotional, informational, and tangible support, and their relation to physical health status in a sample of 100 men and women of 45-64 years of age. The results revealed that all the variables of social support have a positive effect on physical health. Wallston et al. (1983) reported that various sources or types of social support contribute to different outcomes in physical health.

There have been recent indications that social support resources play an important role in athlete retention and success (Botterill, 2004; Bruner, 2002; Halliwell, 2004). Generally, social support refers to “knowing that one is loved and cared for and that others will do all they can when a problem arises” (Sarason et al., 1990). Sarason and colleagues concluded that the essence of social support lies in the individuals' beliefs that they have valued those providers who display concern, and are willing to assist them in times of need.

In sports, social support might influence performance by providing advice about tactics and game plans, or by increasing positive effect, leading to a greater likelihood of experiencing flow states (Cohen, 1988; Rees et al., 1999). Alternatively, social support might buffer the negative impact of stress on performance. Pines et al. (1981) suggested six types of social support offered by providers: (a) listening, (b) emotional, (c) emotional challenge, (d) shared social reality, (e) technical appreciation, and (f) technical challenge. Pertaining to elite sport, all but technical appreciation and technical challenge can be allotted by individuals concerned with the athlete, regardless of sport expertise. Rosenfeld and Richman (1997) proposed two additional support types: (g) tangible assistance (e.g., providing financial assistance), and (h) personal assistance (e.g., driving the athlete somewhere).

Understanding how the beneficial effects of social support protect people from stress is of fundamental importance to social support research. This invites the question, does social support help because there is someone available to talk to about the problem, or because there is someone to bolster one’s self-esteem, or provide advice and financial aid? To address these issues, social support should be viewed as a multidimensional construct and its specific dimensions examined. Rees et al. (1999) studied that whilst no associations were found between social support and a winning vs. losing outcome measure, associations were found between social support and factors underlying performance. Associations were therefore only apparent when attention was focused on those factors.
Social support is a multidimensional construct consisting of structural (i.e., existence of social support networks), functional (i.e., the exchange of resources), and perceptual (i.e., appraisals of available amount and quality of social support) dimensions that are important factors in sport (Bianco & Eklund, 2001; Holt & Hoar, 2006; Rees & Hardy, 2000). In youth sport, the structural dimension of social support is primarily founded on the athlete’s network of significant others including coaches, parents, teammates, and peers (Bianco & Eklund, 2001; Scanlan et al., 2003). The coach-athlete relationship may be the most important social sport interaction (Mageau & Vallerand, 2003). According to Jowett and colleagues (Jowett & Cockerill, 2002; Jowett et al., 2005) the relationship is a dynamic process characterized by the coach and athlete having interrelated thoughts, feelings, and behaviours. The provision and receipt of social support may help in fostering this relationship.

Cohen (1988) outlined four different models for the effects of social support on health, which may well apply to effects of social support on performance: information-based, identity and self-esteem, social influence and tangible-resource models. According to an information-based model, social support may provide advice regarding tactics and strategies and also information to help avoid stress. Research on elite youth sport athletes has focused a great deal on sport developmental paths (Baker et al., 2003; Ericsson et al., 1993) as opposed to psycho-social factors that may influence young athletes. Some of the developmental research has proposed that young athletes specialize in one sport by early adolescence (Bloom, 1985; Ericsson et al., 1993) and this elite sport specialization requires numerous physical, psychological, and social sacrifices (Gould et al., 2002; Holt & Dunn, 2004).

Social support has been found related to athletes’ satisfaction with their athletic experience (Weiss & Friedrichs, 1986) and it has also been related to important outcomes in sport and the ability to adapt to new challenges (Weiss & Friedrichs 1986; Kristiansen et al., 2008). Rosenfeld and Richman (1997) defined social support as behaviour perceived by the recipient to enhance wellbeing. Women mostly use optimistic and social support coping strategies during competition (Crocker & Graham, 1995). The possible interrelatedness of situational factors such as parents, coaches, teammates, significant others and socio economic status with perceived genetics, practice and psychological skills, it may be possible to develop a complete understanding of how certain individuals develop their talents during their athletic careers (Bloom, 1985; Cote, 1999). Parents play a significant role in the enjoyment, success and
continuation of play and physical activity of a child, irrespective of the movement potential of the child (Coakley, 1990; Walker, 1993). People tend to demonstrate competence in areas in which they perceive themselves to have above average abilities (Potgieter, 2003). Talented children and adolescents’ commitment to develop their talent has been associated with features of the family and home environment (Bloom, 1985; Csikszentmihalyi et al., 1993; Monsaas & Engelhard, 1990) and with adult figures such as coaches, teachers and mentors (Bloom, 1985; Csikszentmihalyi et al., 1993; Scanlan et al., 1993; Weiss & Petlichkoff, 1989). Finally, the perceptual dimension of social support involves the athlete’s appraisal of the amount and quality of available social interactions and behaviours (Vaux, 1985).

The popular game that gained fame as being ‘America’s favorite pastime’ is none other than the brisk game of baseball. There are many controversies and debate that go with the origin of baseball. Cricket, Baseball, Softball and Rounders are believed to have taken shape from primitive type of community games. Even though the name has no clear relation but many games were popularly played that somewhat resemble modern day baseball. There were different ball games that were known by amusing names like stool ball, goal ball and even poison ball. A few historical sources point that in the year 1700, Thomas Wilson who was considered a conformist leader in England condemned the game of baseball and a few other sports that took place every Sunday. There are interesting facts related to baseball. One of such reports come from David Block who says that stoolball was the primitive version of baseball and dates it even back to 1672.

Baseball is a bat and ball sport played between two teams of nine players each. The goal is to score runs by hitting a thrown ball with a bat and touching a series of four bases arranged at the corners of a ninety foot square, or commonly called diamond. Players on one team (the batting team) take turns hitting against the pitcher of the other team (the fielding team), which tries to stop them from scoring runs by getting hitters out in any of several ways. A player on the batting team can stop at any of the bases and later advance via a teammate's hit or other means. The teams switch between batting and fielding whenever the fielding team records three outs. One turns at bat for each team constitutes an inning and nine innings make up a professional game. The team with the most runs at the end of the game wins. Evolving from older bat and ball games, an early form of baseball was being played in England by the mid eighteenth century. This game and the related rounders were brought by the British and Irish immigrants to North
Introduction

America, where the modern version of baseball developed. By the late nineteenth century, baseball was widely recognized as the national sport of the United States. Baseball on the professional, amateur, and youth levels is now popular in North America, parts of Central and South America and the Caribbean, and parts of East Asia. The game is sometimes referred to as hardball.

Baseball game was introduced in India by the Amateur Baseball Federation of India. The Federation was established in December, 1983 with an objective to promote this game. On 11th December, 1983 some Baseball lovers from Delhi, Manipur, Haryana, Gujarat, Madhya Pradesh and West Bengal met at Rohtak (Haryana) and agreed to form a baseball federation to promote baseball game throughout the country. The Baseball leaders also agreed that the Federation should become a member of Baseball Federation of Asia and International Baseball Association. The leading persons at that time were Mr. P.C. Bhardwaj (Delhi) and Mr. E. Bijoy Singh (Manipur). Mr. P.C. Bhardwaj (Delhi) was appointed as Honorary Secretary and was given the responsibility to approach Asian and International Baseball Authority for membership.

On 16th September, 1984 a seminar was organized to discuss the basic bylaws and to hold the 1st National Baseball Championship to popularize this game and an application was also moved to the International Baseball Association for affiliation. An Extraordinary Congress and 13th Asian Baseball Championship Series were held from 19th to 31st January, 1985 at Perth (Australia). Mr. P.C. Bhardwaj, Honorary Secretary, Amateur Baseball Federation of India attended the 13th Asian Baseball Championship Series at Perth. Amateur Baseball Federation of India was approved as a member of Baseball Federation of Asia on 19th January, 1985. Indian Olympic Association also recognized Amateur Baseball Federation of India. 1st National Baseball Championship was organized by Amateur Baseball Federation of India from 25th to 28th February, 1985 at New Delhi. The federation also introduced this game for women. Amateur Baseball Federation of India was deeply grateful to Baseball Federation of Asia for providing the Baseball equipment. The Federation is determined to promote Baseball game throughout the country.

Baseball was the first sport to successfully employ the league structure (Masterelexis et al., 2009). Baseball, perhaps more than any other sport, combines both individual and team effort. The battle between the pitcher and the batter is an individual one; play in the field is performed by individual players with individual responsibilities yet each man’s own effort must
be subordinated to that of the team. It is a wonderful game that teaches youngsters how to win their individual battles within a frame work of cooperative enterprise. In baseball the good of the group is always of paramount importance, yet completely dependent upon the individual efforts of each man (Watts, 1964).

Today, everybody is as technically fit and tactically advance as his/her opponent. Participating in competitive sport, places players under intense physical and psychological demands. The development of psycho-social profiles of athletes have created its own place because, on the basis of these parameters not only the suitable athletes can be selected, but the training programme can also be monitored as per the psycho-social make up of the participating athlete. Therefore, the present study was designed to investigate the psycho-social parameters among baseball players from different regions of India.

STATEMENT OF THE PROBLEM

The problem is stated as “Psycho-Social Parameters among Baseball Players from Different Regions of India.”

OBJECTIVES OF THE STUDY

1. To assess the significant differences among North, East, West and South regions male baseball players on the parameter Emotional Intelligence.
2. To ascertain the significant differences among North, East, West and South regions male baseball players on the parameter Will to Win.
3. To find out the significant differences among North, East, West and South regions male baseball players on the parameter Social Intelligence.
4. To investigate the significant differences among North, East, West and South regions male baseball players on the parameter Social Support.
5. To determine the significant differences among North, East, West and South regions female baseball players on the parameter Emotional Intelligence.
6. To assess the significant differences among North, East, West and South regions female baseball players on the parameter Will to Win.
7. To find out the significant differences among North, East, West and South regions female baseball players on the parameter Social Intelligence.
8. To explore the significant differences among North, East, West and South regions female baseball players on the parameter Social Support.
HYPOTHESES OF THE STUDY

1. There would be significant differences among North, East, West and South regions male baseball players on the parameter Emotional Intelligence.

2. There would be significant differences among North, East, West and South regions male baseball players on the parameter Will to Win.

3. There would be significant differences among North, East, West and South regions male baseball players on the parameter Social Intelligence.

4. There would be significant differences among North, East, West and South regions male baseball players on the parameter Social Support.

5. There would be significant differences among North, East, West and South regions female baseball players on the parameter Emotional Intelligence.

6. There would be significant differences among North, East, West and South regions female baseball players on the parameter Will to Win.

7. There would be significant differences among North, East, West and South regions female baseball players on the parameter Social Intelligence.

8. There would be significant differences among North, East, West and South regions female baseball players on the parameter Social Support.

DELIMITATIONS OF THE STUDY

1. The study was delimited to the male and female senior national baseball players.

2. The study was also delimited to the four regions of India i.e. North, East, West and South.

3. The study was further delimited to the Psycho-Social parameters i.e. Emotional Intelligence, Will to Win, Social Intelligence and Social Support.

LIMITATIONS OF THE STUDY

1. Questionnaire itself has some limitations and that served as limitation of the study.

2. No special technique was used to motivate the subjects during the administration of the tests.

3. Factors such as diet, daily routine, life style, etc. are beyond the control of the researcher, which are considered as limitations of the study.
DEFINITIONS AND EXPLANATIONS OF THE TERMS

PSYCHO-SOCIAL

Psycho-social development refers to one's psychological development and his/her interaction with the prevailing social environment.

PARAMETER

It can be defined as a set of facts or a fixed limit which establishes or limits how something can or must happen or be done. Parameter, the terminology was originated in mathematics but has a number of specific meanings in fields such as astronomy, electricity, crystallography, and statistics.

EMOTIONAL INTELLIGENCE

Emotional intelligence is an individual’s ability to adopt, acquire knowledge, solve problem under the stress and duress of emotional influences and challenging situations. It reflects an individual’s ability to act purposefully, think rationally and to deal effectively to adapt the environment under demanding situation which induces arousal of emotions.

Weschler (1943)

WILL TO WIN

It is the intensity of desire to defeat an opponent or to excel in a given sports. This construct is similar to need-achievement and internal locus of control. It is also related partly to competition and some parts of aggression.

SOCIAL INTELLIGENCE

It is a person's "ability to get along with people in general, social technique or ease in society, knowledge of social matters, susceptibility to stimuli from other members of a group, as well as insight into the temporary moods or underlying personality traits of strangers.”

Vernon (1933)

SOCIAL SUPPORT

Social support refers to information or actions that lead individual to believe that they are cared for, valued, or in a position to receive help from others when they need it.

(Heller, 1979)

BASEBALL

Baseball is the national game of United States of America. Baseball is a bat and ball sport played between two teams of nine players each.
PLAYER

In the context of Sports, a player is defined as an individual who participates in a game or sports.

REGION

The term region implies a specified states or a territory. For the purpose of this research, the data was collected from four geographical regions of India i.e. North, East, West and South.

NORTH REGION

The north region of India refers to the territory that falls in the northern part of the country. For the purpose of this study, several states and union territories that fall in the northern part of India were considered. Data on baseball players was collected from Jammu and Kashmir, Punjab, Haryana, Delhi, Chandigarh, Himachal Pradesh, Uttar Pradesh and Uttrakhand.

EAST REGION

The east region of India refers to the territory that falls in the eastern part of the country. Data was collected from the states and union territories that fall in the eastern part of India. Hence, baseball players belonging to Odisha, West Bengal, Bihar, Jharkhand, Manipur, Meghalaya, Nagaland, Arunachal Pradesh, Mizoram, Tripura, Sikkim and Assam were considered.

WEST REGION

The west region of India implies that region which falls in the western part of the country. Several states and union territories which fall into the western part of India were considered. Therefore, the data on baseball players was collected from Gujarat, Maharashtra, Goa, Rajasthan, Daman and Diu and Dadra and Nagar Haveli.

SOUTH REGION

The south region of India implies that region which falls in the southern part of the country. Several states and union territories which fall into the southern part of India were considered. Therefore, the data on baseball players was collected from Karnataka, Tamil Naidu, Pondicherry, Lakshadweep, Andhra Pradesh and Kerala.

INDIA

India is a country in South Asia. It is the seventh largest country in terms of geographical area, the second-most populous country with over 1.22 billion people, and the most popular democracy in the world.
SIGNIFICANCE OF THE STUDY

The study would contribute a lot to know the role of psycho-social factors from different regions of India and their impact on the performance of baseball players. The present study would be useful in knowing the significant differences among baseball players with regard to their parameters on Emotional Intelligence, Will to Win, Social Intelligence and Social Support and their sub-parameters. These parameters are of paramount significance for they reflect on an athlete’s overall personality concerning competitive performance in sports. Sports scientists, sports psychologists and physical educationists have started believing that it is not only the physical fitness that matters but the psychological makeup, as well as sociological profile of an individual play a vital role in the performance of players. It is an upcoming and promising area which needs its due scientific attention. Knowing and understanding the power of one’s own satisfaction may work as attitudinal healing to further supplement and boost the fighting spirit.

The psycho-social parameters of the baseball players would help not only the trainers or coaches to amend the training/coaching schedules, but would also help the baseball players themselves to bring required changes in their psycho-social behaviours. The sports psychologists and the sports sociologists working with baseball associations and federations would be benefited from the findings of the present study to prepare their training programmes accordingly. The present study would also prove to be a useful feedback for one and all concerned with the baseball game. The results of present study would attract the attention of the budding researchers for supporting their future investigation in the said field.