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INTRODUCTION
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Education is important for a human being. It helps him to improve the quality of his life, leading to the development and advancement of his country as a whole.

Education begins from one’s birth and ends at one’s death. According to Nimbalkar (1981), attempts were made by various Western and Indian educational thinkers to give the meaning of the concept of education. Every Western as well as Indian educational thinker has his own style of developing the concept of education.

Gandhi (1937) said that "by education, I mean an all-round drawing out of the best in child and man-body, mind and spirit."

Atkinson (1961) holds the opinion that "The Educator's encyclopaedia; the theory of disciplinarianism associated with John Locke was disciplinary concept of education." The ultimate aim was the development of whole man-morally, physically and mentally. Locke's (1690) Motto was "A sound mind in a sound body." Evidently, the quality of education depends upon many factors. However, the most potential factor is the student.

According to Dewey (1966), education is life, education is growth, education is a social-process. It supports the view that affairs of education are basically related to these aspects of human life which allow him to
function both as an individual and in association with other individuals.

According to Aims of National Education Scheme (1960), there are four major areas:

1. Moral education
2. Physical Education
3. Intellectual Education
4. Practical Education.

All these components of the national education scheme have to be communicated to the students to make them understand the value of each since the students coming to the university are growing citizens who will take responsibilities of the nation tomorrow.

The educational policies, therefore, must enhance the all-round development and growth in the capacities of the students. Living in various ways must go on with comprehensive curricular programmes. The completed education must be achieved by experience and training to get the skill in using different kinds of tools in daily life. The university system attempts to guide the students to choose the proper way. It is the main task of the teachers and the administrators to help students to adjust themselves to the social and physical environments.

In a university, boys and girls come to stay together in one group. Some of the students are not interested in physical activities while others study and participate in
all kinds of activities. Some of the students are athletes while other are non-athletes. The groups may differ in some skills apart from individual differences as a result of background experiences. The differences noted above may also be brought about by factors like previous experience, family background, heredity, environment etc. Some groups of students do exercise for health and hygiene but they cannot play any game since they do not have any skill that can help them to participate in such activities. In contrast, some groups are trained for specific purposes as athletes.

It is assumed that being an athlete and not being one does make a great deal of difference in one’s performance in his or her personal characteristics. There exists a wide range of body of research literature that supports the notion that our personality as a whole is predominately affected by the kind of experience we are engaged in; one may note that athletes and non-athletes do have different life experience in so far as this aspect of their life-style is concerned.

The environment of students in athletic activities can affect their interests, achievement-motivation, personality academic achievement etc. Moreover, students studying in different faculties of an educational institution may exhibit different personal characteristics.

Along this line, the present investigator has ventured to study some personal characteristics of athlete
and non-athlete students of Prince of Songkhla University, Thailand. Among the personal factors, only five variables, namely personality traits, achievement-motivation, interests, intelligence and academic achievement were considered in the present study.

The purpose of the study is to find the difference in the two groups with respect to independent variables and thereby make the policy-makers conscious of the various psychological and intellectual problems of the university students.

Thus, the present undertaking is found significant and important for the simple reason that it is the first of its kind as a scholarly attempt to investigate such a socially-oriented problem in the Prince of Songkhla University, Thailand.

1. Personality Traits

The field of personality is the one that attempts to draw from all the areas of psychology the facts needed to build a theory that will make it possible to interpret and predict the behaviour and activities of the person individually and of the people collectively.

The word "personality" has been traced back by etymologists to the Latin words per and sonare. The term personare means "to sound through." The word persona is derived from these two words and originally meant an actor's mask through which the sound of his voice was projected.
Later, persona was used to mean not the mask itself but the false appearance which the mask created. Still later, it came to mean the characters in the play. (dramatics personare).

It is interesting to note that the word "personality" by derivation should mean "what an individual only appears to be, not what he really is." The meaning is almost the exact opposite of what the word means in modern psychology. The term personality has been variously defined. Some definitions are given below to show its operational concept.

Jung (1923) who originated the concept of extroversion and introversion, refrained from classifying individuals so exactly, believes that all persons have the same tendencies of being outgoing and sociable (extroversive) and for being exclusive, withdrawn and self appraising (introversive). He felt that one of these usually predominated though an individual could vary well from one to the other at times.

For Allport (1927) personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustments to his environment. He emphasizes the uniqueness of a person achieved through a distinctive organization of psycho-physical systems that determine..... adjustment.

Mortan (1929) believes that personality is the sum total of all the biological innate disposition, impulses, tendencies, appetites and instincts of the individual and
the dispositions and tendencies acquired by the experience.

May (1932) suggests that personality is that which makes one effective, or gives one influence over others. In the language of psychology, it is one's social stimulus value.

Dashiell (1937) believes that "a man's personality is the total picture of his organized behaviour, especially as it can be characterized by his fellow men in a consistent way."

According to Murray (1938), personality is the controlling organ of the body affecting change from birth to death.

Thorpe (1938) suggests that "personality is the idea of the organismic functioning of the total individual, including all his various verbally separated aspects, such as intellect, character, drive emotionalized attitudes, interests, sociability and personal appearance, as well as his general social effectiveness."

According to Camerson (1947), personality is "the dynamic organization of interlocking behaviour systems, that each of us possesses, as he grows from a biological newborn to a biological adult in an environment of other individuals and cultural products." So it is, as the biological organism enters into an environment which is already an organisation of other human beings, so it must learn
patterns like satisfaction, denial, delay and punishment that operate in our society other patterns and systems become a related set of behaviours.

White (1948) simplified it by substituting "tendencies" for "psycho-physical system." His definition states that personality is the organization of an individual "personal pattern of tendencies" and personal appearance, as well as his general social effectiveness.

Singer (1951) considered personality as a self with a set of enduring complex dispositions which differentiates one person from another and which also gives of us some sense of uniqueness as well as commonality with the human race. Hence, the personality is concerned mainly with the enduring characteristics of the individual.

According to Waston (1952), personality is "the sum total of one's behaviour. It is a pattern to designate those things about the individual that are distinctive and set him apart from all other persons.

Eysenck (1953) gives a definition in "Structure of Human Personality." The more or less stable and enduring organization of a person's character, temperament, intellect and physique which determines his unique adjustment to his environment.

For Bischof (1954) the most distinctive feature of any individual is his personality. This is the overall pattern, or integration of his structures, mode of behaviour, interests, attitudes, intelligence abilities,
aptitudes and many distinguishable characteristics. Thus, the term personality refers to the whole individual.

Allport (1957) after making an exhaustive survey of the definitions of personality, arrived at the following formulations:

"Personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment." From this definition the following conclusions can be had:

1. Personality is dynamic and not something static, fixed or permanent
2. Personality represents an interaction between inherited potentialities and environment
3. It emphasizes the integration of the inner psychological system
4. It provides a basis for a social stimulus value of personality
5. It takes into consideration the adjustment of the individual to his environment
6. It stresses both analytical as well as synthetic points of view
7. The personality pattern is unique in each individual

Piaget (1957) while maintaining a genetic tradition, concludes that the child accommodates to successive constraints of the environment of objects and persons, thus assimilating relating into "the activity and perspectives of
the self." Instead, attention is being directed to the identification of facts and to relationships among biological, social, and psychological variables which operate over and above observed individual differences and errors in measurement.

Encyclopaedia of Educational Research (1957) defines personality as the concepts, variables, or dimensions selected in the particular theory used by the observer. The overview of knowledge about personality is in no sense complete but it is representative of the present state of theory and research.

The following sections reflect a tentative classification into organismic, behavioural, psychoanalytic, intrapersonal, and interpersonal approaches. Some of the work is empirical in nature, and the propositions tested are not necessarily related to a theoretical system. Some have concerned themselves with the building up of conceptions of personality or its driving forces and behavioural consequences. Few theories give equal consideration to the development, the structure, and the functioning of personality. Hypotheses to be tested and research designs for their public verification vary accordingly. Behavioural scientists yet have to construct and accept a scheme of concepts to portray the entire course of human development and behaviour.

According to Good's Dictionary (1959), the total
psychological and social reaction of an individual; the synthesis of his subjective emotional and mental life, his behaviour and his reaction to the environment, the uniqueness of individual traits of person are connoted to a lesser degree by personality than by the term character.

According to Garrett (1964), the personality not only includes an individual's characteristic ways of conducting himself in every day situations but stresses as well such conditioning factors as physique, appearance, intelligence, attitudes and character traits.

Schneiders (1965) holds that personality is the key of adjustment and mental health. A healthy, well-developed and well-integrated personality is a guarantee of effective adjustment whereas an inadequate personality is just as much a guarantee of poor adjustment. Human behaviour takes its character from the personality which it expresses. Therefore, it is important to study the characteristics of personality.

Dictionary of Education (1971) defined personality as several cannotations of the term are in use and G.Allport lists no less than 50 meanings. It may mean a collection of traits of a person that distinguishes him from another or psychologically, a dynamic organization within a person that determines his adjustment to his environment or the emotional or temperamental characteristics of a person or the social aspect of a person's nature developed in social interaction. In terms of behaviour, it may be defined "as
the characteristic pattern of behaviour through which the individual seeks to adjust himself to his social environment."

Dawidoff (1976) defined personality as the unique pattern of relatively enduring behaviours, feelings, thought, motives, interests and attitudes that characterize a particular individual.

Webster Dictionary (1988) defined personality as the quality or state or being of a person, personal existence, the condition on fact relating to a particular person.

In the present study, the concept of personality given by Eysenck (1959) has been taken into consideration and the classification of the personality traits given by him on the basis of his theoretical framework has been used.

2. Achievement-Motivation

Motivation is that force which implies individual's action, determines his direction of action and his rate of action.

Friedman (1952) indicated that achievement-motivation was developed in the early relationship between the child and his parents. In the early few years of his life, if the growing child received a good amount of recognition, praise and reward for his accomplishment, he developed some feelings of personal worth.

Atkinson and Reitman (1956) defined a motive as a latent disposition to strive for particular goal-slate or
aim, e.g., achievement, affiliation power.

Crandell and his associates (1960) defined achievement behaviour as the one directed towards the attainment of approval or the avoidance of disapproval for competence of performance in a situation where standards of excellence were applied.

Murray (1964) considers achievement-motivation as a social motive to master, manipulate or organise physical objects, human beings or ideas.

According to Atkinson (1964), the achievement-motivation for any person is the strength of tendency to approach the task, plus the strength of tendency to avoid the task. It accounts for the determinants of the direction, magnitude and persistence of behaviour in a limited but very important domain of human activities. It applied only when an individual knew that his performance would be availed (by himself or by others) in terms of standards of excellence and that the consequences of his action would be either a favourable evaluation (success) or an unfavourable evaluation (failure).

According to Garry (1965), motivation is considered synonymous to aspiration. These two are positively correlated. It is synonymous with accomplishment, proficiency in performance, social acknowledgement of one’s skill, one’s proficiency in a given area of learning, depth
of one's knowledge. These are the indicators or the extent of one's achievement.

McClelland (1965) holds that the achievement-motivation is the desire to excel some standard of behaviour. It is an effect in conclusion with evaluated performance in which competition with standard of excellence is paramount.

According to Heckhausen (1967), the standard of excellence might be "task-related", "self-related" and "other-related." When it was task-related, the person tried to gain perfection as the result of performance. When it was self-related, the person compared his own previous achievement. When it was other-related, the person tried to compare his achievement with that of others in competition. He further stated that whether the standard of excellence was task-related, self-related or other-related, it consisted of two parts, namely:

Fear of failure, and
Hope of Success.

Mehta (1967) has put forward a wider conceptual definition of achievement-motivation as a dissatisfaction with the present state of affairs and an urge to improve the life condition or self.
Decharms (1968) contended that the achievement-motivation was disposition to strive for something and had satisfaction derived from success in competition with some standard of excellence.

According to Good’s (1973), opinion achievement-motivation is a combination of psychological forces which initiates, directs and sustains behaviour towards successful attainment of sensation goal which provides a sense of significance.

Stratton & Hayes (1988) treat achievement-motivation as the motivation to accomplish valued goals, and to avoid failure. This concept acquired important as the motivation theory became less dominated by psychological drives.

The achievement-motivation in the present study has been measured by Deo-Mohan (1986). Projective test of Achievement-Motivation, since the desire to strive and excel in competition can best be known though the projective device of the kind.

3. **Interests**

Etymologically, the word "interests" in Latin language means 'It matters."

- Jha (1943) defined interest as that enduring system which sustains, contains and continues the activity called attention.

- Bardie (1946) views interests as factors that attract an individual to or repel him from the operational
or experimental approach must be frequently used in the assessment of interests in value, a study of the individual’s like and dislike.

Atkinson (1951) while defining interest, says that interest are the activities of the individual conforming in many aspects of habitual acts. To be interested in an endeavour is to identify oneself with it.

Encyclopaedia of Educational Research (1960) mentions that interests have been a major concern of education since the impact of John Dewey was first widely felt but this concern has not always been accompanied by clear thinking. In fact, the literature on interests has been self-contradictory and confusing in a number of respects. For example, some writers have claimed that interests are so influencing and unreliable that they merit little attention and some studies support this position by reporting considerable change of interests over time. Other writers have claimed that interests are stable enough to provide a basis for education and support this position.

Crow and Crow (1963) state that interests may refer to the motivating force that impels us to attend to a person, thing, or an activity or it may be effective experience that has been stimulated by the activity itself.

James (1964) holds that interest is a form of selective awareness or one’s experience.

Sawrey and Telford (1966) explain that interesting
objects and experiences are those which have satisfied or which promise to satisfy motives.

Webster’s Dictionary (1971) describes interests as "the feeling attentiveness or curiosity aroused by something; a particular feeling of this kind; as varied intellectual interests; the power or quality in something which arouses such feeling; the position of being affected by something either to advantage, regard for one’s own profile or advantage."

According to Strong (1973), interests are likes and labels, dislikes or aversion. When interests are plotted as patterns on profiles, they are located on a points scale ranging from a non-interest or zero point to a high positive value.

The present study measures interests in ten occupational fields on the basis of Thurstone Interest Schedule (1948). The logical considerations for the selection of the tool are governed by appropriateness of the tool for population higher education in Thailand and the brevity and case of scoring.

4. Intelligence

In a general sense, intelligence means the ability to learn from experience and to deal with new situations and also the ability to deal effectively with the task involving expressions. Intelligence is an important factor that contributes to success in life even though it does not imply
that a person of high intelligence will always be a successful person.

Binet (1905) holds that the essential characteristic of intelligence is the ability to judge well, to compare well and to reason well viz. (a) The adaptation or adjustment of the individual to his environment, and (b) The ability to carry on abstract thinking.

Stern (1914) defines intelligence as a general capacity of an individual consciously to adjust his thinking to new requirements. It is the general mental adaptability to new problems and conditions of life.

According to Terman (1921), an individual is intelligent in proportion as he is able to carry on abstract thinking.

According to Encyclopaedia Britannica (1926), intelligence is described as the general ability of the organism acting as a whole: to utilize understanding gained in part experience in dealing with a similar or new situation; to adjust or adapt quickly and readily to the environment; to learn without difficulty; or to form new behaviour patterns to meet a new situation by the modification or readjustment of those already acquired.

Some researchers consider that the degree of intelligence is determined by the degree of complexity of the situation (or problem) which is met and solved by the speed with which solution is completed and by the number of problems which can thus be treated. It is, at present, more
or less generally accepted that the degree of intelligence is due in part thereditary and in part dependent on environmental conditions but that neither is the sole determining factor.

According to Stoddard (1943), intelligence is the ability to undertake activities that are characterized by difficulty, complexity adaptiveness to a goal, social value and the emergence of originals and to maintain such activities under condition that demand a concentration of energy and resistance to emotional forces.

Webster's Dictionary (1958) maintains that intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment.

Piaget (1960) describes intelligence as ability to modify and expand cognitive structures through the process of accommodation and assimilation.

According to Fillmore (1961), intelligence is probably the most clearly defined and most accurately measured of all the enduring attributes of the human being. The fact that the variable is defined and measurable, makes it technically possible to build up a body of scientific evidence bearing upon it; we can ask and often answer questions about the roots of intelligence in heredity, about its relations to other variables, its distribution in the population, its effect on future behaviour and its
changes with age.

Feeman (1962) viewed intelligence in three ways as follows:

a) Intelligence is the adaption or adjustment of the individual to the environment
b) Intelligence is the ability to learn
c) Intelligence is the ability to learn abstract thinking.

Guilford (1967) had attempted to bring order out of the welter of factors. With his theoretical "structure of the intellect", he organized the multiplicity of factors into three broad, abstract classes - operations, products and contents. Contents factors may be classified as figural, symbolic, sematic, or behavioural. Product factors may be grouped according to whether there is rule unit, class, relations, system, transformations, or implications. Operations factors are the most familiar - cognition, memory, divergent thinking, convergent thinking.

According to the new Columbia Encyclopaedia (1967), intelligence is the general mental ability involved in calculating, reasoning, perceiving relationships and analogies, learning quickly, storing and retrieving information, using language fluently, classifying, generalizing, and adjusting to new situations.

Woodworth (1972) has defined intelligence as intellect put to use.
Good (1973) regards intelligence as the ability to learn and to criticise what is learnt; the ability to deal effectively with tasks involving abstractions the ability to learn from experience and to deal with new situation, and a degree of ability represented by performance of the group tests selected.

Intelligence in the present study has been measured through Raven's (1958), Progressive Matrices which is based upon the assumption of the correctness of Spearman’s principles of noegenesis. It provides a suitable measure for comparing people with respect to their immediate capacities for observation and clear thinking.

5. Academic Achievement

Academic achievement is the core of a wider term i.e., educational growth and plays an important role in the life of a child. High academic achievement in school builds self-esteem and self-confidence which lead to better adjustment with the group. It is a unique prime and special responsibility of a school or any other educational institution established by the society to promote a wholesome scholastic growth and development of a child. The greatness of it depends upon the quality and quantity of scholars and intellectual robots it produces. It brilliant academic records are supposed to be the most widely used index of its worth and success. Academic achievement generally refers to the degree of level of success or that
of proficiency attained in some specific area concerning scholastic or academic work. There seems to be considerable similarities in views of several authors.

Pressey and others (1941) have defined achievement as status or level of person's learning and his ability to apply what he had learned.

Trout (1949) contended that academic achievement of a pupil is the knowledge by him in the subjects in which he has implanted training in school and subsequent success in life.

Good & Gough (1959) and Biswas & Aggarwal (1972), place emphasis on knowledge attained and skill developed in the academic subjects which are usually reflected in the test scores, marks or grade attained in different examinations. These scores, marks or grades determine the status of the pupil with respect to attained skill or knowledge as compared with those of other pupils. It is the competence actually shown by the pupils in the subjects in which they have received instruction at school.

According to Trow (1960), the academic achievement is the attained ability or degree of competence in school tasks usually measured by standardized tests as expressed in age or grade units based on norms derived from a wider sampling of pupil's performance.

Mehta (1969) expressed the view that the word performance is a wider term which includes both the academic and other performance of an individual. It is the learning
outcome of the student in which performance is included.

Webster’s Dictionary (1976) gives the definition of academic achievement as follows academic achievement is a result brought about by effort, great or heroic deed.

Walia (1979) holds that achievement signifies accomplishment or gain or a performance carried out successfully plus meaning of academic achievement.

In the present study, the academic achievement has been envisaged in terms of GPA of Freshmen Examination of the Prince of Songkhla University, Thailand, in year 1990.

6. Athletics

According to Encyclopaedia Britannica (1926), athlete (Gr, Lat athleta), in Greek and Roman antiquities, is one who contended for the prize in the games; now a general term for any one excelling in physical strength, originally denoting one who took part in musical, equestrain, gymnastic, or any of the competitions. The name became restricted in competitions in gymnastic contests, and later, to the class of professional athletes.

Whereas, in earlier times, competitors who were often persons of good birth and position, entered the lists for glory without any idea of material gain, the professional class which arose as early as the 5th century B.C., was chiefly recruited from the lower orders, with whom the better classes were unwilling to associate, and took up athletics entirely as a means of livelihood.
Ancient philosophers, moralists and physicians were almost unanimous in condemning the profession of athletes as injurious not only to the mind but also to the body. The attack made upon it by Europides in the fragment of the Autolycus is well-known. The training for the contests was very rigorous.

The Columbia Encyclopaedia (1947) describes amateur (Fr, = Lover) in Athletics as one who practises games or sports solely for pleasure as opposed to the professional who earns money by his process in the sport. National and International Athletic Associations have drawn up strict rules as to the distinctions between amateur and professional. Many athletic competitions, among them, theoretically, all intercollegiate games, are closed to all but the amateur; in "open" tournaments, amateurs and professional compete. For international athletic meets, such as the Olympic games, each contestant must be certified by the athletic organization of his own country as an amateur.

In the United States, the organization in the American Amateur Athletic Union, defines an amateur sportman as one who engages in sport solely for the pleasure and physical, mental or social benefits he derives therefrom, and to whom sport is nothing more than a vocation. Baseball, football, rowing, tennis, and golf are outside the jurisdiction of this body, each of these sports having a governing body of its own. Athletes who, without
receiving money payments for their playing, nevertheless are benefitted financially by their athletic reputations - e.g., by being paid for writing articles about the games or for allowing the use of their names in advertising, or by accepting gifts, expense money, or disproportionately large salaries in their profession - create serious problems for the rule-makers in some sports, especially tennis, the amateur standing of the more capable players is constantly under scrutiny ultimately to drive many of them into the professional ranks.

In colleges, athletic scholarship and other devices for subsidizing capable athletes have been vigorously, but usually mainly, attacked, both by educators and by students, as violations of the amateur spirit. In the arts, an amateur is the one who practises an art as vocation and not as a profession.

According to Encyclopaedia of Modern Education (1949), the term athletics is used to denote exercises, games, and sports requiring endurance, strength, skill and ability. School and college athletes fall into two distinct categories: intramural and interschool or intercollegiate.

According to Chamber's Encyclopaedia (1967), amateur in the language of sport, is a word with many applications in various parts of the world and in various sports. Literally, it should, mean one who plays any game purely for love of the game, even to the extent of paying out of his
own pocket any expenses which may be incurred in pursuit of it. But modification and evasions of this interpretation are so varied that only the sporting organizations themselves can give rulings in their own particular cases.

The pocket Oxford Dictionary (1973) defined an athlete as one who competes or excels in physical exercises.

Non-athlete refers to one who does not participate in all kinds of sports and games, or physical activities.

In the present study, athletes have been regarded as those students who have participated in the Athletic Events of the Prince of Songkhla University, Thailand, in the year 1990. The students who did not participate in any Athletic Events have been regarded as non-athletes.

7. Need of the Study

From the wide range of research literature, it was observed that participation in inter-scholastic athletics has direct effect upon ability such as creativity and intelligence and upon other personality dimension like self-concept, achievement-motivation, interests and academic-achievement, etc. (Croy, 1986; Willis, 1986; Cowdin, 1986; and Patterson and Jump, 1987).

The present study has this kind of research confidence behind it which seems to be significant from both theoretical as well as practical points of view. The basic assumption underlying the study is that individuals who
participate in a certain area of experience exhibit different cognitive abilities and personality differentials. It is also assumed that students have different aspects of cognitive and personality factors in varying degrees and intensities which drive them into different directions of life experience.

In the present study, athletes and non-athletes are assumed to exhibit different degrees of cognitive and non-cognitive behaviours. In the current study research venture, five areas of comparison were considered in order to study the possible differences between athlete and non-athlete groups of students. The endeavour is believed to have both academic and practical significance.

From academic point of view, this will be an attempt to re-examine the aforementioned assumptions. Practically, it is useful to education in order to better understand the athletes and non-athletes and help them in their academic and non-academic careers for improvement and adjustment.

The foregoing discussion pertaining to the variables connected with different dimensions of athletes and non-athletes leaves much scope for finding out. The exact nature of relationship existing in the variables of personality traits, achievement-motivation, interests, intelligence and academic achievement of athletes and non-athletes in the Prince of Songkhla University, Thailand.

The present study is an attempt to probe into these dimensions to find out the relationship and differences
among the athletes and non-athletes with special reference to the aforesaid variables.

8. **Statement of the Problem**

The proposed study may be precisely stated as under:

"A STUDY OF PERSONALITY TRAITS ACHIEVEMENT-MOTIVATION INTERESTS-INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF ATHLETES AND NON-ATHLETES OF PRINCE OF SONGKHLA UNIVERSITY, THAILAND".

9. **Objectives of the Study**

The following objectives have been put forward for the present study:

1. To study and compare the personality traits of athletes and non-athletes
2. To study and compare achievement-motivation of athletes and non-athletes
3. To find out and compare interests of athletes and non-athletes
4. To find out and compare intelligence of athletes and non-athletes
5. To study and compare academic achievement of athletes and non-athletes
6. To find out and compare the intercorrelations of the independent variables among athletes and non-athletes.
10. **Hypotheses**

To achieve the objectives of the study stated above, several hypotheses have been formulated. These are stated below:

1. The personality traits of athletes will be different from those of non-athletes
2. The achievement - motivation of athletes will be significantly higher than those of non-athletes
3. The interests of athletes will be significantly different from those of non-athletes
4. The intelligence of athletes will be significantly different from that of non-athletes
5. The academic-achievement of athletes will be significantly different from that of non-athletes.
6. There will be significant differences in the relationships among the athletes and non-athletes with respect to personality traits, achievement-motivation, interests, intelligence and academic achievement.

11. **Delimitation of the study**

1) The study was delimited to the first year freshmen students of Prince of Songkhla University, Thailand, for the session 1990-91 only
2) The groups consisted of both male and female students from 11 faculties
3) The athletes were checked from the sporting records of Student Welfare, of Prince of Songkhla University, Thailand
4) The non-athletes were selected by random sampling from the 11 faculties of Prince of Songkhla University, Thailand
5) The total size of population was 2,014 students.