CHAPTER I

INTRODUCTION
Human behaviour in any field of activity is the product of the genetic and environmental factors to which an individual has been exposed. His characteristics manifest in the response pattern. The type of experience he has gone through determine to a great extent these behavioural patterns in varied situations. Research studies have revealed that the interaction of various factors leads to the development of response patterns of individuals. However, the inadequacy of information in this regard has necessitated that attempts should be made to investigate how the personality variables, adjustment and socio-economic status interact together to influence performance in some of the disciplines. Equally important is the fact to discover how the socio-cultural factors lead to develop social stratification in contrast to the claim made by the physical educationists that sport mitigates class stratification. What sport an individual plays is not just a simple matter of choice. Much of the decision is influenced by society as it adheres to its values, norms and goals which are acted out daily in the social interaction (Rivenes, 1978).

Neither physical standards nor skill level alone
decide the performance outcome of an athlete, but it is the psychological parameters of human personality which decide the winner or loser of a contest. An athlete requires something 'extra' for the accomplishment of extra-ordinary performance in the area of sports. Suinn (1977) of Colorado State University calls this something extra a quiet confidence, as in "facing olympics intending to win instead of hoping to win", the ability to concentrate completely on performance in a situation in which physical skills are so closely matched that the competitor's "psychological approach to competition" becomes the critical factor that determines who wins.

Personality

Although sports and games do have an impact on personality, it is also true that an individual's personality has an equally important impact on sport. It is due to this reason that we find some individuals preferring certain type of activities while others opt for activities of different kind. Personality is the hallmark of any individual. Human personality is very complex as is evidence from the various definitions and explanations of the term personality. Alderman (1974) defines personality as "an integration or merging of all the parts of one's psychological life - the way one thinks, feels, acts and behaves". Ulrich (1968) defines personality as the "Sum of people's values and
Human personality is dynamic because the society, which nurtures an individual is dynamic. Barrow (1983) said that "no child is ever born with a personality any more than one is born a social being". This means that a person develops his personality gradually as he comes into contact with other members of the society. Society also has an impact on the sports performance of an individual as his performance is evaluated by the society in terms of its values, customs and traditions. Asch (1952) said that society is the prime reality that provides goals and gives form to the personality of men. This is why Rushall (1970) felt that "knowledge of the personality of an individual is important for maximizing individual responses".

Krbll's (1967) study indicated that certain sports attract certain types of athletes. Football players probably need to be more aggressive or more anxious than tennis players or golfers. Singer (1968) also comments that individuals tend to select the sport in which they want to take part in terms of their unique personality. It is true that an athlete's personality will have a decided influence on his or her competitive experience. Ikegami (1970) studied the length of sport experience and personality changes. He compared groups that had nine to ten years' experience. He found that the
more experienced group was significantly higher than the less experienced group in social extroversion, care free, general sociability, and social leadership. This is so because personality traits change gradually. Tutko and Richards (1971) have identified a number of personality traits related to high athletic achievement for men. These are drive, determination, intelligence, aggression, leadership, organization, coachability, emotionality, self-confidence, mental-toughness, responsibility, trust, and conscience development.

Eysenck et al., (1982) concluded that personality is associated with success at sport, rather than simply with participating in sports. They have stated that much neglected area in sports psychology concerns the comparison of successful and less successful sports persons.

The belief that successful athletes surpass the less successful athletes on socio-psychological traits has partially been confirmed. These traits include social adjustment, masculinity, lower anxiety, intelligence, self-confidence, tough-mindedness, venturesomeness, achievement need, aspiration level, aggression, self-analysis etc.

Various studies have been conducted in this regard (Booth, 1958; Kane and Callaghan, (1965); Brown, (1970); Giri, (1977); Morgan and Johnson, (1978); Quarterman and Evans, (1983); Dureha, (1988); Shergill, (1991); etc.).
Singh (1979) reported that high skilled players, irrespective of the games they played, were more extroverted and less neurotic than the low skilled players. More successful athletes scored higher on traits of extroversion and emotional stability (Dishman, 1982) and lower on measure of maladjustment (Johnson and Morgan, 1981). Additional studies showed that successful athletes tend to be less anxious, tense, confused, depressed, angry or fatigued and are more psychologically vigorous in comparison with less successful athletes (Morgan, 1979 and Morgan and Pollock, 1977).

Recording better performance is an important motive for participation in competitive sports. Rushall (1989) points out that athlete development systems and programmes are no longer adequate if they only emphasize skill and development. The inclusion of sound psychological principles and practices in training and competition preparations and conduct is a necessary ingredient of modern sport. Alderman (1974), while emphasizing psychological factors comments, "one essential point which must be stressed is that regardless of how much ability skill or fitness level a person possesses for a particular task or sport, the success or the quality of his performance will, in the final analysis probably depend on his particular psychological make-up". Singer (1972), emphasizing the importance of personality said: "Perhaps some
day the coach will select athletes not only according to demonstrated skills and physical characteristics, but according to personality traits as well. If two players have similar ability, the deciding factor may be the presence in one of them of a desirable combination of personality traits known to be associated with success in a given sport."

There is no clear-out division between the personality make-up of successful-unsuccessful athletes nor between mass and class sport persons. But somehow, personality assessment may be helpful to sport scientists for enhancement of performance of an athlete.

Adjustment

Adjustment is an individual characteristic, because different individuals react differently to a given situation. For example, in coaching camps, some athletes feel homesick, or they have some health problems due to improper supply of diet, etc., which may cause some sort of disturbance in an athlete's training or hinder his performance. Competing with a champion is a positive factor for one athlete while another may react negatively due to fear of failure. It can be said that surrounding environment plays an important role regarding the behaviouristic outcome of an athlete.

Sports is a highly organized form of social institution which helps in the socialization process through games and sports. These are one of the best means of helping an individual gain
his identity, self-image, and formulate the ideal self. It is the sports which help in the development of desirable personality traits such as leadership, sociability, maturity, cooperation, personal, social and emotional adjustment. Personal, social, and situational factors operate in a complex manner to influence adjustment and subsequent performance. An adjusted individual is one who meets the demands of society and satisfies his own drives.

In competitive settings an athlete is required to acquaint himself with the demands of the situation and exhibit proper control over himself, i.e., emotional stability. Stability is required in athletes’ every action and movement pattern to execute the skills perfectly.

Ferrer-Hombravella (1970) suggests that "psychological training should be prescribed before an athlete competes; and the young man should not compete until he has acquired sufficient resistance to the frustrations and acquires a necessary stable emotional equilibrium, the facility of adaptation to new situations, the ability to have self-control etc...".

Parrodin (1962) states that the stability of home and social life and social class have a favourable effect upon children’s performance, for participation and co-operation. Various studies reveal that successful or highly skilled
athletes are better adjusted, as compared to the less successful or low skilled level athletes.
Kane and Collaghan (1965) studied international tennis players concluded that they were high on sociability (A+), emotionally stable (C+), venturesome (H+), self-sufficient (Q2+) and less anxious than average players. Mohoney (1989) and Gill (1977) also reported that successful athletes possess higher perceived ability, greater satisfaction and a lower state of anxiety than less successful athletes also possess more desirable social traits than less successful athletes (Morgan and Johnson, 1978).

Biddulph (1954) reported that "superior athletes showed higher levels of personal and social adjustment than that of less skilled athletes. Therefore, adjustment is positively related with sports performance". Ogilvie (1968) based his conclusion on his review of the sport personality literature. He concluded that athletes, particularly superior athletes, have unique and identifiable personality profiles. Superior athletes are emotionally more stable, have lower levels of anxiety-trait and have a greater resistance to emotional stress.

By using research procedures, sport psychologists are trying to find out the answers to the what, why and how of the likenesses and differences among athletes in all phases of human growth and behavioural development. There is perhaps a
need to identify the complex socio-cultural factors influencing important of not only from in performance point of view but also from the developmental aspect.

**Socio-Economic Status**

Games and sports are probably more a representation of society than any other aspect of education. Ulrich (1968) said that games are a microcosm of society. Cozens and Stumf (1953) stated that sports and games provide a touchstone for understanding how people live, work and think. It serves as a barometer of a nation's progress in civilization. According to Morton (1963), "Analysis of a nation at play reveals the stuff of its social fabric and value system, and tells us much about other facets of political and economic life particularly in modern 'Industrial society.'

Cratty (1973) emphasized the effect of socio-economic background in selection of sports activity in the United States. He said that in certain situations, extremely economically depressed members of minority communities are not interested in vigorous sporting endeavors. Top athletes generally come from a slightly higher economic level and grow up under conditions in which at least some of their basis needs are met, providing them with time to participate in sports. The Black youth, witnessing his "brothers'" success in high-paying professional sport, is more likely to aim
toward these. The white Anglo-Saxon youth, is a privileged social group that encourages tennis lessons, aquatic competitions, and golf.

Socio-economic factors may determine the sports participation within a specific society. Calhoun (1987) quoting Petrovic’s article noted that he found sport achievement to be positively related to socio-economic status and residence. Petrovic’s study sample of 24,000 Yugoslavian athletes showed that "children of parents with a higher social position are more active in more expensive sports, or rather in sports having the nature of a status symbol, both in Yugoslavia and outside it". Petrovic concluded that "sport is predominantly the privilege of those who have more than average social status". But contrary to this, Cratty (1973) says that "attitude, rather than income seems to be the most important factor in the family situation that propels the child toward or away from formal and informal participation in physical activities".

In America, the visible lack of black and Latin athletes in tennis, swimming, and golf as compared to their number in basketball and football, reflects the effect of social situation. Who holds the job of a manager or coach, the position of quarterback in football, or gets to be jockey are just a few of the many results of the relation between sport and membership in an ethnic group. In America, the absence of
Asian and other groups in sports demonstrate how sports include some groups and exclude others (Rivenes, 1978). In the Indian situation certain sports such as cricket, badminton, lawn-tennis, golf etc have more money and social status at stake than others. Therefore, many people in society are excluded from these sports.

Moreover, in sports, performance is related to socio-economic status of an athlete's family. Stephen (1958) states that socio-economic status consists of a cluster of factors which include occupation, income, and cultural features of home. Shine (1977) found that parental support, both emotional and financial, for the development of athletes was perceived as being very important by elite American athletes. Participation in sports becomes the reflection of parents' socio-economic background. Lashely (1972) reported that there was a significant relationship between socio-economic status level of physical fitness of Negro and Caucasian junior high school boys. Contrary to this, Jerry (1969) found that information about an individual's socio-economic status does not tend to the prediction of his gross motor performance ability. Riddle (1969) also reported that socio-economic status was not a significant factor in physical education activity preference at university level. However, Persky (1973) reported that socio-economic status, and not race, is
related to poor health.

It seems reasonable to give some credence to the theory that children from homes in lower and middle class socio-economic background tend to participate more often and more successfully in boxing, wrestling, basketball, football and other competitive sports, while those from wealthy homes are more often to be found playing badminton, cricket, golf, riding, swimming, skiing and similar other sports (Frost, 1970).

**Mass and Class Sports Background**

Sports have never been free of ethnic and class influences. There is evidence to show that in ancient Greece the kings and nobles used to take part in limited sports events. Aristotle perceived Athenian Society in terms of freeman and slaves, and the early Christian fathers perceived the Roman Social Structure in terms of rich and poor. In ancient Rome aristocrats were spectators while boxers and gladiators were drawn only from the lower class and slaves. In Rome, the sports for the slaves and citizens were not the same. Gladiators' contests used to be organized among the slaves where citizens acted as spectators. Max Weber, quoted by Hodges (1974) held that classes are aggregates of individuals who have the same opportunities of acquiring goods, the same exhibited standard of living.

"The popularity of athletics, the growth of
competition, and the rewards lavished on successful athletes completely changed the character of athletics . . . It was a change . . . from spontaneous to organized sport. The change brought with it both good and evil. The standard of performance was greatly improved, but athletics ceased to be pure recreation and something of the old . . . joy lost" (Gardiner, 1970). The lines were written about a crises of the Olympic spirit in Greece in the sixth century B.C., but these are relevant to the contemporary sports phenomenon. The value placed on high level athletic performance has created a new economic phenomenon. New avenues to high income have been created. On the basis of professionalism in sports, a new socially elite class of people has emerged.
Social set-up has been and is stratified in which different ethnic groups and socio-economic classes work together. But social stratification is an omnipresent and often a critical facet of social life. Celia Heller (1969), declares, "Stratification, is system of structural inequality in the things that count, in a given society".
The modern era of sports is also not free from ethnic and class differences. The managing director of United board of South-Africa, Dr. Ali Bacher (quoted in 'The Times of India', 20th December, 1991), said that two black-players would play in the side in order to "narrow the gap between cricketers of
different backgrounds". But many South-Africans raised their voice against the decision of the UCBSA to include two black players in the squad of next year's World Cup (1992). Mr. Hassam Howa, former President of South-African Cricket Board commented that the decision was "tokenism" and "laughable". Kendler (1975) defines social class as a social group that is defined in terms of its position in the social hierarchy. The boundaries between social classes are sharply defined and are not broken wherever caste system exists. Membership in a social class is derived from social heredity, principally through the status of an individual's family. In the Indian society, the socio-economic revolution that has taken place and has broken many of the occupational barriers of the caste system. Social scientists are making efforts to break the class barriers by suggesting the Channel of social-mobility in which sports can play an important role. Sociologist A.S. Sohi (1981) studied how sports related to social stratification in India. Indian sportsmen are predominantly from the lower-middle class. Participation in sports enhances their social class and educational level than their fathers due to a trend in India which provides a weightage to be given to sports performance at the time of admission in higher educational institutions, employment, etc. But this does not mean that total democracy exists in sports. Sohi concluded that the facilities for higher
prestige sports are available readily to the people having a higher social status. Also, as they grow up, children of each class learn the sports typical of that class.

The class sports such as cricket, tennis and badminton involve high expenditure in terms of the use of equipment, which most of the educational institutions cannot afford to make them available to the students. These activities are run in selected schools and in selected clubs, to which the people of a particular class have access. Gupta (1986) found that athletes with higher socio-economic background are likely to participate in more prestigious games such as lawn-tennis, cricket, etc. On the other hand, the mass sports such as volleyball, handball and basketball, do not involve much expenditure and are therefore, available in most of the schools of the country to which people of lower classes have access and can take part in competitions depending on experience and performance. Stone (1957) found that upper class adults indicated a preference for golf, hockey and tennis, while middle class chose football, basketball and bowling, and lower class preferred boxing and wrestling.

This study seems to be a pioneer attempt in which the socio-economic status of the participants has been evaluated. Similarly, the differences in the personality traits and adjustment have also been studied with regard to the
participants in sports believed to be the pursuit of the high class people and the sports in which the masses are engaged.

Statement of the Problem

This study focusses on the selected personality variables, adjustment and socio-economic status differences of participants in two sets of sports i.e. mass and class, and successful and unsuccessful categories of athletes in relation to performance. It is, hence entitled:

"Selected Personality Variables, Adjustment and Socio-Economic Status As Related To performance In Mass And Class Sports".

Objectives

The objectives of the study are as follows:

1) To find out the differences in selected personality variables between the participants in mass and class sports.

2) To find out the differences between mass and class sports participants on adjustment variables.

3) To find out how mass and class sports athletes differ on the variable of socio-economic status.

4) To find out the differences between successful and unsuccessful categories of athletes on selected personality variables.

5) To compare the successful and unsuccessful categories of athletes on adjustment variables.
To compare the successful and unsuccessful categories of athletes on socio-economic status variable.

To find out the interaction effects of mass-class and two different levels of participation (inter-college/District and inter-university/National level).

To find out inter-correlation among the selected personality variables adjustment and socio-economic status of the athletes.

Hypothesis

There would be significant differences in selected personality variables between the participants of mass and class sports.

The participants of mass and class sports would differ significantly on adjustment, i.e. mass athletes would be better adjusted than class athletes.

There would exist significant differences between the participants in mass and class sports with regard to socio-economic status, i.e. class athletes would be having higher socio-economic status than the mass sports athletes.

There would be significant differences in selected personality variables between successful and
unsuccessful athletes in mass and class sports.

5) There would be significant differences in adjustment variables between successful and unsuccessful athletes of mass and class sports, i.e. successful athletes would be better adjusted than the unsuccessful athletes.

6) There would be significant differences in socio-economic status of successful and unsuccessful athletes, i.e. successful athletes would be better in socio-economic status than the unsuccessful athletes.

7) There would be significant interaction effect of the factors of mass and class and performance (success and unsuccess) on selected personality variables, adjustment and socio-economic status variables.

8) There would be significant inter-correlation among the selected personality variables, adjustment and socio-economic status.

9) There would be significant differences on the said variables among the participants of different sports disciplines.

Definition of the terms

The definitions of the terms are as follows:-

Personality

According to Warren and Carmichael (1930), "Personality is the dynamic organization within the
individual of those psychophysical systems that determine his unique adjustment to his environment".

According to Garrett (1955), "Personality not only includes an individual's characteristic way of conducting himself in everyday situations but stresses as well such conditioning factors as physique, appearance, intelligence, aptitudes, and character traits".

According to Crow (1961), "Personality is an abstract generalization, or concept, connoting the qualitative nature of development and quantitative influence of integration upon the total behaviour pattern".

**Adjustment**

According to Crow (1961), "Psychologically, adjustment refers to an individual's characteristic or habitual understanding of, reaction to, and manner of solving problem situations which he experiences".

According to Lazarus (1976), "Adjustment consisted of psychological processes by means of which the individual managed to cope with various demands and pressures of life".

**Status**

Dahrendort (1964) defined status as, "a matter of prestige than of rights and privileges, and prestige is more and more attached not merely to occupations but also to leisure activities and patterns of consumption".
Davis (1968) regards status as an identity within a situation.

**Socio-Economic Status**

Good (1959) defined socio-economic status as "the level indicative of both the social and economic standing of an individual or group".

According to Kuppuswamy (1962), "the three important variables that contribute to the socio-economic status in urban area are education, occupation and income.

**Social class**

Barber (1957) contends that social class refers to social stratification. So stratification indicates that both individuals and groups of individuals are conceived as forming lower and higher differentiation strata and classes on the bases of some specific or generalized characteristics.

Staloup (1968) defined social class as, "A level in a society made up of people who consider themselves equals due to similarities in family background, level of education, occupation race, an attitude towards social issues".

Kendler (1975) defined social class, "A social group that is defined in terms of its position in the social hierarchy".

**Class Sports**

Class sports is considered as those events/games in which the people of higher social strata take part. These
people have been perceived of as having higher social and economic status than others.

Mass Sports

Mass sports may be considered those events/games in which presumably the people of lower classes having lesser social and economic status take part.

Sports Performance

According to Schnabel (1981), "Sports performance is a unity of execution and result of sports action or a complex sequence of sports actions measured or evaluated according to agreed and socially determined norms".

Athlete

A sports person competing in an organized sport (team/individual). The word "athlete" has been used throughout the present study in a broader sense for the individual who involves himself in any competitive sport.

Limitations

1. The investigator faced similar limitations which was faced by the researcher's who use the scales reflecting the responses of the subjects.

2. No sophisticated equipment was used in this study which had been considered another limitation of the study.

3. There appeared to be time and economic restraint
which is another limitation of the study.

Delimitations

1. This study was delimited to the selected factors of Cattel's 16 PF Questionnaire, (1967); Sinha and Singh's (1980) Adjustment Inventory and Gyandra P. Srivastava’s (1982) Socio-Economic Status Scale (urban).

2. This study was delimited to the following variables only.

   1. Reserved vs. Outgoing.
   3. Emotionally Less Stable vs. Emotionally Stable.
   5. Shy vs. Venturesome.
   6. Tough-minded vs. Tender-minded.
   7. Placid vs. Apprehensive.
   11. Health Adjustment.
   12. Social Adjustment.
   15. Socio-Economic Status.

3. This study was delimited to male population of 17 to
4. This study was delimited to successful (representing university or state) and unsuccessful (representing college or district) athletes.

5. This study was delimited to four mass-sports categories (presumably) e.g. volleyball, basketball, handball, football and three class sports-disciplines (presumably) cricket, lawn-tennis and badminton.

6. The study was delimited to Haryana and Union Territories of Chandigarh and Delhi.

7. The study was further restricted to the population drawn from five universities namely, Panjab University, Chandigarh; Kurukshetra University, Kurukshetra; Haryana Agriculture University, Hissar; Maharishi Dayanand University, Rohtak and Delhi University, Delhi.

Significance of the Study

1. The study may provide useful information regarding personality variables, adjustment and socio-economic status of mass and class sports athletes.

2. The study may also be significant in the sense that it might reveal response of the people to sports participation viz-a-viz their socio-economic status. From the development point of view, the study may
unfold whether significant differences exist between high, middle, low socio-economic groups with reference to personality and adjustment.

3. The study may be helpful for coaches, sports psychologists, physical educationists and sports scientists in the field of teaching, training, coaching and selection of athletes.

4. The study may also help in determining personality, adjustment and socio-economic status variables which can be the predictors of performance.