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संदर्भाय साहित्यांचे पुनर्वलोकन

(Review of Related Literature)

एकादा विशिष्ट क्षेत्रातील संशोधनासाठी त्या क्षेत्रातील त्या विषया संबंधित संखोल ज्ञान असेच त्या क्षेत्रात कोणत्या प्रकारचे संशोधन झाले आहेत त्या त्याचे ज्ञान आवश्यक असते. मान्यता प्राप्त तज्ज्वर लिखितांचा सारांश तसेच अगोदच्या संशोधनामार्फत ज्ञा समस्या सोडविल्या गेल्या आहेत त्याचे पुढे जे काही सोधून काढले आणि काय सोधून काढल्याचे राहीले आहेत याची संपूर्ण माहिती मिळते.

संशोधनाची परिकल्पना महत्त्वपूर्ण संशोधनासाठी उपयोगी सुचना याचा अंतर्घांव हा परिणाम कारक संशोधनासाठी होतो.

ज्ञा अभ्यासक्रमात आवश्यक तैही मान्यता असते तसेच संयोजन जे विवादात्मक निष्कर्ष असतात त्यातील जे विवाद काही ठाकून त्यास अचूक तयार करणे जे समस्या क्षेत्रातील ज्ञानाची उपयुक्त आणि समजण्यास सोपी अशी व्याख्या करतात. अशा वापरी संशोधनासाठी योग्य वातावरण म्हणजेच संशोधनाच्या योग्य दृष्टिकोन तयार करतात. आणि संशोधकाला समस्या दर्दीवाच किंवा गार्बीत बदल जातात. केवळ तंत्रज्ञान संदर्भाय प्रथावशी याची ही समस्येच्या दृष्टिकोनातून अपरूपी असते आणि तितकीशी परिणाम कारकी नसते म्हणून संशोधकाचा जो अभ्यास आहे. त्याच अभ्यासाची निगडीत असलेल्या संदर्भाय प्रवाचन संदर्भ देण्याच चिंता असते त्यानुसार अभ्यासा संबंधीच्या अनेक महत्त्वपूर्ण वापरी संशोधकाच्या निर्देशित संबंधत व त्याला अभ्यास करणे सोडविल्या होते.

स्वतः ज्ञा विषयाशी संबंधीत असलेला तज्ज्व संशोधकांनी दिलेला संबंध हा नेहमीच योग्य आणि अचूक कापणा व सुचना देवून संशोधकाला बंगाल्या अभासात दृष्टिकोनातून योग्य ते फलवाती याच मिळाल्यास मदत करत असते पण केवळ त्याचे समालोचन म्हणजेस्वतंत्र आणि
(1944) To milson, (1960) Curti, (1964) Deutsch and Brown, found the socio-economic status to be correlated with intelligence.

(1949) Centers, status that socio-economic stratification is accompanied by the corresponding differences in psychological characteristics.

(1954) Hutton, and Johnson, administered the Roschach and House-Tree-person Test to 12 athletes from contact and non-contact sports who were either of all-America or National Champion Caliber. These outstanding athletes were found to possess several distinguishing characteristics, such as, extreme aggressiveness, a freedom from great emotional intellectual aspiration, and feelings of exceptional self assurance.
Booth, An early study conducted by who compared the personality of athletes and non-athletes by using MMPI. The results showed that the non-athletes scored higher than the athletes only on anxiety and depression. However, Malumphy (1970) used the Cattell 16 PF to compare the personality traits of women athletes and non-athletes and found that athletes who played individual sports were more extroverted than those who played team sports. An evaluation of physical performance and personality, Rushall (1970) also reported that "personality is not a significant factor in sport performance". This finding was also supported by Ellison and Freischlag (1975) who found the pain tolerance, arousal and personality of male college students and non-athletes were substantially similar. On the basis of above mentioned studies, it seems reasonable to conclude that athletes have been found to differ from non-athletes on a number of personality traits.

Guilford, also emphasizes the fact that each and every individual is unique. He defines personality as “an individual’s unique pattern of traits”. Everyone makes a different impression on other people, everyone adjust two circumstances differently, everyone behaves differently in various situations, and the organization and integration of traits of each person varies to a greater or lesser degree. Guilford clams that within the individual difference, which exists, one finds the key to personality, and that personality is best understood by comparing the differences between people.
(1960) Hans Eysenck’s, definition of personality can be paraphrased, “the more or less stable and enduring organization of a person’s character, temperament, intellect, and physique, which determines his unique adjustment to the environment”. This supports the concepts of uniqueness and adjustment. Eysenck’s introduces 2 terms (character and temperament), which most personality theorists tend to avoid. The reason for this is that character has strong ethical connotations, which imply that a particular code of behavior exists in people’s actions. One has a “good” or “bad” character, but only a certain kind of personality. When sport is said to “build character,” the reference is invariably directed toward the desirable habits, treats or characteristics which a participants or athlete develops.

(1961) Goldman, Some studies (Hammond and Sherif and Sherif, 1969) showed that competition most frequently led to an increase in aggressive behaviour and also revealed that participating in or viewing aggressive behavior was for more likely to increase rather than reduce the probability of aggressive behavior. In another study conducted by Ryan (1974) it was found that the expectation of athletes regarding their opponents' behavior were important determinants of aggressive behavior. Actions which were illegal but expected within a particular spots, such as holding in professional basketball, would not produce frustration or aggression in the participant who was being fouled. But unexpected or unacceptable actions, whether
legal or illegal, would produce frustration and often subsequent aggression.

(1962) Curry, socio-economic factors have an effect upon language development in the middle, intellectual ability group

(1962) IKAI, studied many Athletes' reaction time and concluded that the reaction time was shorter in sprinter than in short putters, weight lifters and wrestlers and that the reaction time shortened to some extent mainly depending upon the shortening of contraction time of leg muscles after sports training. Keller (1942) also observed that the reaction time of persons specializing in individual events was slower than those participating in team events. The weight-lifters were the fastest followed by hockey and volleyball players, whereas the gymnasts were the slowest in visual and auditory reaction times.

(1964) Karne examined the relationship between personality and physical ability and came to the conclusion that a positive relationship exists between "athletic ability and came to the conclusion that a positive relationship exists between "athletic ability an (i) stability as opposed to anxiety and (2) extraversion as opposed to introversion".

(1965) Tillman administered A-S reaction study of Allport, Cattell's 16 Pf Questionnaires and Kuder preference Record from C and found that the upper physical fitness group had a significantly higher ascendance rating on the A-S reaction test than did the lower group. The
upper physical fitness group appeared more surgent (F) social dependence (Q2) an less tense (Q4) than the lower physical fitness group in Cattell's 16 PF Questionnaire. In Kuder Preference Record from N, the upper physical fitness group was found to have greater preference for outdoor activities more of, a social service interest and also ranked higher on the scientific and mechanical scores whereas the lower physical fitness group scored high on computational, musical and clerical scores.

(1966) Lorenz, stated that sports could educate man to a conscious and responsible control of his fighting behaviour., He suggested eustress-seeking activities as an outlet for the aggressive tendencies of man. He further suggested that the difficult forms of sports, particularly those demanding cooperation and dangerous undertakings, provided the challenge and the outlet that man needs.


(1967) Bein et al, The concept of risk-taking behavior has been dealt extensively in recent theoretical and experimental literature. The term "risk" is a condition where a possibility of occurrence of loss as a result of deviation from the intended or expected situation does exist. state the behaviour reflective of risk-taking disposition occurs in situations where there is a desirable goal and lack of certainty that can be attained. Risk refers
to the extent at which the decision maker is willing to expose himself to possible failure in the pursuit of desirable goals (1965).

(1968) Jonson, found correlation of 20 to 40 between child's socio-economical background and his intellectual performance. Social class or socio-economic status is found to be correlated to self concept. Whitman et. Al (1967), gestinger et. Al (1972)

(1968) Maddi, also feels that the personality changes only very gradually, if at all. Practically all the theorists in the personality field sooner or later agree on the relatively permanent and stable features of personality. To look for changes in personality in an individual as a result of participation in physical activity or athletics is necessary. Repetitive behavior in man is one of his most enduring characteristics, and once you have a reasonable understanding of a person's personality, your chances of predicting his behavior are much better. An understanding of personality, however, is only useful when considered in context. Analyzing personality out of context is useful only for comparative purpose. If one wants to know why a person behaves the way he does in gymnastics game, for examples then his personality must be examined as function of his thoughts, feelings and actions towards sports in general, toward gymnastics in particular. Such an aspect is constantly demonstrated by people who behave in athletics situations in manner totally different from that in ordinary or "normal" situations. Related to this is the assumption
that personality is a dynamic rather than a static structure. It is constantly operating to attained goals, satisfy needs, and interpret both instincts and one's environment. It functions continuously to interpret reality as it relates to a person's needs, interest, and attitudes towards life. Finally, personality can be visualized as having both surface and inner characteristics. Surface personality traits do not always express what lies deep within the psychological structure of the person. Maddi (1968) makes a useful distinction here by suggesting that personality can be viewed as having an inner core and external periphery. The core of personality refers to the inherent attributes common to all men, which exert a constant, very strong influence on behavior. The periphery of the personality, especially as it is express in terms of traits, deals mainly with differences between people.

(1968) Newman administered the Thurstone Temperament schedule to high school swimmers. The subjects were ranked in swimming ability as measured by actual mean competitive times in dual meets. Correlations were computed between ranks on performance and the seven Thursone-traits. Three of the correlations were statistically significant, but since approximately two would be expected due to chance alone, this suggested that there was no relationship between personality and swimming performance in the sample studied.

(1969) Cooper, conducted a survey from 1937 to 1967 and found that athletes were clearly more achievement
oriented more dominant, and displayed more self confidence and competitiveness than non athletes did. In these studies, he also found that athletes displayed lower level of anxiety and were less compulsive; than non athletes.

(1969) Halls, Revealed that students belonging to lower socio-Economic status Experienced low academic success, while those with middle Socio-Economic status found better.

(1969) Hunt, administered the Gardon Personality Profile (GPP) to 22 Negro and 35 white athletes and 19 Negro and 35 white varsity athletes had similar personality profiles as did the Negro and white non-athletes. The athletes, regardless of ethnic background tended to differ from nonathletes.

(1970) Hall and Lindzey, submit that personality is defined by the particular conceptualizations and formulations used by each personality theorist. That is, the description and explanation of personality is always a function of the particular bias or orientation of the theorist himself. As no one theory is all-inclusive, this is strength rather than a weakness of personality theory. In the following major types of personality theory in order that one may choose from such representative positions those particular aspects, which are intuitively and logically attractive to him. For each of these positions one specific theory is presented as being the most representative and as
having the most relevance for understanding behavior in sport and physical activity.

(1971) Goals, In another study on Eysenck Personality Inventory (EPI) to 46 team sport and 36 individual sports athletes as well as 40 non athletes.

The athletes were also classified as representing either a combative or non-combative sports. Results showed that the athletes were found to be significantly more extroverted than the non-athletes. The sports groups did non differ on the extraversion and also none of the groups differ on the neuroticism-stability dimension.

(1971) Strauts and Davis also administered 16 PF to football players from four colleges a small private college, an Ivy League University, a Big Ten University and a small State College. The purpose of this investigation was to determine if there were significant differences in team personality profiles, Results revealed that the Big Ten team differed significantly from the other teams, However, Rushall (1970) concluded that personality appeared to have no relation to success in swimming.

(1973) Jones, proposed a theory to explain the effect of anxiety and need for achievement on the performance of high school wrestlers. He concluded that the personality traits of anxiety and need for achievement had a tendency to influence both the expectancy and the actual performance. Those high school wrestlers who were low on anxiety performed better than those high on anxiety. The group
scoring highest in performance was low on anxiety and high on need for achievement. The lowest level of performance was demonstrated by the group, high on anxiety and low on need for achievement.

(1974) Brook, studied parents educational and occupational aspirations for the child and found to be correlated to socio-economic status.

(1974) Hayes identified and classified sport injuries and tried to differentiate the reasonable or unreasonable risk taking and factors of stress experience by those who participated in entrepreneur and the sports. The purpose was to prevent sport related injuries and the human aspect revealed to have contributed meaningfully.

(1974) Trivedi, In his study found that social and emotional factors were responsible and dominating factors which cause backwardness in the Academic Fields.

(1977) Montyomeny, admintered the athletic motivation inventory and Cattell's 16 P. F. Questionnaire to the top 13 inter collegiate basketball player at Borise state university to determined if there were personality traits differences between men and women basketball players at the college level. The result showed significant difference between men and women basketball players at the .05 level of confidence. No significant differences were found for the traits of guilt proves, leadership, emotional control, mental toughness, coach ability or truth on the AMI. The results on
the 16 PF revealed significantly higher scores for men on factor E.

(1978) Bhushan, also conducted a study to evaluate personality characteristics of high and low achievement Indian Sportspersons. He administered the Cattell 16 PF Questionnaire to ten high achievement players who had represented India at International level and ten person who had never achieved any distinction in their respective games. The results indicated that the high achiever scored significantly higher than low achievers on dominance and surgency.

Eustres as an important variable in sports psychology has been studied by a number of investigators (Petrie, 1960; Petrie et al, 1960; 1963; Ryan, 1969; Ryan and Kovacic, 1966).

(1978) Friedrich, Studied 257 male and 266 female 11 to 15 years olds in a selective high school and found that the family situation, social activities, stress and frustration had low partly significant correlation with grades.

(1979) Cohen et al, In one of the studies examined the situational and personality factors on risk taking behavior. They also examined the influence of task, sex and locus of control on risk-taking behavior on males and females (classified as internal or external according to Rotter's Internal-External locus of control scale) Results showed that (a) Internals took a greater level of risk on the skill task than on the chance-task, while externals took a greater
level of risk than did internals on the chance task and (b) males took greater risk on the skill task than on the chances; females demonstrated the opposite tendency. Results also indicated that the interactive effects of situational and personality factors must be considered in understanding the risk taking constructs.

(1980) Shrivastava, studied 100 male undergraduates and found that socio-economical status was positively correlated with achievement and high socio-Economic status subjects had superior performance scores.

(1980) Venkataih, studied the sample of 300 Art and 300 science students, from 4 colleges of Nellore district and found socio Economic status positively correlated the academic performance.

(1981) Rangari, Investigated the interpersonal relationship among rural and urban scheduled caste and non scheduled caste student from Seven colleges in Aurangabad. City and found significant differences in non scheduled caste. Rural females and scheduled caste rural females and scheduled cast urban females, with the rural subjects having higher sures.

(1982) Bose, investigated in to the effects of educational environment, income, social background and academic achievement of 250 students, found that social background is major factor determining scholastic achievement.
(1982) Kishan, Administered SES scale to 300 students and found that students socio-economic status and academic score are positively correlated.

(1983) Uppal and Singh, also studied the relationship of reaction time and speed movement to performance in 100 meter run and between speed of movement to performance in long jump and shot put. They found that auditory reaction time did not contribute significantly to performance in 100 meters run and performance in long jump and shot-put were not significantly influences by speed of movement.

(1984) Fu Frank, studies the personality profile of athletes and non-athletes in six developing countries by administering 16 PF from each country. Eighty subjects were selected out of which forty were sportsman who had participated up to inter collegiate level and forty were non-sport'sman of the same educational qualifications. Half in each category were male and the other half female. Male and female students differed in personality profiles from sample obtained from Venezuela, Nigeria, Hong-kong and Taiwan, Similar differences were also found among Athletes and non-athletes from Venezuela and Nigeria.

(1985) Jagannathan, (1986) Qureshi and Bhat, investigated the individual and combined effect of age, sex and socio-economic status on academic achievement of 100 male and 100 female under graduates and found that socio-
economical status has a significant influence on academic achievement.

(1988) Levin, Snyder and Chapman found difference between males and females in response to series of gambling options described in terms of amount of initial investment amount to be won and probability of winning and losing. In a study, Markell & Asher (1974) also found difference in the interests and play patterns of girls and boys. Boys tended to maintain a broader network of friends and to be involved in rough and tumble play, in group activities, and in games. Girls friendship tended to be more narrowly focused on a single best friend, and their play was in similar groups often involved with art books are dolls (Eder & Halliman, 1977, Shure, 1963, Waldrop & Halverson, 1975). Sex difference were also observed by Duda and Roberts (1980) who found both male and female subjects believed that it was more appropriate for males to complete in handball, whereas females should engaged in ice skating.

(1990) Singh, conducted a study to measure the disjunctive reaction time of the top level Indian male athletes.

The result of the study showed that there were difference in the reaction time both visual and auditory between the high performance and low performers of all categories of athletes, the high performances, giving less reaction time. Short distance runners gave less visual
reaction time and more auditory reaction time as compared to middle and long distance runner. Jumpers in the case of visual reaction time and throwers in the case of auditory reaction time had given less reaction time as compared to all other categories of athletes.