CHAPTER-II

REVIEW OF RELATED LITERATURE

IN THIS CHAPTER THE STUDIES RELATED TO THE PROBLEM SELECTED ARE GIVEN BELOW :-

For conducting any piece of research study, review and survey of literature related to the study being conducted, is of paramount, significance. Surveying of researches conducted in the field helps the investigator in understanding the problem from different perspectives. Such a review of the studies conducted by the other investigators in the field related to the problem in hand also helps the researcher in framing the objectives and the correspondence hypothesis of the study. However, the most significant contribution of such surveys helps the investigator in interpretation of the results of the study that the researcher investigates.

With the above objectives in view the investigator proposes to survey the literature related with the present study.

Before and During competition, the sportsmen are large fearful so some degree with eventful their performance. This is a nature phenomena. No human being is free from anxiety. In the stressful setting provided by competitive sports; it is usual to observe to a rational appraisal of a real threatening situation and the Kabaddi anxiety denotes an abnormal apprehension of such a situation.
Harre (1988), self-concept relates to the Kho-Kho’s strength and weakness, and hence is concerned with abilities. Self-concept can include attitudes and beliefs and may extend to temperamental matters. Self concept is highly dependent on the kind of situation a person perceives him or herself to be acting in, “Knowing myself, then involves, not only knowing my dispositions and abilities but the situations and conditions in which I may be able (or liable) to have them.” According to social constructionists, “Self” is a learned construct. They forward the claim that gender is learned in the same way as learning about the other objects of the world, that is, a human attribute, through inductive process of categorization and classification, serves the function of acquiring social knowledge (Bigler & Liben, 1992; Das & Ghadially, 1988; Gupta, 1994; Heller, 1993; Liben & Signorella, 1980; Slaby & Frey, 1975). Miller (1990) also writes that even though in infancy both girls and boys are matched in a complex and “interacting” sense of self, ‘Girls are encouraged to augment their abilities to “feel as the others feel”, and to practice “learned about” the other(s)’. Self-concept is the same total of an Kho-Kho’s belief about his or her own personal attributes. Thus, self-concept is the set of ideas that a person has about himself. These ideas run through all his emotional experiences, habits, memories, trades and values. It refers to an attitudinal structure, which tends to be self-sustaining. An Kho-Kho’s evaluation of self-concept as dominant or submissive, emotional or calm, social or seclusive will be dependent to some extent upon the group with which consciously or unconsciously he/she compares himself/herself. No one is born with a fully framed self-concept. It develops as we experience approval and criticism, success and failure. It goes with our family, our friends, our place in society, and our perception of the world around us, it is modified as our bodies mature and we evaluate our physical, social and emotional characteristics.
Hopkins (1973) studied the self-perception of disabled persons and reported that handicapped children attribute their disability to themselves. Physical appearance serves as a critical variable in the process of personality development for the physically handicapped children. Dreikurs (1948) reported that nearly half of a sample of 40 severely crippled children deliberately used their abilities to appear inferior and more helpless than they really were. All of them showed poor self-concept, their self-image was distorted and they blamed themselves. They experienced more fears and feelings of guilt than able-bodied children. All these exhibit their poor self-concepts. Shakespeare (1975) surveyed those studies of handicapped people where better-adjusted and poorly adjusted people were compared. He found that better adjusted people had positive self-concept, more self esteem and more readily saw themselves as making a worthwhile contribution to society. His findings also showed that better adjusted people are less anxious and have less need of social approval.

Goodenough and Karp, (1974) first introduced the concept of psychological differentiation in the course of studies of Kho-Khodi differences in cognitive style. “Differentiationf” refers to the complexity of structure of a psychological system (Witkin, 1978). In another study of a similar kind Berry (1966) compared the Temne and the Eskimo groups and found that the Temne children who were severely disciplined and physically punished were more field dependent than Eskimo children who were given much freedom, were rarely punished and were encouraged to assume responsibility early in life. A number of studies have given similar results. Studies have shown that family experiences and socialization (Dyk. 1969; Dyk & Witkin, 1965; Witkin, 1965; and Witkin et al., 1974) are important determinants of psychological differentiation. Therefore, there are reasons to believe that children in these two types of families will differ in the extent of psychological differentiation. Families with greater parental involvement
were likely to have field independent, children (Busse, 1969; Dawson, 1967; and Dreyer, 1975) and extended family structure was associated with field dependence while a nuclear family structure was associated with field independence (Witkin et al., 1974; Holtzman, Diaz Guerrero & Swartz, 1975). The modes of adaptation (Berry & Kim, 1988) and support systems available to Kho-Khos (Caplan & Killilea, 1976; Cohen & Wills, 1985) have been implicated as important factors in the experience of stress associated with changes in life style. It is evident that Kho-Khos, who adopt integration, coexistence and assimilation strategies, experience less stress while those who adopt separation or marginalization strategies experience greater stress (Berry, 1990; Berry & Kim, 1988; Mishra, Sinha & Berry, 1996). With regard to social support mechanisms, it was found that social isolation of Kho-Khos heightens the levels of stress (Cohen & Wills, 1985; Fondacora & Moos, 1987). Kho-Khos own psychological make up is also an important variable in the experience of stress. For example, field-independent Kho-Khos, who happen to be cognitively controlled, experience stress to a lesser extent than field-dependent Kho-Khos, who seem to be less cognitively controlled (Berry & Annis, 1974; Mishra et al., 1996).

Mishra & Somani (1993) suggested that the coefficient of correlation between scores obtained on mental health and occupational stress of the supervisors turned to be negative.

Jagdish and Yadav (1999) indicated that home deprivation was negatively associated with positive self-evaluation, perception of reality, integration of personality, authonomy, grouporiented attitude, environmental mastery and overall mental health.

Kothari (2000) expressed that there was significant mean difference between the T.B. patients, sex age, marital status and education and their
overall mental hygiene whereas area, income and type of T.B. patients were non-significant.

Ojha (2002) found that social anxiety was significantly higher in orthopaedically handicapped group. Orthopaedically handicapped females, were found to be more socially anxious as compared to orthopaedically handicapped males. However, few dimensions of mental health, viz. group oriented attitude, integration of personality, and positive self evaluation were found to be significant on physically handicapped in general. Latha (2002) revealed that higher Trait Anger scores ( , 22) and high Hostility scores ( < 9.29) significantly increases the risk for the coronary heart disease (CHD).

Khan (2003) said that without mentally healthy teachers we cannot aspire and expect a good society. Besides it, the teachers should be aware of and will informed about mental health care programmes and practices so that they may guide and direct the student's guardian/parent properly and accordingly, whenever it is needed.

Akhani, Rathi & Nath (2003) showed that hostlers had more religious personal values than day scholars, and day scholars are significantly high on health personal values. There was no significant difference between mental health of the two groups.

Subjective well-being (SWB) is an abstract superordinate construct causing the affective reactions of Kho-Khos to their life experiences along a positive-negative continuum (Okun, 1987). Subjective well-being has been operationalized ( Okun, Melichar & Hill,1990) by indicators of happiness, moral and life satisfaction. Diener, Suh, Lucas & Smith (1999) stated that subjective well-being is a general area of scientific interest rather than a single specific construct and is abroad category of phenomena that include
people’s emotional responses, domain satisfaction and global judgments of life satisfaction.

Diener, Sandvik, Seidlitz & Diener (1993) have found a positive correlation between income and subjective well-being but Clark & Oswald (1994) did not find a statistically significant effect of income in a representative sample from Britain. Smith & Razzel (1975) found that the effects of income often led to an increased level of distress. Thus, even positive changes in income may result in more stress, mitigating the positive effects of wealth on well-being. Recently Diener et. al. (1999) in a review article have reported that over the years there is a linear increase in the income in America but did not find any increase in the well-being scores. Therefore, there appears to be a lack of consistency in the findings over the relationship between income and well-being. Bradley and Crowyn (2002) revealed that for children, SES influences well being at multiple levels including both family and neighbourhood. Its effects are moderated by children’s own characteristics, family’s characteristics and external support system. Evans, Kantrowitz and Eshelman (2002) found that elderly residents of higher quality homes, independent of multiple demographic factors (e.g. income, gender), feel more attached to their home, which in turn, appears to account for the relation between housing quality and positive effect of well being. Gordon, Savage, Lahey, Goodman et al. (2003) highlighted ways in which match and mismatch between family and neighbourhood income may encourage positive and negative social comparisons and may influence youth’s ability to participate in social networks and enriching resources. Bookwalter and Delenberg (2004) found that important differences exist among groups based upon their economic status. For the poorest quartiles, transportation and housing play the most important role in determining well being while for richest quartiles sanitation, water, energy, education and health are relatively more important.
Hein (1954) found Kabaddi sports participants to be more extraverted than those participating in Kho-Khosports. He also found that participants on Kho-Kho and dual sports possessed less amount of self assurance.

Husman (1955) showed, in his study on boxers, wrestlers and cross country, distinguished characteristics as far as aggressive tendencies were concerned. His findings were that the cross-country runner tended to be more extra punitive than the boxers and the boxers possessed less overall intensity of aggression and had more superego.

Booth (1958) using MMPI investigated the differences in the personality of football players, athletics and non-athletes. His result revealed that the athletics from various sports groups and non-athletics differed significantly on several of the MMPI scale.

Niblok (1960) found that female athletics to be more energetic, enthusiastic, efficient, as possessing more leadership potential and were optimistic and more extraverted.

Slusher (1964) using MMPI found that personality differences existed even among athletes who participated in different sports.

In Carson & Study (1963) the less anxious group performed better on a stabilometer under stress than the highly anxious group early in the learning stages. The nature of the learner and more particular his anxiety level, is also important in determining how much stress should be present in learning situation. The complexity of task and the anxiety level of the person
interact to produce interesting performance expectancies with a complex task (the kind athletics usually have to learn) the expectation would be that highly anxious people would end to perform less under stress than less anxious people. The phenomenon has been observed by a number of researches.

The result of Nelson & Langer’s (1963) study support the result of an earlier study on the effects of anxiety on learning. In an extensive review of literature on anxiety (1960) concluded that both high and low level of anxiety tended to disrupt the learning process, whereas moderate level of anxiety tended to create an ideal atmosphere for learning.

Behrman (1967) conducted study on personality differences between swimmers and non-swimmers. The investigation was made to determine whether there are personality differences between male college freshman swimmers and non-swimmers and to determine the relationship between personality traspits and swimmers experiencing a common course of instruction in swimming. Subjects were compared on the basis of swimming performances, personality tests, biographic data forms and interviews with subjects who failed to learn how to swim. Comparison revealed significant difference between swimmers and non-swimmers and between learners and non-learners.

Peterson etal (1967) reported that women athletes who participated in Kho-Khosports, when compared to women competing in Kabaddi sports were more dominant, adventures, sensitive, self sufficient and more forthright.
Rushall (1967) while comparing emotional Intelligence of male swimmers with female swimmers found that females were socially bold, noisy and unrestrained in their behaviour, whereas male appeared to be self centered and Kho-Khoistic. It was also found that novice female swimmers were in general, more introverted than a control group of female athletes, not primarily engaged in swimming.

Nearly every concern of human endeavour is thought to be effected somehow by anxiety (Lavitt 1967) number of theories exist concerning the effects of anxiety of performance, and while there seems to be an interaction effect between the amounts to anxiety necessary to maximally perform certain specific tasks, all theories seems to agree that maximum performance is reduced by too much anxiety (Duffy, 1962, Null 1943, Wiener 1965) a number of specific management techniques have emerged including cybernetic training (Roman 1978) visual motor behavioral (Sumn 1976) hypnoses (Morgan 1972) Cognitive behavioral training (Horton and Shelton, 1978) and progressive relaxation (Tulko and Topsi, 1976 Dowen and Lanning, 1982) Additional techniques are being used by athletics include transcendental meditation, biofeedback, zen and yoga, autogenic training and sentic cycles (Beson, 1975) According to the well known hypothesis of Liebert and Morris (1967) and Sarson (1975) the state of anxiety is characterized by the self focussing tendencies leading to self-preoccupation. This is associated with task-irrelevant cognitions, in particular “woory”. For example, an athlete being in a negative prestart tension in increasing concentrates his thoughts on self-concept problem instead of directing his attention to the demands of the task and competition. Therefore, the control of such tasks-irrelevant cognitions is a first essential approach to anxiety control. Furthermore, anxiety is accompanied by a higher level of activation. the athlete feels nervous, upset and overacted. This aspect is called “emotionality” by Liebert and Morris. In second approach to anxiety control
is to reduce the activation level with the expectation that an improvement of concentration may follow too. Finally a pre start anxious athlete will tend to avoid the threatening competition in order to prevent failure and potential loss of a social appreciation. In this case, appropriate motivational techniques are required. This third approach to anxiety control is based on controlling behavioral tendencies expecting an additional feedback effect on cognition and emotion as well.

Mulumply (1968) and Ogilvie (1968) also conducted a related investigation, where four groups of female athletes i.e. athletes in Kabaddi sports, in Kho-Khosports, Kabaddi Kho-Khosports, subjectively judged sports and the non-athletes, differed on various factors. The athletes from Kho-Khosports were more extraverted than those from Kabaddi Kho-Khosports. The seemed to be in disagreement with the findings of Peterson, Weber and Trousdale (1967). Malumply also found that the Kabaddi sports group as less extraverted than the non-athletes. However, he found Kho-Khosports female athletes to be more anxious, venturesome, tough-minded and extraverted while Kabaddi athletes were lower in leadership, less venturesome extraverted learners.

In the study made Malumphy (1968) the sport participants were found to be more conscientious and tough minded, but less imaginative and less venturesome than the non-sports participants. Newman (1968) suggested that participation in high level athletic competition provides and adds a dimension to one’s personality. He found that athletes were found to be more conscientious and tough minded, but less imaginative and less venturesome than the non-sports participants.

He found that athletes were more sociable, more aggressive in their approach to problems, more self confident, more critical of themselves and more extraverted than non-athletes. Ogilvy (1968) also found that traits
like emotional stability, toughness, madness, consciousness, self control, low energetic tension level, self assuredness and outgoingness consistently were associated with athletic achievement.

Gupta (1969) studied the emotional intelligence of hockey champions and non-athletes by administering the MMPI test. The result to this test revealed that hockey champions were highest on Ma scale while low on PF scale. Hockey champions were found to have greater ability to concentrate, self confidence, extraversion, tendency to worry less and less intelligence as compared with the group of non-athletes.

Singer (1969) compared the basketball players and tennis players on EPPS norms and also the highest and lowest ranked athletes in both sports. The baseball Kabaddi scored significantly lower than the other two groups, on the interception variable, lower than the tennis group of the achievement variable, lower than the norm group on autonomy and lower than the tennis group on dominance. Both the baseball and tennis groups scored significantly higher than the norm group on the aggression factor. No differences were noted between high and low rated baseball players.

Kane (1970) found a complex relationship between the second order personality variable “extraversuion” and performance of “track athletes” (sprinters) and they were found to be frequently more extraverted than middle distance runners. He claimed that as the distance increased, there was a trend towards introversion.

Slevin (1970) used the STAI to investigate the effects of anxiety upon the performance novel gross motor task. The results showed that overall high
trait anxiety subject had significantly higher state anxiety scores and significantly lower performance scores than low trait subject.

Kennedy (1971) certificall analyzed the effects of sports participation on the modification of various emotional Intelligence possessed by an Kho-Khobefore starting his/her sports career. Here he emphasized on the most commonly found emotional Intelligence in the championship athletes as stated by the Ogilvy. These traits are :-

1. Emotional Stability  
2. Tough Mind ness  
3. Self-assurance  
4. Basic trust in people

Dorsey (1976) discovered that relaxation training did not load to change in state anxiety or an improvement in gymnastic performance. A study conducted by Blacksmith (1977) systematic desensitization failed to reduce state anxiety collegiate weightlifters.

Nideffer (1976) has concluded that flexibility of attentional style is also vital to athletic achievement. Mental errors, occured, he contended, when an Kho-Kholost control over attentional direction and/or focus.

Martens has described CTA as “ a tendency to perceive competitive situation with feeling of apprehension of tension” (Marton, 1977 p.23) while state anxiety refers to stress “characterized by subjective consciously perceived feeling of apprehension and tension, accompanied by or associated with activation or arousal of the automatic nervous system (Spielberger, 1966, p.17). Therefore, trait anxiety is a relatively stable characteristic while state anxiety is predicated by more immediate factors that pose a threat to the Kho-Kho.
French (1977) also found that biofeedback training significantly improved gross and fine motor skills. Recently another construct has been receiving considerable attention within the area of athletic performance.

Methods to access both types of anxiety have been established the sport competition anxiety test (SCAT) (Marten, 1977), has produced reliable and valid measures of trait anxiety while Spielberger’s (1970) State Anxiety inventory (SAI) has been proven to be effective means of assessing state anxiety. Further more the STI has been revised into a competitive short form (CASI) (Marten, Burton, Rivkin and Simon, 1980) and utilized successfully by investigators in competitive situation (Gruber and Beauchamps, 1979. Scalan and Ragan 1978)

Gruber and Parkins (1978) found women who competed in inter collegiate championship to be significantly higher on the factor F (sober), and I (tough minded) when compare to non-anticipant group. William (1978) reported that selected emotional Intelligence are frequently associated with the elite female athletes and specifically that the successful female competitor generally tends to be more assertive, dominant, self-sufficxient, independent, aggressive, reserved.

Kirkaldly (1982) found no significant differences regarding the personality dimension of Kabaddi and Kho-Khoathletes.

Mohan Et. Al. (1979) found that the players were more extravetered that non-players and low on neryotiuicism implying more stability of emotionality. Thakur and Thakur (1980) studied emotional Intelligenceof the athlete and non-athlete Indian College males using projective methods of
personality assessment and found that the characteristics associated with athletes were happiness, cordial and affectionate, anxiety, achievement, dominance and superior organization capacity, whereas the characteristics associated with non-athletes were guilt, acquisition, passivity, rejection, superior imagination.

Research has been completed showing that CTA is effective in predicting various levels of state anxiety (Marten 1977, Marten, Rivkin, Burton 1979). However, the strength of these relationships is inconclusive for example Marten (1977, pp 67-68) found an increasing correlation between CTA and the latter measure. Weinberg and Genuchis (note I) investigation of male college golfers concluded that CTA was to correlate significantly with basal and pre-competitive state anxiety scores among youth male soccer players.

According to Mudra (1980) with almost half of the variance in the prediction of pre-game state anxiety being accounted for, there is still another 50% which remains, suggesting the need for the future research. In an effort to identify and gain further understanding of the components of the competitive stress, other possible sources such as coach.

Eysenek et. Al. (1982) reported that athletes tend to be high on psychoticism than the non-athletes. According to them, a high psychoticism score may be described as being aggressive, troublesome, cruel and inhuman, lacking in feeling and sympathy.

Sharma and Shukla (1982) studied the emotional Intelligence of sportsmen of Kho-Kho and Kabaddi sports. They reported that Kho-
Khosports athletes were higher on these traits: conscientiousness, outgoing, super ego-strengt, vigorous and tough mind ness.

PD. Tomporwski (1984) studied that the effect of seven month aerobic type exercise program on physical fitness and intelligence of institutionalized adult mentally retarded person were evaluated. Sixty-five subjects, matched on IQ, CA and sex, were assigned randomly to exercise (PF), attention control (AC) and non intervention control (C) groups. PF and AC group participated in 139 training sessions, three hours per day, five days per week. The exercise consisted of running/jogging, calisthenics and circuit training those in the AC groups received a special education program: the C group continued their normal institutional training programs. Cardiovascular efficiency improved in the PF group. The IQ and adaptive behaviour did not improve as a result of any treatment. Even though standardized test reflected little change in adaptive behaviour of participants, subjective reports suggest PF training may serve as an effective habitation program for many institutionalized mentally retarded adults.

P.D. Tomporwski (1985) studied that institutionalized severally and profoundly mentally retarded adults participated in seven month program to regorous aerobic type exercises. The effect of treatment on the physical fitness, intelligence and behaviour of subjects were assessed. Fifty men and women were matched in pairs based on IQ, CA and sex and assigned randomly to an experimental (E) or control (C) group. Those in the E group met three hour training per day, five days per week and received a treatment that consisted of an exercise program that included jogging, running, dance aerobatics and circuit training. The C group continued their institutional training programs. The treatment produced significant improvements in cardiovascular efficiency of the subjects: however, no change in their intelligence of adaptive behavior was obtained. Although standardized tests
reflected little improvement in psychological or behavioral variables due to
treatment, subjective reports suggest that exercise training may serve as a
more practical habilitation program for severely and profoundly mentally
retarded Kho-Khos that those typically employed in institutional setting.

Kumar and Thakur (1986) found that athletes were not anxious, tender
minded and worrying persons, but had outgoing personality in comparison
to non athletes. These results supports the finding of Eysenck who reported
that athletes tend to be low and neuroticism or anxiety and tend too be
extraverted than the non athletes.

Kamlesh et. al (1986) studied the emotional Intelligence of “Genera”
and “Reserved” category physical education majors. Eysenck personality
inventory was administered on 38 males (28 general and 10 reserved) and 38
female (28 general and 10 reserved) physical education majors. They
reported that male and female education majors, within their category groups
differed significantly on extraversion and neuroticism.

Sharma and Shukla (1986) found that Kho-Khosports athletes were
higher on conscientiousness, outgoing, suerego, strength, vigorous, relaxed
and tough mindedness. Singh (1986) found that the players of Kho-Khoevets
and Kabaddis differed significantly on the extraversion and neuroticism traits
of personality. In the case of both male and female, the athletic group was
more extraverted and more neurotic than the hockey group.

Singh and Singh (1986) found that neuroticism tendency was
significantly in the non sports groups of students, whereas, no significant
difference was observed in extraversion scores between the two groups.
Sharma and Shukla (1986) also concluded that athletes in various sports specialties tends to be outgoing, socially confident, emotionally stable, happy go lucky, conscientious (rules bound), venturesome, self-reliant, vigorous, confident, self-sufficient, controlled and relaxed. On the other hand, the non-athletes are reserved less intelligent affected by feelings, weak super ego, shy, tender-mindedness, suspicious, doubting, indiscipline and tense.

Agyajit Singh (1986) compared the competitive anxiety traits of the top level Indian athletes and hockey players. He found that track and field players had more anxiety traits as compared to the Hockey players whether males or females.

N.S. Mann (1988) Conducted a study to assess the competitive anxiety level of Kabaddi sports, Football, Basketball and volleyball 44 male Panjab university Blues: FB = 16, VB = 14, BB = 14 were investigated for the study. This differences in level of competitive anxiety on three main situations. Ego threat, physical/defeat threat and four main mode of responses Visceral, Muscular Cognitive and Anger of Football,Basketball and Volleyball Groups were compared anxiety based of Endler’s Model person X . situation X mode of response. The data were statistically analysed to find out the inter group differences Analysis of variance technique was applied. Footballers were found higher on all the three situations in comparison to other groups. In the first three mode of response, Visceral, Muscular and Congestive difference were not found statistical significant. However, in the fourth mode of resoonse i.e. Anger, Footballer were higher than other groups. The differences statistically significant.
G.S. Bawa and Monika Debnath (1989) studied the emotional Intelligence of female national badminton players, gymnasts and cyclists. All the three groups were found to be an average category on introversion extraversion scale. But when the mean scores were compared the badminton players were found significantly more introverts that other – two groups.

Davis & Mogk (1994) reported that elite athletes could be distinguished from other groups on Extraversion, Neuroticism, Tough-mindedness (Psychoticism). However, they have reported that recreational sports enthusiasts had higher scores than any other groups on psychoticism scale and they were the only groups which has higher extraversion scores than non athletes.

Prapavessis and Grove (1994) ub their study revealed that personality was not related to pre-competition mode state pattern, but the magnitude of various mood was influenced by trait sport confidence, neuroticism, the control and commitment component of hardness and self handicapping.

Peter et al. (1995) studied the personality of 312 students of 11th and 12th standard. They reported that sports participants had significantly different personal profiles from non-participants. The result showed the sports participants to be more extraverted and vigorous and less anxious, neurotic, depressed and confused. Elite athlete was found to have significantly greater ositive mental health than non-athletes. Positive mental health is characterized by less tension, depression, anger and confusion.

Richard et al (1996) Conducted investigation to test the hypothesis that the chinese athletes participating in the sports of track and field, fencing and
gymnastics exhibited differential psychological profiles when compared with college level Chinese athletes. They have reported that elite Chinese athletes exhibited higher anxiety control and confidence scores than collegiate level athletes.

Conclusion: It appears that social relation integral to the exercise environment are significant determinants of the subjective well being in older adults. Findings are discussed in terms of how physical activity environment might be structured to maximize improvement in more global well being constructs as staisfaction with life.

According to A Pipe (2001), It is assumed that participation in sports will produce only an arry of health benefits. The adverse consequences of sports participations particularly at the elite level are rarely explored. Evidence continues to accumulate of a variety of unfortunate consequences that may accompany elite sport participations. Sports involvement may exacerbate pre existing health problems. Cause injury or even death. the sport environment may be hazardous in a variety of physical, emotional and social ways. The copmmon training and competition practices of certain sport cultures may themselves be harmful. Athletes may sacrifice health, home, education and normal social development in the pursuit of sport “success”. Sport medicine professional and sport scientists have particular opportunities and responsibilities at act as an athlete’s advocate – and to protect their health and well being.

Mabass and WK Enachs studied (2002) response to life stressors are associated with negative behaviour that may increase risk for illness and injury. The effect of high intensity exercise in reducing reactivity to psychological stress has been well documented among older people. The
purpose of their study was to ascertain the effect of training versus aerobic dance on psychological stress in college students. 45 students participated in weight training course, 35 students participated in aerobic dance classes and 34 participated as control group. The survey of recent life experiences was used to appraise stressfulness of current experiences before and after exercise intervention. On immediate retest after 8 week of aerobic dance program, but there were no significant differences between the control and the weight training group or the aerobic dance group. These result suggest that a regular routine of low intensity exercise such as weight training may reduce perceived stress on an immediate rest.

Mukul Pant (2004) conducted a study to assess the competitive level of Kho-Kho, Kabaddis, combative and non-combative games.

Several attempts have been made to identify the differences, if any, between any, between the personality of the athletic and the non athlete. Rushall (1970), in an evaluation of physical performance & personality, concluded that “Personality is not a significant factor in sports performance “ this conclusion was supported Ellison and Treschlog, who found that the pain tolerance, arousal and personality of made college athletes and non-athletes are substantially similar.

Using the Minesota Multiphasic personality Inventory (MMPI), Booth (1958) compared the emotional Intelligence of 141 athletes to those of 145 non-athletes. The non-athletes scored higher than athletes only on anxiety and depression.

Malumpy (1970) used the Cattle 16PF to compare the emotional Intelligence of 120 woman 77 athletes and 43 non athletes. In a further study,
Malumphy found that athletes who played Kho-Khosports were more extrovert than who played Kabaddi sports.

With the exception of Rushall and Ellison and Freischlog, researches have found that athletes differ from non athletes. Whether athletes are “better” or “Worse” than non-athletes depends on the values of the observer. It does seem that athletes traits are usually positive. For example, athletes have been described as estroverted outgoing and socially aggressive. There are positive attributes that would probably benefit athletes in any social situation. The athletes are highly competitive is generally accepted as fact. We assumed that an Kho-Khohas to have a strong competitive drive to participate in sport. After all, competition is the name of the game. When athletes compete successfully, the competitive trait items to be strengthened. Intermittent failure can also increase competitive dirive. Coaches working highly competitive athletes will have an easier task in preparing the Kabaddi for an opponent, more time can be devoted to technical preparation than to motivation. On the other hand, the coach must always be aware that a negative experience can blunt that athletes urge to win and damage His or her performance. To the coach, psychological preparation must be as important as technical preparation.

Kistler (1970) compared 116 college varsity male athletes with 116 non varsity athletes be found that varsity players demonstrated poorer sportsmanship than the non varsity players his findings are supported by those of Richardesen (1962) in a study. Comparing who had not using 233 students, Richardson discovered not only that the latter winners record lower in sportsmanship, than there who had not won latter, but that subsidized athletes scored lower in sportsmanship than athletes who were not subsidized.
Seymour (1956) made on attempt in 1956 to evaluate the effects of single baseball season on the emotional Intelligence of little league participants. Various traits of 114 little league baseball players were compared with their of 114 non participants before and after the baseball season.

The subjects were rated by teachers by classmates and by themeselves. According to their teachers meetings the participants had higher leadership qualities and were work expected by their peers. But there were no significant differences between the participants and non-participants.

Kroll & Crenshaw (1970) used the cattle’ 16 PF to study 387 athletes. The group under study consisted of 81 football players 141 gymnast, 94 wrestlers, 71 karate participants. On the basis of certain traits the 4 groups seems to fall into 2 groups: the football players and wrestlers, were similar in their psychological profiles, both groups were significantly different from gymnast and karate participants the results are surprising because football is a Kabaddi sport and wrestling on Kho-Khosport. The finding of kroll & Crenshaw are perhaps explained by the fact that football and wrestling are gymnastic combative activities requiring, strength, endurance, agility. It is common in Junior high school & High schools to find football player who are in the wrestling squad or vise-versa. On the other hand few gymnasts are also football players or wrestlers. In summary the result showed gymnast to be rather intelligent and relax, possessing weaker super age strength, and with a serious outlook toward life. Karate participants reflected on opposite set of characteristics being tense conscientious and rule bound and independent.
both groups were man well sufficient more reserved and detached than wrestlers and football player.

Singer (1969) administered the Edward present performance schedule (EPPS) to baseball and tennis players and a group of non athletes. He found that’ non athletes scored higher’ than baseball group in other autonomy. The tennis group was higher than the baseball group. The results also showed that tennis players were higher in dominance than baseball players. Baseball players scored higher than tennis players in abasement.

Other studies have also shown that athletes are higher in those straits associates higher in those traits associated with leadership, power prestige esteem and sociability. The hypothesis that athletes in a given sport posses traits specific to that sport inj supported by the evidence as Kroll’s study indicated certain sports attract certain types of athletes. For example, at is the performance of the Kho-Khotennis players that determined whether the match is won or lost because tennis is not a sport requiring group to operation or effort, tennis players might not score on sociability or extroversion. On the other hand they might be expected to square high in dominance. Kho-Khosport might attract participants who fit Alderman’s definition of dominance.

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At elementary school level 35:7 percent of the boys in category III were mid types, and 28.5 percent each were mesomorphs and ectomorphs. No endomorphs and very few endomorphs found in this category. Some to types of boys, in category II were also distributed in similar manner. Among the junior high school boys a greater percentage of mid types in category III
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Joan, Elise Dud, (Nov.1981), administered a questionnaire to 250 subjects to compare emotional Intelligence of adult women athletes, yound women athletes and college women athletes. The aim of the study was to investigate similarities and differences in emotional Intelligence of college young adults and adult women athletes. The result indicates the absence of significant differences in the overall personality profiles of three groups of women engaged in competitive sports. However, there were significant differences at the 0.01 level between the women engaged in competitive sports and those engaged in non competitive sports. The capacity for status was significantly lower for college women as compared to with adult women and young adult women. Sociability was significantly lower in the case of
young adult college women athlete. Social presences and self acceptance were not significantly different among the groups.

Harpreet Shergill (March 1992), conducted a study on personality differences between low and high anxiety female hockey players. The study was conducted to find the personality differences in female hockey players. Total sample of 49 players were taken in divided into two groups on the basis of their scores on state trait anxiety inventory by spielberger 1970. Group one consisted of 28 players which had more state anxiety. Group two which consisted of 21 players had lower state anxiety than trait anxiety. 16 PF cattel 1970 was used to measure their emotional Intelligence. Discriminate analysis was applied to analysis the personality difference. The results showed that players in Group two scored in higher on six emotional Intelligence namely less intelligent V s I more intelligent, sober V s I happy go lucky, shy Vs I venturesome, forthright Vs I controlled while subjects in group one scored more on reserved V s I out going, affected by feeling Vs I emotionally stable, humble Vs I assertive, expedient Vs I conscientious, tough minded Vs I tender indeed, trusting Vs I anspcl OUS, practical Vs I imaginative, conservative Vs I experimenting group, dependent V s I self-sufficient and relaxed V S I tens.

M.L. Kamlesh (1986) conducted a study on 191 athlete who took part in the 41st interuniversity athletic meet from fine tests namely, torrences’s torrence’s test of creative thinking (Non verbal fonn A, standard progressive matrices (adults) by Ravent, IPAT (Form A) by Esyenck, and A.S, reaction study adopted by Dr. N.K. Dutt were administered. Results revealed by Dr. N.K. Dutt were administered. Result revealed no significant difference in the performance of various Athletic groups (high performing and low performing boys/girls) as the tests of these variables (leaves of creativity intelligence,
anxiety, extroversion – introversion and neuroticism and ascendance submission) high performance did not show any marked trend, negative of positive from the low performers nor did men Athletes differ from women Athletes significantly of any of the varibales.

H. Yanade and H. Hirage (1970) administered the Tokyo university personality Inventory (TPI) to Athletes in soport club and Tokyo university, students who continued in their sports clubs were found to be lese neurotic and depressive and tnorehypoxia than those students who discontinued, They assumed that it may be that low trait anxiety and neuraoticiam are per requisites for success in the Athletic, and anxious on neurotic Kho-Khos simply avoid or drop out of Athletics.

Jr. E.G. Boath and O.E. Jr. BOTH (May 1958). Both used MMPI and to compare the personality rating of fresh man and varsity athletes who participated in only Kabaddi. Kho-Khoor Kabaddi and Kho-Khosport. He concluded that no significant differences between the means to the scores in any of the MMPI variables among those who participated in Kho-Khosports.

JHON P. LA. Place (1954) Attempted to determine whether specific professional baseball. A successful group of 49 major league players were compared to a non successful group of 64 major league players. The Minnesota multi phasic personality inventory and biographical date sheet were employed result indicate that major league players are batter able than minor league players too.

a) Apply their story desire towards a definite objective by exercising self discipline.
b) Adjust to occupation as professional baseball, requiring social contact or ability to get among well with other people.

c) Exercise initiative.
Michael J. Montyomery (1977) administered the athletic motivation inventory and Cattel’s 16 PF. Questionnaire to the top 13 inter collegiate basketball players at Boise State University during the spring of 1976 to determine if there are emotional intelligence differences between men and women basketball players at the college level. The result showed that for the traits of drive, aggression, determination and self-confidence on the AMI significant difference were found between men and women basketball players at the .05 level. No significant differences were found for the traits of guilt prover, leadership, emotional control mental toughness coach ability of truth on the AMI. The results on the 16 PF revealed significantly higher scores for men on factor E.

Shri L. Peterson, Jersomen Weber And William Trondale (September 1967), Peterson and his associates determined if there were distinguished emotional intelligence between the women competing in Kabaddi sports and the women competing in Kho-Khosports. Form A of 16 PF questionnaire was administered to the subject. Test was employed to compute the difference between the groups. It was concluded that the women participating in Kho-Khosports, rated higher on the personality factors of dominance, adventuresses, sensitivity, extroversion, rediculism and self-sufficiency and lower on the factors sociability, intelligence, stability, sergeancy, consociation, supecting, high-self commitment or high ergic tension.

Edward C. Olson (1967) attempted to identify the personality differences among male tennis players, this study attempted to discern the personality difference among outstanding male tennis players in two categories established by tennis experts. ‘Champions’ were more inner directed, more pragmatic and more extrovert than mere great tennis players.
Jhon C. Miers (1973) administered the cattel’s 16 PF to 110 varsity athletes participating in 7 different sports. Results of the study indicate that the reserve athletes were more outgoing and warm hearted than first string athletes. Specific differences were reported for athletes, in swimming, volleyball, waterpolo, wrestling and track.

Gary L. Benningto (1973) adnubstered cattel’s junior senior high school personality. Questionnaire to 90 male high school subjects. Subjects were selected in such a manner that 30 were gymnasts, 30 were football players, and 30 did not participate in organized athletics, Aova was utilised to determine whether differences existed between scores for the groups on in each of 14 personality factors. The scores for gymnastics and football groups were higher than the scores for the non athletic group in intelligence. The groups were not different on 13 of the 14 personality factors.

Rjinder S. Ranu (1981) administered 16 PF questionnaire to 40 sportsmen. Sportsmen were from the sports football, volleyball, basketball, cricket, track and field gymnastics and wrestling. T-test was administered to determine the significance of difference between their personality characteristics. It was concluded that sportsmen and non-sportsmen differ in emotional stability and realism about life Cheerfulness and frankness, tender midedness and protability and grater control over emotion and greater regard for self respect and social reputation, by respect to the rest of the factors, no significant differences were found.

Byron Nelson Mcclanney (1969) divided college men into high fitness groups on the basis of ‘APPHER’ youth fitness test battery. While comparing their personality characteristics, as measured by cattle’s 16 pf
questionnaire, self concept and academic aptitudes, be concluded that high fitness group appeared to be more group dependent while low fitness groups were more self sufficient. Also the subject in high fitness group appeared to be more trusting and free of jealousy where as the low fitness group appeared to be more auspicious and self opinionated.

Kenneth Tilman (Dec. 1965) administered A. S. reaction study of all port, cattel’s 16 pf questionnaire 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 study test than did the lower group. The upper physical fitness group appeared more surgent (f) social dependence (02) and less tense (04) than the lower physical fitness group in cattel’s 16 pf questionnaire. In kudar preference record form N the upper physical fitness group was found to have greater preference for activities, more of a social service interest and also ranked higher on the scientific and mechanical scores were as the lower physical fitness group scored higher on computational, musical and clerical scores.

Ever And Balchard (March 1946) devised a rating to appraise the character emotional Intelligence of students of physical education classes and concluded that desirable character and emotional Intelligence are affected by participation in physical education activities.

Scatta Clarke (1973) compared athletes versus non-participant fresh athletes Vs / senior athletes and fresh soph. Athletes Vs/ Junior senior athletes by using cattel’s 16 pf questionnaire and revealed difference (p).05 Practical Vs/ imaginative, less super ego strength Vs/ conscientious and (.05) self assured Vs/ apprehensive respectively.
Dorothy V. Harris (1964) compared high and low fitness college women in psychological traits and found that there is a tendency for the, fit Kho-Khoto appear more stable in certain psychological traits and to appear less anxious in other.

Wemer Alfred and Gotheil Edward (1966) compared athletes and non-athletes collegiate group using cattel’s 61 PF and found athletes group having significantly higher scores on a +, F+, H+ and 02 indicating extroversion pattern.

Behrman M. Robert (1967) Conducted study on personality differences between non-swimmers and swimmers. The investigation was made to determine whether there are personality difference between male college freshmen swimmers & non-swimmers and to determine the relationship between emotional Intelligence and swimmers experiencing a common course of instruction in swimming. Subjects were compared on the basis of swimming performances, personality test, biographical data forms, and interviews with subjects who failed to learn how to swim comparison revealed significant differences between swimmers and non-swimmers and between learners and nonlearners. The data indicated a need to investigate methods of teaching fearful non-swimmers based on indication of pertinent emotional Intelligence, fears and experiences in the water.

Newman, Earl N. (1968) suggested that participation in high level athletic competition provides and adds a dimension to once personality. He found that athletes were more sociable, more aggressive in their approach to problems, more self confident, more critical of themselves and more extroverted than non-athletes.
Williams, J.M. Hoepner, B.J. Moody, D.L. and Oglive, B.C. (1970) found that the female athletes like the male athletes tends to differ from the non-athlete on a number of personality factors. Also female athletes from different sub-groups tended to differ on various dimensions of personality.

Gooch, foster, Euie (1973) found variations in personality between successful and non successful women athletes. Evidence also indicated that their was relationship between personality and physical performance.
Thakur G.P., Thakur M. (1980) studied emotional Intelligence of the athlete and non-athlete Indian college males using protective method of personality assessment and found that the characteristics associated with the athletes were happiness, cordial and affectionate anxiety, achievement, dominance and superior organization capacity, where as the characteristics associated with non-athletes were quiet, acquisition passivity, rejection superior imagination.

Ful, Frank, H., (1984). Studied the personality profiles of athletes and non-athletes in six developing countries by administering 16 PF (form A) from each country eighty subjects were selected out of which 40 were sports men who had participated up to inter collegiate level and 40 were non sports men of the same educational qualifications. Half in age category were male and other half female. Differences in personality profiles were observed from male and female S21dents from venezual, Nigeria, Hong- King and Taiwan, Similar differences were also found among athletes and non athletes from venezula and Nigeria. Further comparisions were also made with each ethnic group.

Shankar, G (1986) Found that the position winner gymnasts and non position winner gymnasts of various university of India were almost equally stable and extroverts in their psychological make-up of the personality scales, however the gymnasts differed from non athletes on both the dimensions of personality. Hence gymnast wore better equipped mentally for successful performance and achievement in sports than non athletes.
Sharma S.S. and shukla B.r.K. (1982) Concluded that athletes in various sports specialists tend to be outgoing, specially confident, emotionally stable, happy go-lucky, conscientious, venturesome, selfreliant, rigorous, confident, self-sufficient, controlled and relaxed. On the other hand, the non athletes and are reserved, less, intelligent, affected by feeling, weak super ego, shy tender-minuteness, auspicious, doubting in disciplined and tense.

Durcha O.K. (1987) Concluded that the sports men and non sports men differed in their personality characteristic in some factors like emotional stability and realism about life, cheerfulness and frankness, tender-mindedness and parcticability and great control over emotions and greater regards for self respect and social reputation.

Bawa, Gurdial Singh And Debnath Kalpna (1989). Studied the emotional Intelligence of Indian national women football and gymnastic Kabaddi they found a significant difference in six of the emotional Intelligence between the two Kabaddis. Female gymnasts were found to be significantly more intelligent more controlled, having higher self concept control where as national footballs Kabaddi was found more suspicious, more apprehensive and moody and more self sufficient than gymnastic Kabaddi.

Singh A, Bar R.S. (1987) found that both male and female handball players were just ambivert. They however suggested that these studies need to the extend further to know the emotional Intelligence of the athletes in different sports events in Indian condition.

Clark Peter T (1987) studied the personality and attitudinal profiles of 250 applicants to sports related courses. He reported that successful group scored significantly higher than the successful group in the sub domain of
vertigo and females were significantly higher in the such domain of aesthetic.

Kiran Saidu (1989) conducted a personality study on 200 collegiate sports women who participated in basketball, cricket, hockey, handball, Kabaddi, Kho-kho, volleyball, badminton, cross country, chess, gymnastics, shooting, lawn-tennis, swimming, Table tennis, track and field. Another group of 200 non-sports women of matching age and educational level where also selected.

Bhushan and others (1978) conducted study to evaluate emotional Intelligence of high and low achievement Indian sports persons. They administered the cattel, S 16p F. Questionnaire to ten high achievement players who had represented India at international level and ten persons who had never achieved any distinction in their respective games.

The results of this study indicated that the high achiever scored significantly higher than low achievers on dominance and serjency.

David H. Hunt (Dec.1969) designed to investigate the difference in personality factor with athletes and non athletes with white athletes and Negroes. He said garden personality profiles as an criterion measures and total of III subjects were divided into 4 groups based upon their ethnic background and athletic ability. The result suggested that the varsity athletes were significantly differently and were ranked higher in ascendance responsibility and emotional stability, traits when compared to Nigro and white non athletes. They also suggested that Negro varsity athletes were significantly differently and were ranked higher in resoponsibility when compared to Negro nin athletes. No significant difference was measured
when white varsity athletes Vs1 Negroes varsity athletes. Negro varsity athletes and Negro non athletes Vs 1 non athletes were compared.
Arthur N. Nelson (1965) administered the award personal programmes schedule to 112 high school junior and senior categorized as football, drama dual participant and a batter winner in baseball, football, basketball, soccer and non participant to evaluate their emotional Intelligence among selected high school students. The result indicated that there was little difference among group in personality where difference occurred in drama and non participants groups tended to show similar differences in comparison with the football music and dual participants groups. The nonparticipants scored significantly lower than group of affiliation. However, the subject reflected the similar manifest need in general.

In this chapter the study related to the problem selected are given below:

Gurber and Perkins (1978) found women who competed in intercollegiate competition to be significantly higher on the factor F (Sober) and I (tough Minded) when compared to the non-participant. Williams 1978 reported that selected emotional Intelligence are frequently associated with the elite female athletics and specifically that the successful female competitor generally tends to be more assuasive dominant self sufficient independent aggressive reserve achievement oriented and have average to low emotionality then the unsuccessful female competitor.

Evans & Quaterman (1983) found that the female basketball player (successful & unsuccessful) scored significantly lower then the non-athlete female group. Towards the tough-minded side of the scale on factor L the unsuccessful group of basketball players are more training.
Niblock (1983) found that female athletes to be more energetic, enthusiastic, efficient as possessing more leadership potential and were optimistic and more extroverted.

Chadwick (1972) found that male athletes were more tough-minded group dependent, subdued, and less intelligent then non-athletic male.

Ogilvey (1971) found male competitors to be facially emotional healthy person who tend towards extraversions. They were tough minded, self-assertive and self confident with high capacity to endure the stress involved in high-level competitions.

William and her associates (1970) found that the male competitive racecar drivers tended to be reserved self-sufficient. Autonomous, assertive and aggressive and scored below average on affiliation and nurturance.

Mustier (1972) found college lacrosse players to be significantly more reserved intelligent, assertive happy go luck and tough minded then non male athletes.

Dennis M. O’ Sullivan, Marvin Zuckerman and Michael Kraft Male’s members of two college Kabaddi’s football were compared on the five scales of the Zuckerman-Kuhlman Personality Questionnaire (ZKPQ). All Kabaddis were significantly higher on the Activity and lower on the Neuroticism, Anxiety scales than the general college population of the University of Delaware. The hypothesis that body contact sports attract high
sensation seeking and aggressive participants was not supported. Sensation seeking is more characteristic of participants in high risk sports offering unusual sensation and personal challenges.

Williams RL, Youssef ZI. Sports experts agree that different football position require different emotional Intelligence and a varied level of motor skill, e.g., quarterback position presumably demands a calm personality, a cerebral endowment, and great motor finesse. By contrast, some other positions may require sheer physical strength and a combative aggressive personality. This study investigated whether football coaches stereotype players according to their various positions and attempted to determine the profile, magnitude and consistency of such stereotyping on both emotional Intelligence and motor skill dimensions. This study also investigated the relationship between such stereotypes and the player’s scores on psychological tests.
Arno F. Wittig, K. Terry Schurr  Relatively few studies have used standardized psychological instruments to describe emotional Intelligence of intercollegiate athletes. Using members of intercollegiate Kabaddis from two Midwestern conferences as subjects, this study investigated relationship of the four psychological factors underlying the Million Behavioral Health Inventory with success of Kabaddi, conference affiliation, occurrence of athletic injury, and, for players who had injuries, adherence to rehabilitation plans. The factor describing an assertive, self-assured, independent attitude distinguished one conference from the other, had higher values for successful than for unsuccessful Kabaddis, and was associated with higher injury rates. For players suffering moderate or severe injuries, this factor was also associated with adherence to rehabilitation plans. The relationship of this factor with the several variables is explained as resulting from risk taking and positive deviance.
Astrid Junge, PhD*, Jiri Dvorak, MD*, Dieter Rosch, MA, Toni Graf-Baumann, MD, Jiri Chomiak, MD and Lars Pererson, MD It is hypothesized that players of different levels of play might differ not only in their football skills but also in their way of playing football and with respect to psychological factors such as concentration, emotional Intelligence, or competitive anxiety. The psychological characteristics of a player might influence his way of playing football (in particular with respect to fair play) and also his risk of injury.

Roland A. Carlstedt, Ph.D., ABSP, LP. The theory of Critical Moments proposes that state induced relative activation of the left-brain hemisphere will facilitate pre-action preparation phases (sport) or strategic planning prior to critical moments of competition or important situations and decisions. The likelihood of this occurrence is predicted to increase as a function of left-brain hemisphere localized repressive coping, a behavior associated neurophysiologically with the ability to functionally inhibit the interhemispheric transfer of negative affect from the right to the left hemisphere. Conversely, negative affect or neuroticism, a right brain hemisphere based trait, in the absence of high repressive coping, and in the presence of high absorption or hypnotic susceptibility is predicted to disrupt performance during critical moments by allowing the interhemispheric transfer of negative affect from the right to the left hemisphere. In such a scenario negative intrusive thoughts access and remain in the ruminative left-brain hemisphere, thereby disrupting the seamless left-to right shift that has been observed in numerous EEG studies of athletes, indicative of pre-action strategic planning prior to focusing on visuoperceoptual demands of a sport-specific action.
Several attempts have been made to identify the differences, if any, between the personality of the athletic and the non-athlete. Rushall (1970), in an evaluation of physical performance & personality, concluded that “Personality is not a significant factor in sports performance.” This conclusion was supported by Ellison and Treschlog, who found that the pain tolerance, arousal and personality of made college athletes and non-athletes are substantially similar.

Using the Minnesota Multiphasic personality Inventory (MMPI), Booth (1958) compared the emotional intelligence of 141 athletes to those of 145 non-athletes. The non-athletes scored higher than athletes only on anxiety and depression.

Malumphy (1970) used the Cattle 16PF to compare the emotional intelligence of 120 women, 77 athletes and 43 non-athletes. In a further study, Malumphy found that athletes who played Kho-Khosports were more extrovert than those who played Kabaddi sports.

With the exception of Rushall and Ellison and Freischlog, researchers have found that athletes differ from non-athletes. Whether athletes are “better” or “Worse” than non-athletes depends on the values of the observer. It does seem that athletes traits are usually positive. For example, athletes have been described as extroverted, outgoing and socially aggressive. There are positive attributes that would probably benefit athletes in any social situation. The athletes are highly competitive is generally accepted as fact. We assumed that an Kho-Khohas to have a strong competitive drive to participate in sport. After all, competition is the name of the game. When athletes compete successfully, the competitive trait items to be strengthened.
Intermittent failure can also increase competitive drive. Coaches working highly competitive athletes will have an easier task in preparing the Kabaddi for an opponent, more time can be devoted to technical preparation than to motivation. On the other hand, the coach must always be aware that a negative experience can blunt that athletes urge to win and damage His or her performance. To the coach, psychological preparation must be as important as technical preparation.

Kistler (1970) compared 116 college varsity male athletes with 116 non varsity athletes be found that varsity players demonstrated poorer sportsmanship than the non varsity players his findings are supported by those of Richardesen (1962) in a study. Comparing who had not using 233 students, Richardson discovered not only that the latter winners record lower in sportsmanship, than there who had not won latter, but that subsidized athletes scored lower in sportsmanship than athletes who were not subsidized.

Seymour (1956) made on attempt in 1956 to evaluate the effects of single baseball season on the emotional Intelligence of little league participants. Various traits of 114 little league baseball players were compared with their of 114 non participants before and after the baseball season.

The subjects were rated by teachers by classmates and by themeselves. According to their teachers meetings the participants had higher leadership qualities and were work expected by their peers, But there were no significant differences between the participants and non-participants.
Kroll & Crenshaw (1970) used the cattle’ 16 PF to study 387 athletes. The group under study consisted of 81 football players, 141 gymnast, 94 wrestlers, 71 karate participants. On the basis of certain traits the 4 groups seems to fall into 2 groups: the football players and wrestlers, were similar in their psychological profiles, both groups were significantly different from gymnast and karate participants the results are surprising because football is a Kabaddi sport and wrestling on Kho-Khosport. The finding of kroll & Crenshaw are perhaps explained by the fact that football and wrestling are gymnastic combative activities requiring, strength, endurance, agility. It is common in Junior high school & High schools to find football player who are in the wrestling squad or vise-versa. On the other hand few gymnasts are also football players or wrestlers. In summary the result showed gymnast to be rather intelligent and relax, possessing weaker super age strength, and with a serious outlook toward life. Karate participants reflected on opposite set of characteristics being tense conscientious and rule bound and independent both groups were man well sufficient more reserved and detached than wrestlers and football player.

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Harpeet Shergili (Feb 1991) conducted a study on the personality difference of successful and non successful volleyball players. The sample consisted of 24 successful and 24 non successful volleyball players emotional Intelligence measured using 16 PF and ST AI forms discriminant analysis was applied to study the differences between the two. The results indicate that two group can be discriminated on the basis of given variables. The result also showed that while factor a (easy going), (ego strength), G (Superego) and H (Venturesome) are the traits of successful players, state anxiety, trait anxiety and dominance were the dominant characteristics of non-successful players.
Jhon N. Meiors (1973) administered the cattel’s 16 PF questionnaire to 110 varsity athletes oparticipating in seven different sports. Results of this study indicated that reserve athlete were more out going and warm hearted than first string athletes. Specific differences were reported for athletes in swimming, volleyball, waterpolo, wrestling and track.

Joan, Elise Dud, (Nov.1981), administered a questionnaire to 250 subjects to compare emotional Intelligenceof adult women athletes, yound women athletes and college women athletes. The aim of the study was to investigate similarities and differences in emotional Intelligenceof college young adults and adult women athletes. The result indicates the absence of significant differences in the overall personality profiles of three groups of women engaged in competitive sports. However, there were significant differences at the 0,01 level between the women engaged in competitive sports and those engaged in non competitive sports. The capacity for status was significantly lower for college women as compared to with adult women and young adult women. Sociability was significantly lower in the case of young adult college women athlete. Social presences and self acceptance were not significantly different among the groups.

Harpreet Shergill (March 1992), conducted a study on personality differences between low and high anxiety female hockey players. the study was conducted to find the personality differences in female hockey players. Total sample of 49 players were taken in divided into two groups on the basis of their scores on state trait anxiety inventory by spielberger 1970. Group one consisted of 28 players which had more state anxiety. Group two which consisted of 21 players had lower state anxiety than trait anxiety. 16 PF cattel 1970 was used to measure their emotional Intelligence. Discriminate analysis was applied to analysis the personality difference. The results
showed that players in Group two scored in higher on six emotional Intelligence namely less intelligent Vs more intelligent, sober Vs happy go lucky, shy Vs venturesome, forthright Vs controlled while subjects in group one scored more on reserved Vs outgoing, affected by feeling Vs emotionally stable, humble Vs assertive, expedient Vs conscientious, tough minded Vs tender indeed, trusting Vs anspel OUS, practical Vs imaginative, conservative Vs experimenting group, dependent Vs self-sufficient and relaxed Vs tens.

M.L. Kamlesh (1986) conducted a study on 191 athlete who took part in the 41st interuniversity athletic meet from fine tests namely, torrence’s test of creative thinking (Non verbal fonn A, standard progressive matrices (adults) by Ravent, IPAT (Form A) by Esyenck, and A,S, reaction study adopted by Dr. N.K. Dutt were administered. Results revealed by Dr. N.K. Dutt were administered. Result revealed no significant difference in the performance of various Athletic groups (high performing and low performing boys/girls) as the tests of these variables (leaves of creativity intelligence, anxiety, extroversion – introversion and neuroticism and ascendance submission) high performance did not show any marked trend, negative of positive from the low performers nor did men Athletes differ from womenAthletes significantly of any of the variables.

H. Yanade and H. Hirage (1970) administered the Tokyo university personality Inventory (TPI) to Athletes in soport club and Tokyo university, students who continued in their sports clubs were found to be lese neurotic and depressive and tnorebhypoxia than those students who discontinued, They assumed that it may be that low trait anxiety and neuroticicism are per requisites for success in the Athletic, and anxious on neurotic Kho-Khos simply avoid or drop out of Athletics.
Jr. E.G. Boath and O.E. Jr. BOTH (May 1958). Both used MMPI and to compare the personality rating of fresh man and varsity athletes who participated in only Kabaddi. Kho-Khoor Kabaddi and Kho-Khosport. He concluded that no significant differences between the means to the scores in any of the MMPI variables among those who participated in Kho-Khosports.

JHON P. LA. Place (1954) Attempted to determine whether specific professional baseball. A successful group of 49 major league players were compared to a non successful group of 64 major league players. The Minnesota multi phasic personality inventory and biographical date sheet were employed result indicate that major league players are batter able than minor league players too.

d) Apply their story desire towards a definite objective by exercising self discipline.

e) Adjust to occupation as professional baseball, requiring social contact or ability to get among well with other people .

f) Exercise initiative.

Michael J. Montyomery (1977) administered the athletic motivation inventory and cattel’s 16 PF. Questionnaire to the top 13 inter collegiate basketball players at Boise State University during the spring of 1976 to determine if there are emotional Intelligence differences between men and women basketball players at the collete level. The result showed that for the traits of drive, aggression, determination and self confidence on the AMI significant difference were found between men and women basketball players.
at the .05 level. No significant differences were found for the traits of guilt, prover, leadership, emotional control, mental toughness, coach, ability of truth on the AMI. The results on the 16 PF revealed significantly higher scores for men on factor E.

Shri L. Peterson, Jersomen Weber And William Trondale (September 1967), Peterson and his associates determined if there were distinguished emotional Intelligence between the women competing in Kabaddi sports and the women competing in Kho-Khosports. Form A of 16 PF questionnaire was administered to the subject. Test was employed to compute the difference between the groups. It was concluded that the women participating in Kho-Khosports, rated higher on the personality factors of dominance, adventuresses, sensitivity, extroversion, rediculism and self-sufficiency and lower on the factors sociability, intelligence, stability, sergeancy, consociation, supecting, high-self commitment or high ergic tension.

Edward C. Olson (1967) attempted to identify the personality differences among male tennis players, this study attempted to discern the personality difference among outstanding male tennis players in two categories established by tennis experts. ‘Champions’ were more inner directed, more pragmatic and more extrovert than mere great tennis players.

Jhon C. Miers (1973) administered the cattel’s 16 PF to 110 varsity athletes participating in 7 different sports, Results of the study indicate that the reserve athletes were more outgoing and warm hearted than first string athletes. Specific differences were reported for athletes, in swimming, volleyball, waterpolo, wrestling and track.
Gary L. Benningto (1973) adnubustered cattel’s junior senior high school personality. Questionnaire to 90 male high school subjects. Subjects were selected in such a manner that 30 were gymnasts, 30 were football players, and 30 did not participate in organized athletics, Aova was utilised to determine whether differences existed between scores for the groups on in each of 14 personality factors. The scores for gymnastics and football groups were higher than the scores for the non athletic group in intelligence. The groups were not different on 13 of the 14 personality factors.

Rjinder S. Ranu (1981) administered 16 PF questionnaire to 40 sportsmen. Sportsmen were from the sports football, volleyball, basketball, cricket, track and field gymnastics and wrestling. T-test was administered to determine the significance of difference between their personality characteristics. It was concluded that sportsmen and non-sportsmen differ in emotional stability and realism about life Cheerfulness and frankness, tender mindedness and protability and greater control over emotion and greater regard for self respect and social reputation, by respect to the rest of the factors, no significant differences were found.

Byron Nelson Mcclanney (1969) divided college men into high fitness groups on the basis of ‘APPHER’ youth fitness test battery. While comparing their personality characteristics, as measured by cattle’s 16 pf questionnaire, self concept and academic apitudes, be concluded that high fitness group appeared to be more group dependent while low fitness groups were more self sufficient. Also the subject in high fitness group appeared to be more trusting and free of jealousy where as the low fitness group appeared to be more auspicious and self opinionated.
Kenneth Tilman (Dec. 1965) administered A. S. reaction study of all port, cattel’s 16 pf questionnaire 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 study test than did the lower group. The upper physical fitness group appeared more surgent (f) social dependence (02) and less tense (04) than the lower physical fitness group in cattle’s 16 pf questionnaire. In kudar preference record form N the upper physical fitness group was found to have greater preference for activities, more of a social service interest and also ranked higher on the scientific and mechanical scores were as the lower physical fitness group scored higher on computational, musical and clerical scores.

Ever And Balchard (March 1946) devised a rating to appraise the character emotional Intelligence of students of physical education classes and concluded that desirable character and emotional Intelligence are affected by participation in physical education activities.

Scatta Clarke (1973) compared athletes versus non-participant fresh athletes Vs / senior athletes and fresh soph. Athletes Vs/ Junior senior athletes by using cattel’s 16 pf questionnaire and revealed difference (p).05 Practical Vs/ imaginative, less super ego strength Vs/ conscientious and (.05) self assured Vs/ apprehensive respectively.

Dorothy V. Harris (1964) compared high and low fitness college women in psychological traits and found that there is a tendency for the, fit Kho-Khoto appear more stable in certain psychological traits and to appear less anxious in other.
Wemer Alfred and Gotheil Edward (1966) compared athletes and non-athletes collegiate group using cattel’s 61 PF and found athletes group having significantly higher scores on a +, F+, H+ and 02 indicating extroversion pattern.

Behrman M. Robert (1967) Conducted study on personality differences between non-swimmers and swimmers. The investigation was made to determine whether there are personality difference between male college freshmen swimmers & non-swimmers and to determine the relationship between emotional Intelligence and swimmers experiencing a common course of instruction in swimming. Subjects were compared on the basis of swimming performances, personality test, biographical data forms, and interviews with subjects who failed to learn how to swim comparison revealed significant differences between swimmers and non-swimmers and between learners and nonlearners. The data indicated a need to investigate methods of teaching fearful non-swimmers based on indication of pertinent emotional Intelligence, fears and experiences in the water.

Newman, Earl N. (1968) suggested that participation in high level athletic competition provides and adds a dimension to once personality. He found that athletes were more sociable, more aggressive in their approach to problems, more self confident, more critical of themselves and more extroverted than non-athletes.

Williams, J.M. Hoepner, B.J. Moody, D.L. and Oglive, B.C. (1970) found that the female athletes like the male athletes tends to differ from the non-athlete on a number of personality factors. Also female athletes from different sub-groups tended to differ on various dimensions of personality.
Gooch, foster, Euie (1973) found variations in personality between successful and non successful women athletes. Evidence also indicated that their was relationship between personality and physical performance.

Thakur G.P., Thakur M. (1980) studied emotional Intelligence of the athlete and non-athlete Indian college males using protective method of personality assessment and found that the characteristics associated with the athletes were happiness, cordial and affectionate anxiety, achievement, dominance and superior organization capacity, where as the characteristics associated with non-athletes were quiet, acquisition passivity, rejection superior imagination.

Ful, Frank, H., (1984). Studied the personality profiles of athletes and non-athletes in six developing countries by administering 16 PF (form A) from each country eighty subjects were selected out of which 40 were sports men who had participated up to inter collegiate level and 40 were non sports men of the same educational qualifications. Half in age category were male and other half female. Differences in personality profiles were observed from male and female S21dents from venezual, Nigeria, Hong- King and Taiwan, Similar differences were also found among athletes and non athletes from venezuela and Nigeria. Further comparisions were also made with each ethnic group.

Shankar, G (1986) Found that the position winner gymnasts and non position winner gymnasts of various university of India were almost equally stable and extroverts in their psychological make-up of the personality scales, however the gymnasts differed from non athletes on both the dimensions of
personality. Hence gymnast wore better equipped mentally for successful performance and achievement in sports than non athletes.

Sharma S.S. and shukla B.r.K. (1982) Concluded that athletes in various sports specialists tend to be outgoing, specially confident, emotionally stable, happy go-lucky, conscientious, venturesome, selfreliant, rigorous, confident, self-sufficient, controlled and relaxed. On the other hand, the non athletes and are reserved, less, intelligent, affected by feeling, weak super ego, shy tender-minuteness, auspicious, doubting in disciplined and tense.

Durcha O.K. (1987) Concluded that the sports men and non sports men differed in their personality characteristic in some factors like emotional stability and realism about life, cheerfulness and frankness, tender-mindedness and practicability and great control over emotions and greater regards for self respect and social reputation.

Bawa, Gurdial Singh And Debnath Kalpna (1989). Studied the emotional Intelligence of Indian national women football and gymnastic Kabaddi they found a significant difference in six of the emotional Intelligence between the two Kabaddis. Female gymnasts were found to be significantly more intelligent more controlled, having higher self concept control where as national footballs Kabaddi was found more suspicious, more apprehensive and moody and more self sufficient than gymnastic Kabaddi.

Singh A, Bar R.S. (1987) found that both male and female handball players were just ambivert. They however suggested that these studies need
to the extent further to know the emotional Intelligence of the athletes in different sports events in Indian condition.

Clark Peter T (1987) studied the personality and attitudinal profiles of 250 applicants to sports related courses. He reported that successful group scored significantly higher than the successful group in the sub domain of vertigo and females where significantly higher in the such domain of aesthetic.

Kiran Saidu (1989) conducted a personality study on 200 collegiate sports women who participated in basketball, cricket, hockey, handball, Kabaddi, Kho-kho, volleyball, badminton, cross country, chess, gymnastics, shooting, lawn-tennis, swimming, Table tennis, track and field. Another group of 200 non-sports women of matching age and educational level where also selected.

Bhushan and others (1978) conducted study to evaluate emotional Intelligence of high and low achievement Indian sports persons. They administered the cattel, S 16p F. Questionnaire to ten high achievement players who had represented India at international level and ten persons who had never achieved any distinction in their respective games.

The results of this study indicated that the high achiever scored significantly higher than low achievers on dominance and serjency.

David H. Hunt (Dec.1969) designed to investigate the difference in personality factor with athletes and non athletes with white athletes and
Negroes. He said garden personality profiles as an criterion measures and total of III subjects were divided into 4 groups based upon their ethnic background and athletic ability. The result suggested that the varsity athletes were significantly differently and were ranked higher in ascendance responsibility and emotional stability, traits when compared to Negro and white non athletes. They also suggested that Negro varsity athletes were significantly differently and were ranked higher in resoponsibility when campared to Negro nin athletes. No significant difference was measured when white varsity athletes Vs1 Negroes varsity athletes. Negro varsity athletes and Negro non athletes Vs1 non athletes were compared.

Arthur N. Nelson (1965) administered the award personal programms schedule to 112 high school junior and senior categorized as football, drama dual participant and a batter winner in baseball, football, basketball, soccer and non participant to evaluate their emotional Intelligence among selected high school students. The result indicated that there was little difference among group in personality where difference occurred in drama and non participants groups tended to show similar differences in comparison with the football music and dual participants groups. The nonparticipants scored significantly lower than group of affiliation. However, the subject reflected the similar manifest need in general.