CHAPTER-I

INTRODUCTION

Sport is intimate, profound and even spiritual. It reached the root of human existence and, as such, provided an area for the discovery of personal truth. Neither man alone nor did sport alone provide the completeness by existence. Sport and man are revealed to each other the opportunity of determining meaning. In this way, once again, man located a realm of value formation because sport is a source of worth and meaning.

Sport and athletics have always been subjects for art. In early Greek Culture, where sport was so fundamental to social life, artists often used athletes as subjects, creating sculpture and decorating vases with athletes in action. Throughout history, artists have been intrigued by the physical beauty of the athletic body and the visual beauty of the athletic performance. (Daryl, 1998).

Sport, in its origin and intention, is a movement which builds upon that decision an intensified thrust towards the
values of self-consciousness tested through performance, competition and victory. There is certainly a return to seriousness in the discipline of formal sport in which there is training, performance and competition. Sport can be demanding, but its essence is as delicate as any perfume and can be as readily dissipated. The entire sphere of sport - its structure and dynamics - is a reflection of the society in which it exits. Sport in general, and sport activities in particular, are the creations of people interacting with one another. Sport can have both positive and negative effects on participants, but it also calls attention to the possibility that people define and create sport in their lives and that sport can be defined and created in ways that actually stand in opposition to society as a whole (Coakley, 1986).

Sport and games involve competition. Without competition, there is no game. Competition provides a forum within which people strive to become competent and excellent. The opportunities for rivalry within sport are many and varied: team against team, individual against individual, individual against a record, individual now against a previous best performance, individual against a physical barrier. Competition involves individuals and groups striving for excellence within the
rules and traditions that make up a sport, including all the festival characteristics that give the sport additional flavor and meaning (Daryl, 1998).

Sports participation and appreciation have become integral part of life. Sport competition is viewed in terms of the extent to which it prepares people for successfully handling the rest of their lives. It is concluded that people are most likely to learn valuable lessons from their experiences in sport competition when sport is not used as a metaphor for life. An emphasis on the life preparation functions of sport often interferes with experiencing the competition in sport in a form that can lead to learning and self-discovery. Only the finest can play to the best of their abilities. Each sport has its own pattern, muscle load, tempo, duration and psychological variables. Today the people of every country are equally concerned with psychological fitness as that of physical fitness than ever before as it has become the vital part of winning sports competition (Maji, 1996).

Every single human being is a player on the track of life. Each one is endowed with own beauty, uniqueness and natural power waiting to be tapped. Nurturing and improving basic
physical qualities, psychological traits and their elements are the main aspects of preparing sportsmen for sports and games (Siff, 1994).

People are of the opinion that mere physical training is sufficient to win games and more practice is believed to be an assurance for victory. Psychology of the players are not given due consideration. The psychological profiles of the players are carefully analysed for all the games. of all Chess is a game predominantly employed with psychological traits. The training for games like Chess is inevitably psychological and predominantly performed better with desirable human qualities. Chess is the one of the most popular game throughout the world. Millions of people participate in this sport at all levels of competition. The performance of Chess players depends upon different psychological factors and, Chess grew and flourished because of its intellectual and sporting qualities rather than its prestige (Anderson, 1994).

Chess is a recreational and competitive board game played between two players. The current form of the game emerged in Southern Europe during the second half of the 15th century after evolving from a similar, much older game of Indian
origin. Today, Chess is one of the world's most popular games, played by millions of people worldwide at home, in clubs, online, by correspondence, and in tournaments. The tradition of organized competitive Chess started in the 16th century. Chess today is a recognized sport of the International Olympic Committee. Chess playing is a strategy game that requires higher order cognitive skills. The acquisition of higher order cognitive skills plays a major role in enabling students to better establish and attain goals, identify potential responses when making decisions, and achieve self-regulated learning (Holding, 1992).

Chess is played on a square chequered Chessboard with 64 squares arranged in an eight-by-eight grid. At the start, each player (one controlling the white pieces, the other controlling the black pieces) controls sixteen pieces: one king, one queen, two rooks, two knights, two bishops, and eight pawns. The object of the game is to checkmate the opponent's king, whereby the king is under immediate attack (in "check") and there is no way to remove it from attack on the next move. Chess playing involves the comprehension of Chess positions, the analysis of moves and
their sequences, and the evaluation of positions resulting from certain moves (Gobet and Simon, 1996).

The game of Chess is widely believed to have originated in India where the game was known as Chaturanga. Gupta empire, where its early form in the 6th century was known as chaturanga, which translates as "four divisions [of the military]" – infantry, cavalry, elephants, and chariotry, represented by the pieces that would evolve into the modern pawn, knight, bishop, and rook, respectively. Both the Persians and Arabs attribute the game of Chess to the Indians. In Sassanid Persia around 600 the name became shatranj and the rules were developed further. Shatranj was taken up by the Muslim world after the Islamic conquest of Persia, with the pieces largely retaining their Persian names. In Spanish "shatranj" was rendered as ajedrez, in Portuguese as xadrez, and in Greek as zatrikion, but in the rest of Europe it was replaced by versions of the Persian shāh ("king"), which was familiar as an exclamation and became our words "check and Chess". Murray (1995) theorised that this change happened from Muslim traders coming to European seaports with ornamental Chess kings as curios before they brought the game of Chess.
The game reached Western Europe and Russia by at least three routes, the earliest was being in the 9th century. By the year 1000, it had spread throughout the Europe. Introduced into the Iberian Peninsula by the Moors in the 10th century, it was described in a famous 13th-century manuscript covering shatranj, backgammon, and dice named the Libro de los juegos. Another theory contends that Chess arose from the game xiangqi (Chinese Chess) or one of its predecessors.

Chess variants are forms of Chess where the game is played with a different board, special fairy pieces or different rules. There are more than two thousand published Chess variants, the most popular being xiangqi in China and shogi in Japan. Chess variants can be divided into Direct predecessors of Chess - Chaturanga and Shatranj and traditional national or regional Chess variants like xiangqi, shogi, janggi and makruk, which share common predecessors with Western Chess.

Chaturanga is an ancient (Gupta period) Indian game which is presumed to be the common ancestor of the games of Chess, shogi, and makruk, and related to xiangqi and janggi. Chaturanga developed in Gupta India around the 6th century. In the 7th century, it was adopted as Shatranj in Sassanid Persia,
which in turn was the form that brought Chess to late medieval Europe.

Shatranj is an old form of Chess, which came from India to Persia and has been popular in Persia and the Middle East for almost 1000 years. Modern Chess has gradually developed from this game.

Around 1200, rules of shatranj started to be modified in Southern Europe, and around 1475, several major changes made the game essentially as it is known today. These modern rules for the basic moves had been adopted in Italy and Spain. Pawns gained the option of advancing two squares on their first move, while bishops and queens acquired their modern abilities. The queen replaced the earlier vizier Chess piece towards the end of the 10th century and by the 15th century, had become the most powerful piece; consequently modern Chess was referred to as "Queen's Chess" or "Mad Queen Chess". These new rules quickly spread throughout Western Europe, with the exception of the rules about stalemate, which were finalized in the early 19th century. To distinguish it from its predecessors, this version of the rules is sometimes referred to as western Chess or international Chess.
In the 18th century the center of European Chess life moved from the Southern European countries to France. Centers of Chess life in this period were coffee houses in big European cities like Café de la Régence in Paris and Simpson's Divan in London. As the 19th century progressed, Chess organization developed quickly. Many Chess clubs, Chess books and Chess journals appeared. There were correspondence matches between cities; for example the London Chess Club played against the Edinburgh Chess Club in 1824. After the end of the 19th century, the number of annually held master tournaments and matches quickly grew. Chess problems became a regular part of 19th-century newspapers. In 1843, von der Lasa published his and Bilguer's Handbuch des Schachspiels (Handbook of Chess), the first comprehensive manual of Chess theory.

The first modern Chess tournament was held in London in 1851 and won, surprisingly, by German Adolf Anderssen, relatively unknown at the time. Anderssen was hailed as the leading Chess master and his brilliant, energetic attacking style became typical for the time, although it was later regarded as strategically shallow. Sparkling games like Anderssen's Immortal game or Morphy's Opera game were regarded as the highest
possible summit of the Chess art. The tradition of awarding such titles was continued by the World Chess Federation (FIDE), founded in 1924 in Paris. In 1927, Women's World Chess Championship was established; the first to hold it was Czech-English master Vera Menchik.

During the British Raj in India, Chess received patronage of the princes of the erstwhile princely states and players like Mir Sultan Khan of Punjab excelled at the international level. Sultan Khan not only won the British Chess Championship in 1929, 1932 and 1933 but also represented Britain in three Chess Olympiads. Post-independence, the All India Chess Federation was founded in 1951 and the first official National Chess Championship was held at Eluru (Andhra Pradesh). Initially, the National Chess Championship used to be held every alternate year but since 1971 it is being held every year.

Modern sports give greater emphasis in preparing the players psychologically because it plays significant role. Physical educators and coaches believe that without psychological preparations there is little chance of success to the higher level of competitions. Several investigations revealed that apart from
somatic and physiological variables, higher level of performance is depend upon an athlete’s psychological makeup. Sports psychology within a short span of time has taken giant strides in the field of competitive sports. Training of a player is incomplete without psychological training. To reach the international standard in sports, one has to well equip in all aspects of a particular game including psychological make up (Malar and Sundaramoorthy, 2008).

Psychology is one of the academic disciplines of the behavioral science. Its main focus is the behavior of human beings, although some psychologists study the behavior of animals. Among the wide-ranging topics of interest for psychologist are the organic process that controls the activities of humans and other animals. The growth and developmental patterns of the young of the young of a species; the way in which humans perceive their internal and enter the way in which humans cope with stress, conflict (Lawther, 1972)

Players of modern times face some unique challenges varied nature in order to perform and set goals. The standards are higher, the competitions are tougher and the stakes are greater. The present days sports become highly competitive and
previous record are being broken day after day. Record broken performance is due to hard training by means of physical and psychological preparations. In this competitive world, psychology plays an important role to achieve higher performance. Sports psychology is rapidly emerging as an existing academic specialization of study and a challenging area to undertake research.

Sport psychology involves preparing the mind of an athlete, just as thoroughly as one prepares the body. Sport psychology is an emerging field in the worlds of psychology and athletics. For many elite-level, professional, recreational, and even youth athletes, successful performances cannot simply be reduced to superior physical performance.

More recent research has focused on Chess as mental training; the respective roles of knowledge and look-ahead search; brain imaging studies of Chess masters and novices; blindfold Chess; the role of personality and intelligence in Chess skill, gender differences, and computational models of Chess expertise. In addition, the role of practice and talent in the development of Chess and other domains of expertise has led to a lot of research recently. Ericsson (1993) and colleagues have
argued that deliberate practice is sufficient for reaching high levels of expertise, like master in Chess. However, more recent research indicates that factors other than practice are important. For example, Gobet (1992) and colleagues have shown that stronger players start playing Chess earlier, that they are more likely to be left-handed, and that they are more likely to be born in late winter and early spring.

Chess is an intellectual skill – game played by two opponent on a board of sixty-four squares called the Chess board. Chess players have been found to possess a higher spatial ability. They also possess greater physical endurance together with tolerance of frustration. Chess fascinates because it involves at every move, at each stage of enterprise, resourcefulness, self-control, determination, version and the execution of the plan. The game is not only a source of amusement, but it is a top-ranking art and a branch of science. To bring about the concentration of mind, the game is a superb teacher. This brings about a deep insight into the thing and also sharpens the memory. It creates the habit of discipline, self-control and above all it makes men intelligent.
Chess playing is a cognitive task that cannot be studied in non-human primates. The emergence of non-invasive functional imaging techniques changed the picture, literally. The present functional Magnetic Resonance Imaging (fMRI) study is intended as an exploration to identify the major cortical areas involved in the analysis of Chess positions and strategy formation. It is believed that the identification of the common areas involved in high-level cognitive processes such as Chess playing can help identify similarities and differences between different tasks.

Chess is a vehicle to teach critical thinking skills. Chess stress on learning how to think is more important than learning the solution to a specific problem. Through Chess, pupils learn how to invent creative solutions to problems. They learn how to analyze a situation by focusing on the important factors. Chess is effective because it is self-motivating. The game is intrinsically fascinating, and the goals of attack and defense, climaxing in checkmate, motivate young people to delve deep into their mental resources.

There is an extensive scientific literature on Chess psychology. Binet (1894) and others showed that knowledge and
verbal, rather than visuospatial, ability lies at the core of expertise. Groot (1965), in his doctoral thesis, showed that Chess masters can rapidly perceive the key features of a position. According to Groot, this perception, made possible by years of practice and study, is more important than the sheer ability to anticipate moves. Groot also showed that Chess masters can memorize positions shown for a few seconds almost perfectly. The ability to memorize does not, alone, account for this skill, since masters and novices, when faced with random arrangements of Chess pieces, had equivalent recall (about half a dozen positions in each case). Rather, it is the ability to recognize patterns, which are then memorized, which distinguished the skilled players from the novices. When the positions of the pieces were taken from an actual game, the masters had almost total positional recall.

Personality is the whole of man; his inherited aptitudes and capacities; all his past learning's. The integration and synthesis of these factors evolved into characteristics behavior patterns; and his ideals, values and expectations. Since personality is a genetic term involving intelligence, emotion, motivation, learning, memory, thinking, perceiving and other
factors, some psychologists believe, it would be better to drop the word personality entirely. These psychologists assert that explanations of these components lease nothing further to be said.

A synthesis of dynamic parts produces something unique. There are so many cross-relationship involved in an organic combination of living, interacting parts that very small differences can produce very great effect. Therefore, a synthesis of psychological factors into a personality, living and dynamic as it is, is not a mere assemblage of components. (Nixon and Jewett, 1980)

**STATEMENT OF THE PROBLEM**

The purpose of the study is to analyse the selected psychological profiles such as Personality traits of All India Inter-University Chess players.

**HYPOTHESIS**

It was hypothesised that there might be significant difference among high, moderate and low achievers of Chess on personality traits.
LIMITATIONS

The present study aims at analysing the psychological variables of the Chess players of All India Inter-University level.

The academic background, family background, training experience, living atmosphere and competition exposure were not considered in the present study.

DELIMITATIONS

1. The subjects were selected from the All India University Chess Tournament conducted by Chhatrapati Shahu Ji Maharaj University, Kanpur, Uttar Pradesh, India in the year 2007-2008.

2. Sixty subjects each from High, Moderate and Low Achievement Chess players were selected according to the tournament rankings.

3. The age of the subjects ranged from 18 to 25 years.

4. The data from the subjects were collected by using Cattell’s 16 PF Questionnaire.
DEFINITIONS OF TECHNICAL TERMS

Psychology

Psychology is the science that studies human behaviour and thinking (Lefrançois, 2000).

Sports Psychology

Sports psychology is the branch of psychology which deals about the behaviour of the sportsmen (Ferry, 1986).

Personality

The set of characteristics that people typically manifests in their reactions with others. It includes all the abilities, predispositions, habits and other qualities that make each of the human beings different (Lefrançois, 2000).

Chess

Chess is a game for two players who each start with sixteen playing pieces of various kinds to move on a Chessboard. The aim is to move one’s pieces so that his opponent’s king cannot escape being taken (Collins Cobuild English Language Dictionary, 1987).
SIGNIFICANCE OF THE STUDY

Chess is getting popular among the school students and there are number of clubs concentrating on Chess and related subjects in the Institutions. It gains significance for the fact that it enhances the memory, retention, creativity, decision making, problem solving and other psychological abilities besides sportsmanship. Chess is also referred to trainee officials of various government and private sector organizations to enhance the occupational skills particularly the administrative ability. It is a game which does not require playground or specialized equipment other than the Chessboard. In addition to these merits, it is a game declared common for both sex because it does not discriminate human beings in terms of sex, physical and physiological abilities. Chess demands much of psychological traits and it is common today that many differently abled persons are actively involved in playing Chess.

The knowledge of Chess kindles the desirable psychological traits among the human beings and it is widely acknowledged every nook and corner of the world. The ability to play well in Chess is correlated positively to do different activities in mathematics, computer, technology, music, designing,
reasoning and upcoming similar fields of modern days. Thus, Chess is an intellectual game contributing for the wholesome personality of the individual and contributing for other branches of knowledge. This present study would throw light on the possibilities of identifying desirable psychological traits of various branches in general Chess in particular. This study would be useful for identifying the various psychological profiles of high, moderate and low achievement level of Chess players. The present study would also be more beneficial for the trainers and players for improving their personality profiles which in turn improve the Chess playing ability. The results of this study can provide the foundation necessary for future imaging research to focus on particular regions and functions, thereby helping to constrain the formation of theories of these cognitive processes.