INTRODUCTION

Man is the most intelligent and admirable being among all the creations of God. His quest for knowledge is eternal and insatiable and education completely modifies the behaviour and personality of the individual. Swami Vivekananda said that Education is the manifestation of perfection which is already in man.

Variety, it has often been said, is the spice of life. To the extent that this is true, human beings certainly provide us with lots of spice. People differ in an almost countless number of ways. The most obvious of these involve physical factors such as height, weight colour of hair, eyes etcetera. But physical aspects are not the only dimensions along which persons vary. For example, human beings differ greatly in terms of personality. As a result, each individual presents a unique pattern of traits. Bird and cripe describe personality as a collection of factors, or traits that are used to describe a person's predisposition to behave in predictable ways.

Human beings differ in terms of abilities, attitudes, intelligence, learning, beliefs and moral values. Personality is the characteristic pattern of behaviour and modes of thinking that determine a person's adjustment to the environment. Behaviour is the result of interaction between personality characteristic and the social characteristics.
For behaviour adjustments all the three essential sides of human development namely, cognitive, conative and affective domains must be taken care of. The academic programmes of an educational Institution concentrate mostly on the cognitive development, while the conative and affective development is looked after by physical education, sports and co-curricular activities. Physical Education is an integral part of total education process and its aim is the all round development of a wholesome personality.2

The science of behaviour and experience is known as a separate discipline called Psychology. The behaviour and experience that is gained by an individual through the process of physical education - an integral part of Education is called Sports Psychology.

1.1 PSYCHOLOGY

Literally means knowledge of the soul. "Psyche" means soul, "Logos", science. The term soul could not satisfactorily be explained. So psychology was defined as the science of mind. This too raised several doubts. To the question "What is mind", some replied "no matter" and when the question was "what is matter", the onerous reply was "never mind". Some psychologist analysed the mind and said that the mind could think, feel and see. These are the states or structure of mind. This is the view of a separate school or psychology. "Structuralisation" developed by Edward Bradford Titchener, Director of Cornell University. The mind was regarded as consciousness, which could be studied by introspection, that is, looking within. Psychology thus came to be defined as science of consciousness.

The most accepted definition is that, psychology is the science of behaviour and experience. Behaviour includes all manifestation of life. As
pure science, psychology is concerned primarily with systematic study of behaviour and other verification through experimentation.3

1.2 SPORTS PSYCHOLOGY

Lather states that "Sports psychology is an area which attempts to apply psychological facts and principles to learning, performance, and associated human behaviour in the whole field of sports." 4

A majority of research work undertaken in Physical education is focussed on the physiological areas of human performance. But, many psychologists and coaches say that in a competition,- competition is ten percent physical, and ninety percent mental. Usually in a competitive situation, the probability is that both teams possess nearly the same physical skills and fitness levels. But beyond that the winner is determined by mental preparation. Hence the purpose of Sports Psychology is to understand, explain, predict and control behaviour of players and athletes.

1.3 PSYCHOLOGICAL FACTORS IN SPORTS

"A race is won in the mind" said by Donschellander. And it is quite acceptable that for doing anything and everything first of all the player must feel well. Then only he can perform great. It is not only applicable to the player but also the entire population. Feeling better is the result of an alerted emotional state which is also known as mental toughness.5

Thus, Psychology entered physical education much earlier than did sports. The terms such as psychological conditioning, psychological preparation and psychological training have become a commonality in the field of sports.
Rather these processes have entrenched themselves in the entire programme of sports everywhere. No training in sports field is complete without psychological study and psychological training of sportsmen. Likewise psychological training and psychological preparation is very essential for Sportsmen, policemen and public sector employees apart from college sportsmen. The psychological factors can decisively affect either way for betterment and for the worse.

Vanek and Cratty comment that, future records will be broken primarily because of increased attention to the psychological parameters of human personality.6

One of the important topics of concern for sports psychologists is the area that deals with personality factors. Many sports Psychologists work with professional teams of various games in order to enhance the performance of the players through the use of various psychological techniques.

1.4. PSYCHOLOGICAL PREPARATION IN SPORTS

The corrective responses of the sportsmen or players is the combination of isolated motor responses and cognitive responses. This package of various responses filled together forms the correct motor skills demanded in performance. This preparator responses are "Psyching up" preparations, traditionally recognised by sportsmen as vital which can be influenced by physical and psychological steps.

For example, in weight lifting, the lifter mentally attempts to dominate weights.

This preparation causes arousal levels to move in either direction, that is, "Psyching up" or "Psyching down" and assessment of his level prior to the
performance is the must for every sportsman. Because Donschellander states that "winning is 20% physical and 80% mental" it clearly indicates that psychological preparation of sportsmen is the important aspect of the total preparation of sportsmen. But this kind of preparation is planned and carried out with the aim of enabling the players to stick on optimum psychic state during competition based on the following things which are as follows:

a) The psychological character of sport.
b) The competitive conditions
c) The personality character of the sportsmen

So, it has to be planned in such a way in order to build a strong mental feeling before competition.

Also it is the fact that each individual is very unique starters and first substitutes seem to take their preparation more seriously by spending their time in mental practice the day before the game and on game day. It is approximately 40% for individuals and 60% for the team.

1.5 TYPES OF PSYCHOLOGICAL PREPARATION

Mathesius Doil, as quoted by Hardayal Singh divided it into two types:

a) Long term and
b) Short term psychological preparations.

1.5.1 SHORT TERM PSYCHOLOGICAL PREPARATION:

It ends as soon as the competition is over. It is normally between 4 to 6 weeks. And the aim of this kind of preparation is as follows:
It mainly aims at direct preparation for an important competition. 

a) It mainly points out the information about the importance, date, venue, time of competition, the area and its conditions, climate, its surface, the officials of the competition, the nature of the opponents, their experience, strategies, style of play etcetera. 
b) Try to understand his own strong and weak points. 
c) Consult with the other players about their nature of play repeatedly and thereby avoid confusion which highly leads to anxiety and tension. 

1.5.2 LONG TERM PSYCHOLOGICAL PREPARATIONS 

In this the aim of the player is to be achieved over a long period. Its aims are as follows: 

1. Development of position attitudes and motives for strength training 
2. Development of self control, persistence and concentration. 
3. Development of specific psychic abilities such as rhythmic 
4. Development of high psychic lead tolerance ability. 

Thus, psychological preparation mainly aims to help the players to obtain self confidence, self control, self realisation and high concentration which mainly help to improve the player's performance. Lack of these parasupra things mainly 'burns up' the sportsmen within. So, a player must prepare adequately - psychologically to achieve optimum performance which can be obtained through psychological preparation. Due to this strong will for mental preparation and
behavioural pattern a player can overcome so many psychological problems such as anxiety, stress and emotional outburst due to fear of opponents, lack of control, lack of proper feedback, improper attention, visualisation, lack of self-confidence, lack of experience, crowding etcetera.

1.6 THE MEANING OF PERSONALITY

Personality is the whole of man; his inherited aptitudes and capacities; all his past learnings. The integration and synthesis of these factors into characteristic behaviour patterns; and his ideals, values and expectations. Since personality is a gentle 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 leave nothing further to be said.

In the organic world, however, the whole is more than the sum of its parts. A synthesis of dynamic parts produces something unique. There are so many cross-relationships involved in an organic combination of living, interacting parts that very small differences can produce very great effects.

A primary fact about personality is that each personality is unique. No two personalities are alike, not even those of identical twins. Of course, personalities are similar in one or another factor and can be arranged into rough classifications. But they cannot be precisely catalogued. An individual remarkably stable at times, may act in an unstable way at other times. A similar personality trait may function differently in different personalities. It may do so even in seemingly similar personalities. The dynamics of individual personalities differs and generalization about them are often unsatisfactory.
Another basic fact about personality is, that it is a product of its own functioning. Today's functioning of a personality will depend, in part, on how it functioned yesterday. The experiences accumulated from today's responses will influence how the personality will function tomorrow. Personality is constantly in the process of becoming. This fact has profound significance for education. Each person develops his personality by slow situations and roles. The reactions of others to a person's behaviour will have a confirming or weakening effect on his personality. Each personality factor is shackled to its own past, yet it is the determiner of its own future strongly influenced by the actions of significant persons in the environment.8

According to Zeigler behaviour is the individual's unique way of responding to internal and external stimuli.9 "Personality is a stable set of characteristics and tendencies that determine those commonalties and differences in the psychological behaviour of people that have been easily understood in terms of the social and biological pressures of the immediate situation.10

According to Potkey and Allen, personality of an individual is a set of points falling along several behavioural dimensions, each corresponding to a trait, resulting in a unique profile, different from that of other individuals.11

1.7 DEVELOPMENT OF PERSONALITY

Personality of an individual does not develop in a vacuum or isolation. Personality development refers to the process by which children are shaped and formed by their social and physical environment and their genetic make up, until they emerge as unique adults having distinctive personality. No human child
could lead a successful life in the absence of social environment, which offers opportunities to every individual to initiate things and exchange views and ideas with others. This is the way how education takes place unconsciously. Individual's common and unique experiences interact with inherited potential to shape personality. Personality is the total quality of an individual. It is impossible to think of human personality apart from the group to which one belongs. An individual's personality depends to a large extent on how he note and reacts in a social group. So it is a social phenomenon.

Personality evolves from a number of influences. Certain numbers of traits are received from the parents. They are the inherited biological characteristics.

According to Butt, personal influences are the unique events experienced by the individuals that cause lasting effects. Socio-cultural influences are internalization from the environment that surround the individual. These influences are absorbed from parents, educators, social institutions and media and are the product of the society in which the person grows. If a society is highly competitive and sanctions the expression of aggression, comparable behaviours will be supported by parents and educators and reflected in the child development. Thus, when a child performs well in a socially sanctioned activity, such as sport, he will usually receive reinforcement and support from parents and others.12

Education, facilities for training, economic conditions and the opportunities for proper inter-course are also some of the factors which aid the development of personality. However, no single aspect of personality may be considered as an isolated entity nor considered more important than others, so as
to imbalance the entire infrastructure of personality. Tangibly, a balanced personality is one, which is well organised physically, mentally, intellectually, emotionally and socially.

1.8 PERSONALITY TYPES

A person’s physique has some influence on personality. The physiques do not determine specified personality characteristics, but they may shape personality by affecting how others treat us. Personality type theories are based on purely psychological characteristics. Many psychologists have classified the personality of human being into various groups based on their physique or bodily temperament, physical characteristics and socio psychological characteristics.

Personalities are divided into three groups based on socio-psychological characteristics, as introverts extroverts and ambiverts. Introverts tend to withdraw into themselves, particularly in times of emotional stress and conflict; they tend to be shy, self conscious and prefer to work alone under stress. Extroverts always seek the company of others. They are likely to be very sociable and tend to choose occupations that permit them to deal directly with people such as sales or promotional work. Ambiverts have mixed characteristics of both.

Kamalesh says that, as an individual the dynamics of his behaviour are decidedly determined by his biological inheritance and his struggle for survival as well as adjustment. For instance sportsmen by nature as the scientific evidence reveals - are extroverts and yet in certain situations they do not, in any way, show signs of interversions; rather they are coy and shy.
Individuals can be classified into four groups based on their bodily structures or physique. They are asthenic type, athletic type, picnic type and dyplastic type. Sheldon has classified on the basis of physical characteristics as endomorph, masomarph and ectomorph. Hippocrates has classified the individuals into four groups, namely, choleric, melancholic, phlegmatic and sanguinic based on their humors or temperaments.

1.9. PSYCHOANALYTIC APPROACH

The psychoanalysts look for the unconscious motives that direct behaviour. Sigmund Freud was one of the famous psychoanalysists and he compared the human mind to an ice-berg, the small part that seen above the surface of water represents conscious experience, while the much larger mass seen below water level represents the unconscious - which is a store house of impulses, passions and inaccessible memories that affect our thoughts and behaviour. It was this unconscious portion of the mind that Freud sought to explore by the method of free association, which requires the person to talk about everything that come into his conscious mind, no matter how ridiculous or trivial it might seem.

By analysing free associations, including the recall of dreams and early childhood memories, psycho-analysis helps the patients become aware of much that had been unconscious and thereby to puzzle out the basic determinant of personality.
1.10 PERSONALITY STRUCTURE

The search for the nature of personality will be rather incomplete if we do not mention some important theories of personality which attempt to explain the very structure of personality. This helps us in classifying the people into some categories according to their personality characteristics and gives a base for the assessment of their personality.

The theories of personality, in general, can be classified into four broad categories according to their modes of approach: 13

a) The theories which adopt type approach. The viewpoints of Hippocrates, Kretschmer, Sheldon, and Jung belong to this category. They hold that human personality can be classified into a few clearly defined types and each person can be put in one or the other types according to his personality traits.

b) The theories which adopt trait approach worth mentioning in this category is Cattell's theories of personality. This approach believes in the mathematical analysis and qualification of the personality constituents and helps in the prediction of human behaviour in particular situations.

c) The theories which adopt type as well as trait approach. Eysenck's theory of personality belongs to this category. He goes a step ahead to the approach adopted by Cattell. He does not only mention the personality traits for assessing one's personality but also tries to give definite personality types.

d) The theories which adopt developmental approach are the theories which try to explain the growth and development of personality. The psychoanalytical
theory of Freud and theory of individual psychology by Adler come into this category.

Freud believed that the individual's personality is a scene of a never ending battle; on one hand there are primitive and unacceptable drives striving for expression, while on the other hand there are forces trying to deny or disguise those impulses. Freud not only viewed the personality as a battle field, but he also identified the participants in this battle; the id, the ego and the super ego.

1.10.1 THE ID

The Id is the original course of personality present in the new born infant, from which the ego and the super ego later develop. It consists of everything that is inherited, including the instinctual drives such as sex and aggression. It is closely linked to the biological processes and provides the energy source or libido for the operation of all the systems. It increases in energy level, produce uncomfortable tension for the id and the id immediately seeks to reduce this tension and return the organism to its normal state. Thus the id seeks immediate gratification of primitive, pleasure seeking impulses. Id attempts to satisfy needs irrationally, with no consideration of reality, which is called as primary process thinking. Id attempts to reduce tension by forming a mental image or hallucination of its desires.

1.10.2 THE EGO

The mental images do not satisfy needs. Reality must be considered. The role of ego is to obey the reality principle by delaying discharge of tension until the appropriate environmental conditions are found. Hence the ego is operated
by secondary process thinking. Ego is realistic, logical and plans how to achieve satisfaction. The ego mediates between the demands of the id, the pleasures of the world, and the demands of the super ego.

1.10.3 SUPER EGO

This part is the internalized representation of the values and morals of society as taught to the child by the parents and others. The super ego judges whether an action is right or wrong. The id seeks pleasure, the ego tests reality, and the super ego strives for perfection. The super ego develops in response to parental rewards and punishments. The conscience punished by making the person feel guilty and the ego-ideal rewards by making the individual real proud. Through the incorporation of parental standards into the super ego, behaviour is brought under self-control. Id, ego and super-ego work in team producing integrated behaviour.

Personality is one of the most fascinating and interesting topics in the field of Psychology, Tremendous research has been done on personality, but no final conclusion has been done so far on personality in regard to the nature of personality. If one asks, the meaning of the term personality, one would not be able to give a clear and definite answer. Because human personality is a complex that it could be interpreted in many ways. By assessing the personality one would be able to come to better conclusions.

"Personality is an integration of or merging of all the parts of one's psychological life the way one thinks, feels, acts and behaves".14
1.11 ATHLETICS BUILDS PERSONALITY

This statement is made more often by the die-hard supporters of the social development benefits of athletes than any other statement. Since the beginning of sport we have clung to the belief that a participant in athletics is building character strength necessary in the real world. Outstanding athletes have been made national heroes, because they are required to be co-operative and competitive, to accept victory and defeat in a sporting manner, to demonstrate a sense of fair play and to be socially outgoing.

The problem with those descriptions of the modern athletes is that they are not always appropriate. This is not necessarily the fault of the athlete. In the past, the sport arena was a place to compete, to participate in physical activity, and to enjoy the participation. But American society no longer looks at athletics as a simple opportunity to compete to participate and enjoy. Coaches often say, "we played well but we lost" or "The way we played we deserve the win", these are the sincere comments. American society is not in the business of losing. Defeat has become a terrible reality in American Sport. One coach does not allow his athlete to say the word 'defeat', as he believes that if they do not say the word they will not think about defeat. This may not be an uncommon practice among coaches.

The pressure to win has become so intense that some people have begun to question the value of athletics. If athletics builds character and moulds personality and if only winning is acceptable what kind of character or personality is being shaped by sport? Are athletes good sportsmen? - a more complex question is: does an athlete select a sport because it suits wiser his personality or does participation in particular sports develop certain personality trait?
1.12 PERSONALITY AND ASSESSMENT

History of personality assessment is as old as man as the earth. In the primitive age people informally attempted to test the personality of their fellow beings with the help of crude methods, mostly involving the use of physical strength. There was no formalized technique of personality assessment in those days. While assessing personality one is trying to measure something that one cannot see or touch. And one is not interested in someone's best behaviour, but wants to find out that person's typical behaviour in different situations.

Without the ability to measure personality, little could be known about. NO science could proceed in the absence of measurement. With the development of civilization new methods were evolved. In the intricate task of measuring personality, psychologists use four basic tools namely, the personal interview, direct observation of behaviour, projective tests and objective tests.

1.13 OBJECTIVE TESTS

Psychologists have envisaged many objective tests or personality inventories in an attempt to devise measuring instruments that do not depend on the skills of an interviewer or the interpretive abilities of an observer. There are many personality inventories such as Eysenck Personality Inventory, Minnesota Multiphasic Personality Inventory, The California Psychological Inventory, Athletic Motivation Inventory, 16 PF Questionnaire Inventory etcetera. These inventories are given to the subjects and scored according to a standard procedure. The tests are usually constructed in such a way that the person has to merely choose between 'yes' or 'no' response or select one answer among many choices.
The most extensive study of personality traits has been done by Raymond B. Cattell. First he developed a questionnaire with 374 questions and then the number of questions were reduced to 187. This is known as the 16 Personality Factor Questionnaire. The 16 PF provides scores on each of the sixteen traits identified by cattell. This 16 PF questionnaire is selected as the most suitable questionnaire for this study.

If athletics builds character and moulds personality and only winnings is acceptable what kind of character of personality is being shaped by sport among different sets of sportsmen, namely, Kho-kho, Athletics and Ball Badminton.

Does an Athlete select a sport because it suits wiser to his personality or does participation in particular sports develop certain personality trait? Does the personality traits between the groups of sportsmen of the above three categories differ based on their different games they have chosen?

Do different games these sportsmen selected affect their personality traits despite the fact they remain to be sportsmen? Does the personality traits of those sportsmen differs from game to game and even to even within the groups?

The investigator with his vast experience in the field of physical education has carefully observed the different personality traits among such group of sportsmen and now through this study he is interested to find out to which extent it differs and whether the differences, if any, in between the group contribute for the further achievement in sports or acting in a negative way in achieving better performances of the team.
1.14 STATEMENT OF THE PROBLEM

The purpose of this study was to find out and differentiate the Personality Traits among sportsmen of Kho-kho, Athletics and Badminton between the age group of 16 to 19.

1.15 HYPOTHESIS

It was hypothesised that there may not be any significant differences in the mean performance of personality traits among sportsmen of Kho-kho, Athletics and Badminton.

1.16 SIGNIFICANCE OF THE STUDY

1. This study will help to find out the different personality traits that exist among the sportsmen of Kho-kho, Athletics and Badminton.
2. This study will help to find out the existing differences if any among the different groups of Sportsmen in respect of their Personality Traits.
3. This will help to set up an 'expected norms' of Personality Traits among the Sportsmen in general.
4. The results of this study will initiate further research in this area of investigation.

1.17 LIMITATIONS

1. The factors like heredity, environment and diet, which vary considerably, were not taken into consideration.
2. The differences that exist among the subjects due to varied social, cultural, economic and religious factors also were not considered.
1.18 DELIMITATIONS

1. Thirty male Kho-kho players, thirty Athletes and thirty Badminton players were taken at random basis for this study.
2. Raymond B. Cattell's 16 PF questionnaire Form B was administered to the subjects to find out their Personality traits.
3. The age of the subjects ranged from 16 to 19.
4. The subjects' past level of participation is not taken into account and only sportsmen who are at present representing their schools/colleges were considered as subjects.

1.19 DEFINITION OF TERMS

Factor Analysis:

Factor analysis is a complex statistical technique for reducing a large number of measures to a smaller number of independent discussions. ¹⁵

Morris states that factor analysis is a method of obtaining more precise information about the kinds of abilities that determine performance on intelligence tests. ¹⁶

Personality:

Personality is the characteristics pattern of behaviour and modes of thinking that determine a person's adjustment to the environment. ¹⁷
An Individual's complex and unique patterns of behaviour, motives and emotions.¹⁸

*Personality Assessment:*

Potkey and Allen says that Personality assessment is a process in which psychologists uses systematic procedure together and organise information about a person to aid understanding, prediction, or the making of decisions about that pattern.¹⁹

Personality assessment is measuring various tendencies or traits.²⁰

*Personality Inventory:*

An Inventory for self-appraisal, consisting of many statements or questions about personal characteristics and behaviour that the person judges to apply or not to apply to him or her.²¹

Scales of measures that ask people to report on some tough or behaviour that has been empirically shown to correlate with some underlying conflict or difficulty.²²

*Personality Profile:*

According to Hilgard, Atkinson and Atkinson a personality test based on the sixteen factors measures the level of such factor, and the scores can be graphed as a profile-either for an individual or a group²³.
Traits are directly related to profiles. An individual possesses many different traits in various combinations. For example, a person may be assertive, conscience, and unaffiliative. Such a combination of traits is called personality profile.24

Sixteen Personality Factor Questionnaire (16 P F)

Objective test designed by R.B. Cattell to provide scores on his sixteen basic personality traits.25

Trait:

A trait is an internal characteristic that corresponds to an extreme position on a behavioral dimension.26

Morris says that a trait is enduring disposition within the individual that cause that person to think, feel, and get in characteristic way.27
REFERENCES

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23. Introduction to Psychology, P.383.
25. Ibid., P.393.
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