"Personality" can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviors in various situations. The word "personality" originates from the Latin persona, which means mask. Significantly, in the theatre of the ancient Latin-speaking world, the mask was not used as a plot device: to disguise the identity of a character, but rather was a convention employed to represent or typify that character.

Sports psychology is the scientific study of people and their behavior in sports contexts and the practical application of that knowledge. Sport psychologists identify principles and guidelines that professionals can use to help adults and children participant in and benefit from sport and exercise activity in both team and individual environments. Sport psychologists have two objectives in mind:

a) To understand how psychological factors affects an individuals physical performance and
b) To understand how participation in sports and exercise affects a persons psychological development, health and well-being.

Sports psychology deals with increasing performance by managing emotions and minimizing the psychological effects of injury and poor performance. Some of the most important skills taught are goal setting, relaxation, visualization, self-talk, awareness and control, concentration, confidence, using rituals, attribution training and periodization. The dominance trait appears to be one of the important personality traits of sportsmen which have two interesting implications
for sports performance. e.g. (1) Eysenck expects extraverts to have low tolerances for sensory deprivation and higher tolerances for physical pain because they have higher thresholds of arousal. It explains why athletes are, in fact, highly physically active and relatively tolerant of physical pain, which is required in many endurance events and in the hard physical training programmers required for skill perfection? (2) It is generally accepted that an optimal level of arousal, stimulation, or activation, exists in each person where his performance is maximal. It is usually represented by an inverted U-curve relationship which shows that a person's level of arousal increases, performance increases up to an optimal point, after which further increases in level of arousal result in a deterioration of performance.

As reported by Alderman, “Eysenck has taken this basic premise, related it to his personality variables, and stated that if extraverts have stronger nervous systems, which have higher thresholds to stimulus intensities (i.e. arousal) then they should be able to handle higher levels of arousal before their performance deteriorates. This is undoubtedly true in outstanding athletes. The ability to withstand the extremely high levels of arousal caused by intense competition and the usually higher vociferous spectator reactions, without a consequent drop in performance, is the hallmark of a successful athlete. A partial explanation for this ability to withstand pressure may lie in Eysenck's neural explanation of extraversion - a trait that continually crops up in athletes.”[Alderman: 1974:212-231]

The psychology of personality is concerned with these individual differences. Personality: Personality represents those characteristics of the person that account for consistent patterns of behavior.
Broadly, four factors influence how we respond in any given situation: our genetic make-up, our past experience, the nature of the situation in which we find ourselves and our free will. Each of these factors is emphasized by one or more theories of personality.

The study of personality can be said to underlie all sport psychology. When we look in later chapters at such topics as attitudes, aggression, motivation and anxiety, what we are really interested in is how and why people differ in these aspects, and how we can modify these to improve athletic performance. The answers to many of these questions can be found in personality theory.

There are two main assumptions underlying the trait approach to personality. First an individual’s personality is made up of certain key characteristics or traits. Traits are the stable enduring characteristics of a person. Second individuals differ in each trait due to genetic differences. Traits can be measured according to three factors: their frequency, their intensity and the range of situations to which they can be applied. For example a trait that appears in most of the major theories is extroversion—how lively, sociable and impulsive an individual is we knows someone is very extrovert if they display this kind of behavior often, to an extreme and in a variety of quite different situations. After splitting of the Soviet Russia, they were collapsed, their economical condition was flimsy: yet they were not defeated by mind, and still they dominated in the sports world all sportsmen, coaches and spots psychologists agree that, they could achieve the success on the basis of sport psychology. [Bam: 1998: 6-8]

In sport, aggression is a characteristic that can have many negative as well as positive effects on performance. Aggression is defined as “any form of behavior directed toward the goal of harming of injuring another
lived being who is motivated to avoid such treatment”. Most people view aggression as a negative psychological characteristic; however some sport psychologists agree that aggression can improve performance. This is called an assertive behavior (Brede Meier, 1994), where a player will play within the rules of the sport at a very high intensity, but will have no intention to harm an opponent. In sport aggression has been defined into two categories hostile aggression and instrumental aggression. Hostile aggression is when the main aim is to cause harm or injury to your opponent.

Instrumental aggression is when the main aim is to be non-aggressive but to win the ball, they found that experienced athletes used more instrumental aggression in which they used to their advantage and that hostile aggression was less frequently used. Experienced athletes used self-control to help them with their aggression. [Bar-On: 1997: 27]

**Sports Psychology:**
Mental toughness: do you have what it takes to maintain focus, motivation and self-belief when the going gets hard?

There are certain moments during competition that appear to carry great psychological significance, when the momentum starts to shift in one direction or another. These situations require athletes to remain completely focused and calm in the face of difficult circumstances. Tennis players talk of the ‘big’ points during a tight match, such as a fleeting chance to break serve; for an athlete, it could be the final triple-jump in the competition after seriously under-performing; for a footballer, it could be how you react to a perceived bad refereeing decision or to going behind in a match your team are expected to win. Think about times when things have not gone quite to plan and how you reacted. The journey towards peak performance is rarely a perfectly
smooth road and we learn from our mistakes – or should do. Do setbacks shake your self-belief and lower your motivation or act as a catalyst for even greater effort?

Even great athletes and teams suffer setbacks. Olympic athlete Steve Beckley is a prime example. In his book The Winning Mind, Beckley cites his psychological strengths and, at times, his weaknesses as major determinants of whether he performed near to or below his own strict targets in competition. He talks of the transition from young up-and-coming javelin thrower to major international competitor when, after experiencing success so often as a junior, he found himself under-prepared for the mental hurdles and barriers created by higher-level competition. Beckley says psychological strategies were the key to helping him to deal with this competitive stress.

Most top athletes and coaches believe that psychological factors play as crucial a role as physical attributes and learned skills in the make-up of champions. When physical skills are evenly matched – as they tend to be in competitive sport – the competitor with greater control over his or her mind will usually emerge as the victor. Mental strength is not going to compensate for lack of skill, but in close contests it can make the difference between winning and losing.

A key question for sport and exercise psychologists is whether champions have simply inherited the dominant psychological traits necessary for success or whether mental toughness can be acquired through training and experience. Recent research has attempted to explore the concept of mental toughness in sport more thoroughly, and it appears that, while some people are naturally more tough-minded than others, people can be ‘toughened-up’ with the correct approach to training.
What do we mean by mental toughness? It is probably easiest to define in terms of how it affects behavior and performance. A mentally tough athlete is likely to:

- achieve relatively consistent performances regardless of situational factors;
- retain a confident, positive, optimistic outlook, even when things are not going well, and not ‘choke’ under pressure;
- deal with distractions without letting them interfere with optimal focus;
- tolerate pain and discomfort;
- remain persistent when the ‘going gets tough’;
- Have the resilience to bounce back from disappointments.

Sports psychology and personality is difficult to define due to its complex nature; however one definition in the literature is ‘the characterization of individual difference’. It’s a well-known fact, and often cliché that ‘everyone is different’, but it is true. The fact that everyone is different is extremely important when it comes to sport and coaching. As a coach it is essential that you understand the personality of your athlete in order to optimize the transmission of your message and their subsequent performance: as an athlete it is important you understand the significance of personality and its potential effect on performance. [Wiggins: 1996]

Psychology may be defined as the study of behavior and experience. Thus the scope of psychology extends to the whole dominion of living beings. In fact many laws of behavior have been formulated on the basis of studies on animals. These laws have been found to be applicable to the behavior of human beings also. We may define general psychology as the study of human behavior and
experimental work with animals, as we have seen; all mental activities involve the neuro-muscular system.

The sense organs, the brain, the spiral cord, and the muscles are all very active whether the mental activity knows, feeling or doing. This is no way we can neither accept the old notice that psychology deals with the mind or the mental activities: nor can we accept the position of psychologists like Watson who assert that the scope of psychology should be limited only to behavior. Often behavior cannot be understood without knowledge of the experience, which influenced the action. Our desires and our thoughts influence our activities. While psychology in its quest for general principles must observe and measures external behavior, it must also get information from the grown up human beings by asking them to describe verbally their own experience. In a broad way we may state that psychology deals with two aspects of the problems of behavior. There is on the one hand the interest in the general laws of human behavior and experience; the aim of psychology is to formulate general laws which hold good of all human beings irrespective of their sex, race etc. on the order hand it aims at the study of individual differences. While all human beings are capable of learning. It is a familiar fact that some learn faster and take less time and some take longer time to learn the same activity, poem or song.

This is due to differences in memory, intelligence etc. there are also differences regarding personality, leadership, and so on. Some of these differences are tied with age. There are differences between the activities of children, adolescents, adults and old people. It is the aid of development psychology to study these differences between the various stages in the growth of human beings. Differential psychology studies the differences between individuals. When we study them we find that
these differences themselves obey certain general laws. Thus, the aim of psychology is to study the individual differences as well as the general principles of behavior. [Watson: 1913:158-177]

Sports Psychology is an interdisciplinary science that draws on knowledge from many related fields including biomechanics, physiology, kinesiology and psychology. It involves the study of how psychological factors affect performance and how participation in sports and exercise affect psychological and physical factors. In addition to instruction and training of psychological skills for performance improvement, applied sports psychology may include work with athletes, coaches, and presents regarding injury, rehabilitation, communication, team building, and career transitions. [Weinberg & Gould: 2010: 125]

**Definition of Sports Psychology:** “Sports Psychology is an interdisciplinary Science that draws on knowledge from many related fields including biomechanics, Physiology, Kinesiology and Psychology. It involves the study of how Psychological factors affect performance and how participation in Sports and Exercise affect Psychological and Physical factors”.

**Psychological Skills Training:** Psychological skills training (PST) refers to consistent practice of mental or psychological skills. Coaches and athletes know that physical skills need to be regularly practiced to become better. Similar to physical skills, psychological skills such as maintaining concentration and regulating arousal levels also need to be practiced. Psychological skills training programmes are very common but not limited to the sporting arena. These PST programmes should be planned, implemented and supervised by a trained sport psychologist.
Why is Psychological Skills Training Important? All sport and exercise participants fall victim to mistakes and mental letdowns. Mental and emotional components often overshadow the purely physical and technical aspects of the performance. To overcome this, one must become equally fit both mentally and physically; an individual’s success or failure in the sport and exercise arena lies in the ability of the individual to practice both physical and mental skills. [GILL: 2000:1-15]

In the study of personality human beings were classified into different types. This could be seen in work of Hippocrates. Even Sheldon has proposed different types of personality on the basis of the body built. An important work in the field of the personality type was that of Carl Jung who proposed two major types of personality namely: extroversion and introversion.

Understanding the various theories of personality is important both in trying to understand oneself as well as other people. By recognizing the personality types, one is better able to make decisions and communicate with others. One uses your knowledge of the theories of personality under a variety of circumstances including managing, employees, and career guidance, counseling maintain personal relationships and education. While one may already know the difference between introverts and extroverts, personality theory encompasses other traits. In fact, modern theories of personality cover sixteen distinct personality types.

Carl Jung’s theories are based on how one takes in information or perceive things and how one makes decision within these basic functions are opposite. One can perceive through either sense or through intuition and one can make decisions using logic or feelings Katherine Briggs and her Isabel Briggs Myers furthered Jung’s theories. Today’s modern
theories of personality include four major opposing pairs of personality characteristics which represent eight ways of processing information, introverts and extroverts, initiative and sensitive, thinking and feeling and judging and perceiving. Introverts are more interested in what goes on within their own thoughts and feelings where extroverts are interested in what happens around them. Introverts need their own space while extroverts are open and talkative. Introverts tend to have fewer friends while extroverts easily make new friends and adapt to new groups.[Jung: 1971:136-147]

Traditionally, personality study has been devoted to generating theories about human nature and individuality and about the causes and meaning of important psychological differences among individuals. In this effort many personality psychologists have tried to find the most enduring and stable human attributes. In addition, personality psychologists study how people develop and change as well as how they remain stable throughout the course of life. [Gittinger& Winnie: 1973:1-68]

**The History of Sport Psychology:**

The history of sport psychology dates back to the late 1800s and from there has grown into a scientific phenomenon to enhance the performance of individuals in the area of sport.

The Early Years (1895-1920)

- 1897: Norman Triplett, a psychologist from Indiana University, conducts the first social psychology and sport psychology experiment. Triplett studied the effects that others had on cyclists. His conclusions were clear that cyclist’s cycle faster when in groups rather than riding solo. To test this further, Triplett conducted an experiment with children reeling in fishing lines. He found that like the cyclists, the children reeled their lines in faster when other children were present.

- 1899: E.W. Scripture of Yale describes personality traits that he feels can grow via sport participation.

- 1903: G.T.W. Patrick discusses the psychology of play.

- 1914: R. Cummins assesses reaction time, attention, skills and abilities as they relate to sport.

- 1918: As a student, Coleman Griffith begins conducting informal studies of football and basketball players at the University of Illinois.

Contemporary Sport and Exercise Psychology: (2000-Present)

Today, sport and exercise psychologists have begun to research and provide information in the ways that psychological well-being and vigorous physical activity are related. This idea of psychophysiology, monitoring brain activity during exercise has aided in this research. Also, sport psychologists are beginning to consider exercise to be therapeutic additions to healthy mental adjustment just recently have sport psychologists begun to be recognized for the valuable contributions they make in assisting athletes and their coaches in improving performance during competitive situations, as well as understanding how
physical exercise may contribute to the psychological well-being of non-
athletes.

Many can benefit from sport psychologists: athletes who are trying to improve their performance, injured athletes who are looking for motivation, individuals looking to overcome the pressure of competition, and young children involved in youth sports as well as their parents. Special focus is geared towards psychological assessment of athletes. Assessment can be both, focused on selection of athletes and the team set up of rosters as well as on professional guidance and counseling of single athletes.

What is Sport Psychology?

Sport psychology has existed in some form for almost as long as psychology itself. The first recorded study in sport psychology took place at the close of the nineteenth century. Norman Triplett (1898) performed what is often cited as the first experiment in social psychology as well as the first in sport psychology. Sport psychology reappeared in the USA in the 1960s, and was taken up in Britain and the rest of Europe a few years later.

The area has since expanded worldwide to become one of the fastest growing new academic disciplines. Interestingly, until very recently the study of sport psychology was firmly located in the domain of sport sciences as opposed to within psychology this may be changing however: in 1986 the American Psychological Association officially recognized sport psychology as a branch of psychology and in 1993 the British Psychological Society formed a Sport and Exercise Psychology Section. Sports performance has been found to be related to some personality variables.
Sports psychology – psychology is a science of behavior of the organism. The word ‘psychology’ has come from the Greek word ‘psyche’ meaning ‘soul’ and the ‘logos’ meaning ‘study’. In ancient times psychology was not a separate discipline. It was a part of philosophy. In the latter part of the nineteenth century psychology was perhaps dissociated from philosophy.

Many sports psychologists defined it in different ways. These definitions are mentioned below:

**Morgan:** “Sport psychology is the study of psychological foundations of physical activity”.

**Robert N. Singer:** “Sport psychology is the applied psychology, the science of psychology applied to athlete and athletic situations. If further improves individuals of all ages both and with varying degree of skill”.

**Alderman:** “Sport psychology studies the effect of sports itself on human behavior”.

After examining these definitions critically, the Europeans sport scientists arrived at a collective opinion regarding the definition of sport psychology which is mentioned below: “Sport psychology is the scientific discipline the object of which is to study psychological manifestation of those who systematically practice competitive physical exercise”.

The possession of a strong personality enables a coach to keep order without effort, but it does not necessarily make him a good disciplinarian. A strong personality, unless accompanied by an alert, well stored mind and by a real sympathy with children and a keen interest in their development, may prevent athletes from becoming disciplined in the best sense of the word. Research studies conducted on the athletes have revealed that participants in various athletic events
possess different personality characteristics. When it comes to specific personality traits we can say that yes sports develop the personality of the individual. [Gangopadhyay: 2008:1-33]

**Sport Psychology terminology:**

A few terms used in sport psychology:

- **Cohesion** – Group cohesion refers to the extent to which a team or group shares a sense of shared task or social bond
- **Imagery** – Refers to 'imagined' sensations, for example visual imagery is known as 'visualization'
- **Attention Focus** – Being able to block everything out, e.g., a crowd.
- **Motivation** – There are two types of motivation: intrinsic motivation, meaning inner motivation, e.g. Self accomplishment, and extrinsic motivation, meaning outer motivation, e.g., money or awards.
- **Internal Monologue** - Maintaining positive thoughts during competition by keeping a running conversation going in one's mind
- **Criticism** - A tenet of motivational theory that is necessary to improve performance. The delivery is imperative as criticism can either better performance or drastically reduces it. There are three types of criticism- Destructive, Self, and Constructive. The best utilization of constructive criticism is through the sandwich approach. In using the sandwich approach, you would first a compliment, then offer directions and critical feedback, and then follow up with another compliment.
What is Personality?

The term ‘Personality’ has many definitions, but no single meaning is accepted university. Personality study deals with many aspects of the complex behavior of individuals. The term ‘behavior’ is used broadly; it includes emotions and covert mental activities, such as thoughts or “Cognitions”, as well as overt actions. Personality psychology: Personality is complete psychological structure of an individual. This aspect deals with how are thinks, feels and behaves in general and athletic situation in particular. In sports, the area of interest is to understand the personality of the athletes and non athletes, champions and the average successful and unsuccessful.[Welther: 1976:1-28]

There are some few select definitions of personality as follows:

I. “Personality is a constellation of personality traits”. (Gilford 1960)

II. “Personality is the sum-total of all the ways of acting thinking and feeling that are typical for that person and makes that person different from all other individuals”. (Lahey 1998)

III. “Personality is that which permits a prediction of what a person will do in a given situation”. (Cattell 1950)

IV. “More or less stable and enduring organization of a person’s character, temperament, intellect and physique which determines his unique adjustment to the environment”. (Eysenck 1951)

V. “Personality is defined as a distinctive and relatively stable pattern of behavior thoughts, motives and emotions that characterize and individual”.

To study the “total individual” or the “whole person” may be a worthy goal, but it is a practical impossibility. Personality study deals with many
aspects of the complex behavior of individuals. The term “behavior” is used broadly; it includes emotions and covert mental activities such as thoughts or “cognitions” as well as overt actions.

The study of Personality has a broad and varied history in psychology with an abundance of theoretical traditions. The major theories include dispositional (trait) perspective, psychodynamic, humanistic, biological, behaviorist, evolutionary and social learning per perspective. However, many researchers and psychologists do not explicitly themselves with a certain perspective and instead take an eclectic approach. Research In this area is empirically driven, such as dimensional models based on multivariate statistics, such as factor analysis, or emphasizes theory devolvement, such as that of the psychodynamic theory. There is also a substantial emphasis on the applied field of personality testing. In psychological education training, the study of the nature of personality and its psychological development is usually reviewed as a prerequisite to courses in abnormal psychology or clinical psychology. [Kopf &Saunders: 1994]

The Personality Assessment System: The Personality Assessment - Radical hypotheses in two stories are presented. The first story is about a clinical practitioner developing an assessment method beginning with a connection of the test “Signs” with behavior, and proceeding to a system that could mystify observers. The second story is about the application of scientific methods to explain how the system could work. Together the stories are an example of practice. The basic hypothesis used is that much of what we call personality is “Caused” by differential aptitudes as modified by long-term learning. It also assumed that people would prefer to use those aptitudes they feel are their better ones and avoid those in which they feel weaker. [Kopf: 1998:235-245]
Why Personality Tests Are Important?

While you might not want to take a personality test, they serve a very important function in our society. Even though the question types and personality categorization differ from test to test, they provide insight into the human psyche. A personality test can provide us with a way to categorized different characteristics or traits that we might otherwise not be aware of. Additionally, this categorization will help us learn how others might react to something in their environment. There are many different uses for personality tests in modern society. These tests can be used for self-reflection and understanding for job placement and for learning how to better interacts with others in a team or work group.

Personality Assessment System (PAS) is a descriptive model of personality formulated by John W Gittinger. The system has been used by scientists studying personality and by clinicians in clinical practice. A major feature of the PAS is that a personality profile can be systematically interpreted from a set of Wechster Scales subtest scores. The PAS has two aspects which distinguish it from other personality models. They are the use of the Wechster Subtests, an objective test, to determine a personality and the use of a developmental model in which the description of personality includes development through adolescence.

In addition to understanding your own personality type, it is often beneficial to understand the personalities of those around you. For example, many work teams and even sports teams, use personality tests to help the team members learn more about each other. Since the personality test indicates some of your innate preferences, it can be very useful for other team members to understand what makes you tick.
Personality tests can also be used as a tool to help dysfunctional teams learn more about each other and begin to work through some of their differences. Each team member would take the same personality test and then would share their results with the other members of the team. Then, as a team, they would discuss the results and how to function as a more cohesive team. Increasing the teams’ awareness of the personality types of the other members can create a more functional and cohesive team atmosphere. Once the team members realize that someone has a different personality type that might make them more suited to one type of communication than the other, they can adapt and work together to create the best team dynamics. Personality tests can be a great tool to use to bring team members together and create more productive teams. [Robert & John: 1992:175-215]

Personality is a key fact in everyone’s daily routine. It is revealed that people exhibits both of types of consistency namely over time and across situations. You may be surprised to learn, therefore, that there is considerable disagreement among psychologists on this issue. On one side of the debate are researchers who argue that human beings actually show very little tendency to behave, think, or feel in consistency ways over time or in different contexts. These scientists contend that individual’s reactions are largely determined by current situations and change markedly in response to varying external conditions such researchers also suggest that we perceive much greater consistency in other’s behavior than actually exists, primarily because this makes the tasks of understanding them and predicting their future actions seem samplers. After all, once we have labeled other persons as possessing particular traits, we can base predictions of future actions on these assumptions. [Rachna: 2002:443-464]
Personality Type:

Some categorizations sort individuals into desecrate categories or types. In the ancient theory of temperaments the Geek, Physician Hippocrates assigned persons to one of four types of temperament choleric (irritable), melancholic (depressed), sanguine (optimistic) and Phlegmatic (calm listless). In accord with the biology of his time (about 44 B.C.), Hippocrates attributed each temperament to a predominance of one of the black bite. The sanguine person had too much blood; and phlegmatic people or ‘July’ and ‘lazy’ thin people are morose and sensitive and so on, formal classifications of the possible links between personality and somatic type were developed by the German psychiatrist, Kretschmer and more recently by an American physician, William Sheldon. Sheldon’s classification has received most attention. In 1942, he suggested three dimension of physique, and their corresponding temperaments. [Gilford: 1959:135-163]

The contemporary sport psychologist is expected to fill three primary roles, they are: Research, Teaching and Consulting.

I. Research: The primary role of any participant in tertiary education is to further the knowledge in that field. Sport psychologists conduct research in many areas. They may study the arousal levels of athletes before a hockey game, or ask children why they play sport. The findings are then shared with colleagues, allowing others to benefit from this research.

II. Teaching: Many trained sport psychologists are expected to teach in their chosen field, whether it is at a tertiary level or teaching an intern in the field of psychology. This is so the skill is passed on and sport psychology remains strong around the world.
III. Consulting: The consulting process is very important as one has to consult with individual athletes or team athletes to derive skills to enhance performance levels. Some sport and exercise psychologists work in the fitness industry to design exercise programs that maximize participation and promote psychological well-being.

**Study of Personality:**

Traits are underlying tendencies to behave in a consistent and distinctive style. Traits theories assume that a personality can be described by its position on a number of continuous dimensions or scales. We can pick the traits we study by (a) their theoretical or practical value, (b) seeing which traits people actually uses to describe other, and (c) factor analysis. Two dimensions found fairly consistently in factor – analytic studies of personality are introversion – extroversion and stability – in stability.

Type theories seldom work, largely because different traits do not regularly go together. We can, however, find certain clusters of characteristics, which constitute “type”, even though the types do not include everyone.

Reliability and validity questions about trait measures are exceptionally complex for several reasons: (a) People’s behavior tends to vary according to the demands of specific situations; (b) People differ in the areas which are “central” to their personalities and in which they show consistency, and (c) Behavior tends to vary according to the impression the individual seeks to make.

A “traits” is a determining tendency or a predisposition to respond. In some respects every one is a traits theory, in that we note consistencies in other people’s behavior and we label them accordingly.
as aggressive, lazy, shy or by one the other 18,000 words, which exist in English to describe human behavior.

Theories of Cattell and Eysenck have been usually quoted as examples of trait and type approach. These two contributions however could be understood only when the research method is understood, namely that of factor analysis.

a) Extraversion:

The extraversion is a personality trait. The extravert person's orientation is towards the external world. He deals people intelligently in social situation. He is conventional. Outgoing, Social, friendly and free from worries. In Eysenckian terms, extraversion stands for central excitatory/inhibitory level and sociability. According to Eysenck, "the typical extrovert is sociable, needs to have people to talk, craves excitement and is generally impulsive. He is carefree, easy going, optimist, likes to laugh and to be merry and his feelings are not under tight control" In the present study, E-score on EPI has been taken as a measure of extraversion.

b) Neuroticism:

It is a minor mental disorder, characterized by inner struggles and discordant social relationship. It is precipitated by emotional stresses, conflicts and frustrations. Some of the more frequent psychological complaints in neuroticism are anxiety, depressed spirits inability to concentrate or make decisions, memory disturbances, heightened irritability, morbid bouts, obsessions, irrational fears, insomnia, compulsions and inability to enjoy social relations. According to Eysenck, "Neuroticism refers to emotionality. Initiated by the inherited differences in liability and excitability of autonomic nervous system". In
the present study, N-score on EPI has been taken as a measure of neuroticism.

b) Lie-Scale:

A set of items include in a psychological evaluation to indicate whether or not the respondent has been truthful in other parts of the test.

Need of the Study:

The participation in modern sports is influenced by various physical, physiological, sociological and psychological factors. During training, besides good physique and physical fitness of the athlete, main emphasis is laid on the development of various types of motor skills involved in the game as well as on teaching the strategies, techniques and tactics of the game. Until recently, the Physical Education teachers have been paying in inadequate attention to the social and psychological factors which although have been proved to contribute to performance in events in the higher competitive sports. It is only recently that sports administrators and Physical Education teachers have realized the importance of the psychological preparation and training of players to enable them to bear the strain and stresses inherent in sports participation. So, now the sports trainer and Physical Education teachers have started giving more importance to the psychological conditioning or the building the mental make-up of the players before their contests in the national and international competitions.

In modern competitive sports, psychological preparation of a team is as important as teaching them the different skills of a game with scientific methods. In these days, the teams are prepared not only to play, but to win the games. And for winning the games, it is not only the proficiency in the skills which matters but also the spirit and attitude of the players with which they play.
The mental attitude of each individual player as well as of the team can help or hinder their performance. Most of the Physical Education teachers agree that the physical characteristics, skills and training of the players are extremely important, but they also feel that good mental or psychological preparation competition is a necessary component for success.

We using help of E.P.I. Test. Eysenck Personality Inventory: -
The EPI test is very beneficial Sports Players because we see lots of changes as per the academic competitions and personally they concentrated on the test and responded well do the test.

By giving test there are some merits, we will see as follows:

- Academic personalities get developed.
- Time bounded.
- They learned new things.

Extraversion and Neuroticism are among the variables which influence sports performance in addition to many other personality variables. Extraversion has been found to be highly related or supportive to dominance and sociability in athletes and sports participants by Sparling (1942), Tillman (1964), Ruffer (1965), Whiting & Stem Bridge (1965), Wernet and Gottheil (1966), Bruner (1969), Kane (1970) and Ikegami (1970). Extraversion, according to Alderman (1974), is a construct evolving out of Jung's (1933) early designation of the two major attitudes of personality: the extraverted attitude, which orients the person to the external, objective world, and the introverted attitude, which orients one towards the inner, subjective world. Eysenck (1947) whose development of the two broad personality dimensions of neuroticism-stability and extraversion-introversion provides the major underlying theoretical structure of this trait. He describes extraverted individuals as:
“Outgoing, impulsive, uninhibited, involved in group activities, sociable, friendly, craving excitement, and having many social contacts. They stick their necks out and take chances, act on the spur of the moment, are optimistic, aggressive, lose their temper easily, laugh a great deal, and are unable to keep their feelings under control”.

According to Eysenck, extraversion is at best a behavioral description of personality, but that it does possess biological causal source implication. He believes that extraversion can be explained at the neural level in that his extraversion-introversion scale reflects the strength of the excitatory-inhibitory functions of the central (cortical) nervous system. He (1967) also proposed that the extraversion associated reticular-cortical loop systems of the brain stem. It means that the dimension involves the reticular activating system. His proposal was founded in the belief that cortical excitation in response to external stimulation (such as the effects of competition) is higher in introverts than in extraverts.

It is through the linkage of the reticular formation and hypothalamus with personality dimension that Eysenck believes differing personalities will reflect their positions on a level of arousal continuum. For example, cortical excitation in response to external stimulation (e.g. a tension situation in sports) is postulated as being higher in introverts than in extraverts. This is because he saw introverts as having weaker nervous systems than extraverts.

Conversely, he believed that inhibition will be higher in extraverts as they possess stronger inhibitory mechanisms because of their stronger nervous systems. The reason for this is that weaker nervous system is more sensitive and begins to respond at stimulus intensities which are ineffective for strong nervous systems. This results in the weaker
system's responses being closer to the maximum level of responding than those of a stronger system through the stimulus intensity continuum. Eysenck feels that this represents the cortical supremacy of introverts as producing a constraint of their behavior in accordance with conditioned and learned patterns of response that lead to the emergence of those personality traits characterizing introverts.

Conversely, the absence of such supremacy leads to an absence of such constraints and to the emergence of extraversion traits. According to Alderman, "Eysenck’s view can be interpreted as indicating that extraverts are low on excitation and high on inhibition, which introverts being the opposite. Athletes, then, would react quite differently to a rise in arousal level from competitive circumstances depending on whether or not they are mainly extraverts or introverts. For example, an athlete, high on extraversion would have more trouble "getting up" for a game than one high on introversion, but would be better able to handle and channel arousal later in the game because of strong inhibitory mechanism".

Eysenck developed two broad personality dimensions, the E scale, which is a continuum between extraversion and introversion, and the N-scale, which is a continuum between neuroticism and stability. Though this is essentially a behavior description of personality, he did attempt to link overt personality characteristics with their causal biological sources. He believes that behavioral characteristics can be explained at the neural level, with the F scale reflecting the strength of both the excitatory and inhibitory functions of the central nervous system i.e. (the cortex) and the N-scale reflecting the excitation of the autonomic nervous system. In neuroticism, the individual reacts to some distressing stress situation with more than the usual amount of sadness and dejection. There is high
level of anxiety and apprehensiveness, together with diminished activity, lowered self-confidence and a general loss of initiative. Eysenck has proposed that the neuroticism, stability dimension is more associated with the hypothalamus. His explanation revolves centrally around the hypothesized instability of the autonomic nervous system. He maintains that autonomic nervous system reactions are rooted in the person's constitutional structure, which mediates the reaction of the sympathetic nervous system to incoming stimuli. Though people react differently to sympathetic stimulation and to the way the para-sympathetic system is controlled. Eysenck, nevertheless, feels that it is the autonomic nervous system that does, in fact, control emotionality. In this context, introverts are seen to be more chronically aroused than extraverts and neurotic or unstable people then to become aroused more easily than stable people. [Eysenck: 1967:1-56]

However, Eysenck states that neuroticism (emotional instability) refers to "general emotional over-responsiveness and the liability to neurotic breakdown under stress". He explains the bipolar dimension of neuroticism-stability in terms of the instability of the autonomic nervous system. He maintains that the autonomic reaction is basically dependent on an individual's constitutional structure, which mediates the strength of the sympathetic or voluntary reaction to incoming stimuli. Although there seem to be characteristic ways in which various individuals react to this sympathetic stimulation, and the way in which control is indicated by the Para-sympathetic system.

Eysenck nevertheless considers the autonomic nervous system to be the most likely basis for individual differences in emotionality. This is essentially an integration and conceptualization of earlier thoughts by Jung (1929), Pavlov (1934) and Hull (1943), who suggested that
variations in the strength of excitatory and inhibitory functions of the nervous system could account for temperamental differences of the human personality. [Eysenck: 1960:1-26]

The extensive researches of the English psychologist Hans Eysenck have complemented the work of the American trait theorists, and supplemented it in many important ways. Eysenck (1961) has extended the search for personality dimensions to the area as Neuroticism. He also has investigated Introversion-Extraversion as dimensional traits. Eysenck and his associates have pursued an elaborate and sophisticated statistical methodology in their search for the dimensions needed for an adequate conceptualization of personality structure. In addition to providing a set of descriptive dimensions, Eysenck and his colleagues have studied the associations between people’s status on these dimensions and their scores on a variety of other personality and intellectual measures. [Eysenck & Maxwell: 1961]

One the basis of related evidence, high emotionality in athletes would appear to indicate three things: (i) because neuroticism has virtually a zero relationship to intelligence, achievement by highly emotional athletes in sports is due to something other than intelligence (ii) neuroticism is probably related to successful athletic performance through its manifestation in persistence, and (iii) High anxious subjects show high speed of learning, and superior in performance relatively simple tasks or in complex tasks where faulty associations have not been present.

In terms of the interaction between arousal level difficulty of task, and performance as a function of Eysenck's two personality dimensions, the following observations can be made:
I. People who score high on introversion and neuroticism will tend to perform better on easy or simple tasks than people high on extraversion and stability.

II. On difficult tasks, the reverse tends to be true i.e. stable extraverts perform better than neurotic introverts.

III. No predictions have been made on the intermediate personality types.

These predictions are based on the theory that higher arousal level (partially caused by external conditions as in competitive situations) will not cause as much disruption in the performance of people possessing strong nervous system (extraverts) simply because extraverts possess strong inhibitory potentials, i.e. they can shut out the negative or deleterious effects of high drive situations. Introverts, on the other hand, are more sensitive and respond more quickly to situations of low intensity as appears to be the case, in low arousal situations or with easy tasks. [Eysenck: 1952:372-374]

On extroversion- introversion, spanning the last three decades, has had a similar impact on experimentally oriented psychologists and thus has stimulated much research on the topic. Although Eysenck’s orientation is more biological and behavioral in contrast to Jung’ Sentra psychic approach, the influence of the two has largely complementary. Eysenck contends that there are three major personality dimensions, extraversion- introversion, neuroticism – stability, and psychoticism, which are largely independent of each other and which together convey a wealth of information about an individual’s life styles.

Eysenck defines the basic difference between extroverts and introverts as biological, rooted in the reticular activating system of the brain. This is the system that monitors incoming neural impulses
resulting from environmental stimulation it either stimulates (excites) or inhibits responses of higher brain centers to the stimulation; the system thus controls the arousal level of the cortex of the brain. Extroverts and introverts are held to differ in the relative strength of the opposing processes of excitation and inhibition such that introverts typically have higher levels of cortical arousal compared with the extroverts. [Eysenck & Eysenck: 1969:1-59]

1.2 Statement of the Problem:
"A Comparative Study Of Personality Among Inter University and State Level Male & Female Volleyball Players”.

1.3 Significance of the Study:
The findings of this study would help to coaches, sports trainers and the physical educationist in their professional which are discussed below.

I. It would facilitate the coaches in providing appropriate training to know whether Interuniversity and state level mail & female volleyball players Undergo a change with the participation in sports or with the knowledge of the sportsmen, their achievement can be predicted.

II. Once the causes of the psychological problems in the Interuniversity and state level male & female volleyball players are understood by the coach with the help of sports psychologist, various kinds of remedial techniques may be applied and help may be rendered to over come the excessive emotional problems which affect their performance.

III. It would facilitate the Physical Education teachers in providing appropriate training to know whether traits like Extraversion and Neuroticism are related with the sports performance. Whether personality traits undergo a change with the participation in sports
or with the knowledge of the personality traits of the sportsmen, their achievement can be predicted.

IV. The results of the study would add further knowledge to the existing literature of sports psychology; especially the role of reaction time, Extraversion, Neuroticism and Lie Scale of Sports performance of Interuniversity and state level mail & female volleyball players.

1.4 Objectives of the Study:

The main objective of a comparative study of Personality among Inter-university and State Level Male & Females Volleyball players Participated in State & Inter University Competition 2013. Male & Females Volleyball players 18-21 Years Participated in State level volleyball competition organization by Nagpur Volleyball Association, held at 06 Nov. to 10 Nov.2013. There are about 24 districts male and female volleyball teams had participate in it. Volleyball players 22-25 Year old. Men and Women Participated in Inter University Competition “Kridamahotsav” held at Nasik, during 07 Nov to 01 Des 2013, at P.T.C. Police Training Center Nasik. There are 18 Universities had take Participation in it.

The questionnaire and observation method is both of using help of E.P.I. Test .Eysenck Personality Inventory. We have selected teams for this task.

Sport psychologists have long been characterizing successful Volleyball Player’s performance to their personality. Neuroticism and extraversion are the two types of it. Neuroticism is the state of having the disorder. In modern non-medical texts it is often used with the same meaning as neurotic. Extraversion distinguishes people based on how
engaged they are with the outside world, as opposed to people who are more contemplative and happy with their own company.

Mean while to find out the personality no difference in Inter University and State Level Male & Females Volleyball Players. Over 200 Male and 200 Female completed a personality questionnaire measuring Extraversion, Neuroticism and Lie Scale and an inventory attempting to ascertain recreational interests. There were numerous, predictable sex differences in recreational preference and a clear factor structure to the questionnaire measure of recreational interest. Person correlations and multiple regressions showed extraversion to be the most powerful correlate of recreational preference. In the final analysis subjects were allocated to groups depending on whether they were active (exercisers)) v/s passive (non-exercises); high v/s low group oriented; and those who preferred competitive v/s non competitive sports.

Extraversion and to a lesser extent Neuroticism was clearly related to these groupings. The results are discussed in terms of Eysenck’s theories and previous work on sports and recreational psychology.

1.5 Hypothesis of the Study:
The following hypotheses were formulated in this study.

I. There was not differ significant personality differences with respect to mean was found between men volley ball players Participated in State and Inter University Competition.

II. There was not differ significant personality difference with respect to Standard Deviation between men volley ball players Participated in State and Inter University Competition.

III. There was significant personality difference with respect to Lie scale between men volley ball players Participates in State and Inter University Competition.
IV. There was not differ significant personality difference with respect to Neuroticism between men volley ball players Participates in State and Inter University Competition.

V. There was not differ significant personality difference with respect to Extroversion between men volley ball players Participated in State and Inter University Competition.

VI. There was not differ significant personality differences with respect to mean was d between Women volley ball players Participated of Inter University Competition 2013.

VII. There was not differ significant personality differences with respect to SD between Women volley ball players Participated in Inter University Competition 2013.

VIII. There was significant personality differences with respect to Lie Scale between Women volley ball players Participated in Inter University Competition 2013.

IX. There was not differ significant personality differences with respect to Extroversion between Women volley ball players Participated in Inter University Competition 2013.

X. There was not differ significant personality differences with respect to Neuroticism between Women volley ball players Participated in Inter University Competition 2013.

XI. It had been hypothesized that there would be no significant different of personality study with respect to Extroversion of Men State and Men Inter-University Volley ball players.

XII. It had been hypothesized that there would be no significant different of personality study with respect to Neuroticism of Men State and Men Inter-University Volley ball players.
XIII. 13. It had been hypothesized that there would be no significant different of personality study with respect to Lie Scale of Men State and Men Inter-University Volley ball players.

XIV. It had been hypothesized that there would be no significant different of personality study with respect to Extroversion of Women State and Women Inter-University Volley ball players.

XV. It had been hypothesized that there would be no significant different of personality study with respect to Neuroticism of Women State and Women Inter-University Volley ball players.

XVI. 16. It had been hypothesized that there would be no significant different of personality study with respect to Lie Scale of Women State and Women Inter-University Volley ball players.

1.6 Delimitation of the Study:
The present study was delimitated to only four psychological variables all the three psychological variables which were selected for the present study are Neuroticism, Extraversion and Lie- Scale. Secondly, the study delimitated to Inter University and State Level Male & Female Volleyball Players. Their age ranged between 22-25y Inter University and 18-21y State Level.

1.7 Limitation of the Study:
Prior experience;
Different Background; & Sophisticated instruments.

1.8 Definition and Explanation of Important Technical terms.

Concept and Definition of Personality:
The Personality is defined as distinctive patterns of behavior that characterize each individual’s adaptation to the situations of his or her life. Personality is shaped by in born potential as modified by experiences that affect the person as an individual.
Theories about personality can be grouped into those, which emphasize traits, motivation, learning and the self. The corresponding approaches to the understanding of personality are: trait, psychoanalytic, social learning and humanistic theories.

Personality theory has something important, impressive and provocative to say about the nature of human beings. They however, do not always agree due to the three important factors:

I. The complexity of the subject matter.

II. The differing historical and personal contexts in which each theory was formulated.

III. It is a young discipline compared to other science subject.

The concept of personality gives an understanding of the entire human organism, its structure, nature and functioning. There are more than 50 definitions of personality. More precisely, personality was derived from the Latin word *Persona*, which refers to the masks, used by actors in Greek theaters. Why? It refers to the appearance or the outer manifestation of a person. The face that is revealed to the public. What you appear to be is what *persona* refers to. The word was borrowed by our *Personality*. Later personality was expanded to include all qualities that are uniquely present in the individual. Psychometrically sound tests were also developed to assess personality.

The personality theories have given diverse explanations to human behavior. Therefore the concept can be understood only by going through the major theoretical approaches to the study of personality. The term personality has no standard meaning. The definition amount to more than fifty: generally including all characteristics of an individual, such as his temperament, abilities, values, interest, motivation etc. The concept of character is often used to explain personality.
Psychologists have developed many theories in attempting to explain human personality. Study of personality itself became the major subject matter of personality, since personality as defined by psychologies comprises of all individual characteristics or qualities within itself. The major explanations of personalities have been classified into four types, namely the probabilistic, the deductive, the teleological and the genetic. The probabilistic approach is based on probable or predictive approach as resemblance to other physical sciences, is based on logical inference. From the information available on the particular quality, inferences are made.

The teleological or functional explanation emphasizes the events being the effect of certain causes or functions in adaptation. The genetic type and often the other branches of science. The term ‘genetic’ means ‘genesis’ or ‘beginning’ and has nothing to do with the mechanisms of heredity. The approach emphasizes the genesis of behavior the underlying factors or the root of such characteristics.

Psychologists have explained the nature of personality as a unique set of behavior and enduring qualities that influence the way has adjust to his environment. However, the psychologists have also given importance of similarities among human nature. In general, it may be seen that psychologists in attempting to understand personality have found that human beings are like all others in certain characteristics and only like some other in certain others and like no one in still other characteristics. Though the general qualities may be present in all human beings on the basis of heredity and environment, certain unique interactions take place resulting in individual differences.
Many psychologists have offered their own explanations, which are classified as type and trait theories. Some of the earliest personality theories were not really scientific. These were the sciences of Phrenology, physiognomy, and Graphology.

F.J. Gall put phrenology forward during the 18th century explaining human nature to be directly related to the physical formation of the skull. Physiognomy, another belief that personality characteristics could be interpreted through facial characteristics. Graphology also was popular during those days when people believed that reading the handwriting of the person could assess personality characteristics.

Almost a century later Sheldon proposed a body theory in understanding human personality. Sheldon argued that body types are basically contributing to different personality patterns. He described it as somatic types. The three basic somatic types of personality are the Endomorph, the Mesomorph, and the Ectomorph, known to have a Viscera tonic, a Somatic tonic, and a cerebra tonic personality. The viscera tonic personality is associated with characteristics of being apprehensive, insecure, sleepy, amiable, and conforming. The somatic tonic is characterized by being adventurous, informal, tolerant, and enthusiastic. The cerebra tonic personality is one who is secluded, unnamable, non-adventurous, and intolerant.

There are no consensus amounts psychologists about the definition of the term, Personality, Today, dozens of formal definitions exist. Some of the important are as follows.

**G. Allport:** The dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment.
H. Eysenck: The more or less stable and enduring organization of a person’s character, temperament, intellect and physique that determines his unique adjustment to his environment.

R. B. Cattell: Personality is that which permits a prediction of what a person will do in a given situation.

J. P. Guilford: A person’s unique pattern of traits.

D. Mc. Clelland: The most adequate conceptualization of person’s behavior in all its details.

L. Kolb: Each individual’s characteristically recurring pattern of behavior.

S. Freud: Personality is an individual’s pattern of behavior developed to resolve dynamic conflicts and events.

Each of the about definition emphasis on different points.

All port’s emphasis is one dynamics, Eysenck’s on predisposition, Cattell’s on prediction, Guildford’s on individual differences, Mc. Cleland’s on description, and Kolb’s on uniqueness.

A complete definition of personality would include many factors: intellectual abilities, motives acquired in the process of growing up, emotional reactivity, attitudes, beliefs, and moral values.