INTRODUCTION

Background of the problem:

Volleyball is a very popular game in India played at recreational to comparative by childhood to old age in both sexes. Volleyball was first developed in 1895 by a physical education instructor, William Morgan, in Massachusetts, USA. He gives in the name ‘Minotonette’. The game really took off as volleyball world-wide because it could be played so easily, all that was needed was a ball and a net. With no need for expensive equipment, it became popular all over the world, especially in countries where finance for sports facilities was limited. This fast team game is played in 1957 affiliated countries, by more than 70 million registered players. It is also a popular beach sport, since sand is an excellent surface to learn on. Volleyball teams have six members, whose object is to ground the ball on the other side to the net. The match is played to the best of five sets, like men’s tennis, with a set lasting 15 points. You score only when you have the serve, which you win if you take a point against the opposing team’s serve. The game was introduced to the Olympics in Tokyo, in 1964. The host nation then had a history of success in volleyball, hence their enthusiasm to have it played in the Olympics. Decreased physical fitness may result from various diseases, especially when accompanied by prolonged recumbence, or from inactivity such as a sedentary lifestyle and a low level of physical activity. Increased health-related physical fitness, on the other hand, is associated with a decreased incidence of hypertension and cardio-related disorders. Whether an individual is associated with lifestyle diseases or not, health-related physical fitness is important components of a healthy lifestyle. There are many benefits of fitness: a better functioning of cardiovascular system and an improved sense of psychological well-being. The physical fitness related benefits are especially important for people associated with lifestyle disorders who are at greater risk of coronary artery diseases, arteriosclerosis, cerebral vascular disease, renal diseases, ocular disease and other health problems (Armstrong 1991, Maynard 1991). Various authors (Armstrong 1991 and Maynard 1991) have reported that regular exercise has improved the cardiovascular system, decreased some of the risk factors leading to a cardiovascular disease, promoted fat loss, increased muscle mass, increased glucose intake by cells and enhanced well-being of the sedentary students. In other research (Clausen, 1997)
physical fitness was noted to improve cardiovascular fitness and work capacity, while decreasing resting and exercise blood pressure, as well as peripheral vascular resistance. Finally, physical fitness has been shown to decrease the risk of cardiovascular disease and improve total cholesterol and high density lipoprotein levels (Milesis et. al., 1976). Exercise also means total caloric expenditure promotes fat loss, and increases lean body mass (Maynard, 1991).

The importance of physical fitness programmes is linked to a top performance in sports. Regular physical activity in childhood and adolescence improve muscle power, muscle strength & endurance, health build, healthy bones & muscles, hips control weights, minimize, depression, anxiety and stress, increases self-esteem and may improve cardio reparatory function. Physical fitness is recognized as an important component of health (Yitzhak 2000) and it may be important for the performance of sports, functional activities and quality of life (Salmon, Owen, Crawford, Bauman, Sallis (2003). Low physical fitness may result in high physical strain during the performance of activities (Bruining et. al. 2007). As a consequence, activity levels may decrease due to fatigue and discomfort, exacerbating low physical fitness.

Keeping in view the fact that physical fitness has important health consequences during their study and sports performance, a large number of studies on physical fitness have been reported from different countries of the world. Data on the physical fitness students from Turkey (Oner, Vatan, Sari, Ekuklue, Guzel, Karasalihoglus, Boris 2004), America (Ogden, Flegal, Caroll, Johnson 2000, Malina 2007) Brazil, Ching, Russia (Shiz, Lier, Nirmal, Holmboe, Offesary 2007) and Europe (Ortega, Artero, Ruliz, Vicente-Rodriguez, Bergman, Hogstromer, Otte, Nagg, Konstao, Lopez, Polito, Dietrict, Palada, Beganin Manios, Sjostrom, Castillo 2008) are available in the literature, all these reports made the health planners realize the importance on contribution of health education & physical fitness in the development of total fitness.

Day by day the importance of young population is being highlighted through many platforms, by international organizations, politicians and scientists. According to the statistics of world health organization, the deficiency of physical activities of adults are approximately at 17% (Berggren, 2005, Angilley and Haggas, 2009) in the world.
In the developed countries 10 to 15% of young population do sports (Yitzhak; 2009), the percentage decrease in the developing and undeveloped ones. Participation to physical activities is rapidly decreased specially in the college and university education. Academic education in the universities focuses on the specialization in preferred fields. Sinku (2009) implied that physical education and sports lessons in Swami Ramanand Teerth Marathwada University. Physical fitness has an important role in the education of new generation in the frame of physical and mental health and now a days it is treated as a piece of education in the developed societies and education programmes. The study regarding the physical fitness programmes can be placed in a special order in the subject of physical education, Sports sciences and medical sciences. In this context, fitness program applications that are covered by the study in the field of physical education departments have an important role. Therefore, this study endeavours to examine the effects of health related physical fitness programmes that are covered in the academic program of physical education department on the resting heart rate, reparatory rate, vital capacity and breath holding capacity.

Volleyball is a psycho-social Activity. It has both psychological and social dimension besides physical, physiological and technical aspects. In this modern pration of a team is a much important as teaching the different skills of a game on the scientific base. The common belief is that sports enhance an individual’s physical and mental health or his psychological well-being. The word ‘Mental’ implies something more than the purely cerebral functioning of a person, it also stands for his emotional-affective states and the relationships he established with others. Similarly ‘health’ implies more than ‘physical health’ it connotes in individual intrapsychic balance, the fit of his psychic structure with the external environment, and his social functioning. In common usage ‘mental health’ often means psychological well-being and positive health (Schwartz & Schwartz, 1968).

Sound health may enhance the performance of Volleyball Players. Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity defines the Constitution of the World Health Organization. This concept is very close to the definition of health according to Ayurvedic literature. Sushrut, a prominent proponent of this traditional system of Indian medicine, defines
it is a state characterized by a feeling of spiritual, physical and mental well-being (Prasanna atam indriya mana). The several research proved that mental health may affect the performance in volleyball in general and sports performance particular.

The identification and monitoring of indicators of mental health in all its facets, including subjective well-being and quality of family life, is a matter of priority in the regional mental health programme of the South East Asian Region for the WHO.

One of the related concepts used increasingly in the scientific as well as in the lay press in recent years has been the concept of quality of life in sporting activities.

All indicators of well-being of a sports person or athletes or a group of athletes have objective and subjective components. The objective components relate to such concerns as are generally known by the term "standard of living" with things such as level of education, employment status, financial resources, housing conditions and comforts of modern living. The parallel term used in the United Nations documents (United Nations, 1961) is "level of living" consisting of the nine components: health, food consumption, education, occupation and work conditions, housing, social security, clothing, recreation and leisure and human rights. These objective characteristics are believed to influence human well-being. It is also believed that an individual's satisfaction or happiness with this objective reality depends not only on his access to goods and services that are available to the community but also on expectations and perceived reality. It is this subjective component which links the concept of quality of life to subjective well-being viz. "as experienced by each individual." The individual is considered to be the best judge of his situation and his state of well-being. The subjective well-being is believed to be a function of the degree of congruence between the individual's wishes and needs on the one hand and environmental demands and opportunities, on the other. Equally important is the magnitude of congruence between the individual and group expectations and perceived reality.

The relationship between an individual's economic resources or other components of standard of living and his subjective well-being is sometimes considered to be curvilinear: up to a certain moderate level of living, the major determinant of the subjective well-being would be the matching between situational characteristics (demands and opportunities) and the individual's needs, abilities and expectations, as
perceived by the individual. At the lower levels, each increase in the amenities of living would result in a direct increase in subjective well-being. Above that threshold however, the input-output ratio in terms of quality of life or subjective well-being would be more difficult to predict. Thus, increase in the objective standards of living, economic resources, housing, leisure, etc., may be accompanied, but not necessarily, by an increase in the individual’s satisfaction or well-being or quality of life. The final benefit of any gain in the objective reality is the contribution to subjective well-being of an individual or group. It is the individuals perception of reality, his expectations, his coping behaviour that acts as a sharp edge for turning the objective reality into a source of well-being or otherwise. In a situation when the individual’s expectations continue to rise at a pace faster than the level of living that he attains, the net result would be dissatisfaction. The individual acts as the mediator between his objective and subjective aspects of reality.

The common belief that sports leads to better physical and mental health is probably based on the assumption that student players/athletes are different from student non-player in attitudes and behaviour. A student player unlike a student non-player has to meet a greater number of critical sets of adaptive demands, the player like other students must master increasingly complex bodies of knowledge, beside he/she must acquire the skill and ability in the game he/she wants to specialize and these must be done within a somewhat stringent set of behavioural and interpersonal limits. These requirements often have reciprocal consequences, viz., success or failure in one effecting the performance in the other, but this definitely requires coping with more number of demanding situations. Moreover, a student player unlike a student non-player has to prove oneself/complete more often starting from mastering the game, being selected in the team, playing matches and then during examinations. Therefore, a student player encounters success/failure very often but how successfully he/she copes up with it and the strategies used to cope with it will affect his attitude towards life, self and others and thus the behaviour. Thus, it is assumed that the student player in the process of meeting more demanding situations and the frequent handling of success/failure develops what is called the sportsman like spirit or a positive mental health.

Psychology is at once the oldest and the youngest of the sciences. Even in the most primitive tribes there are some formulations about the nature tribes there are some
formulations about the nature of the self and the nature of the mind. In fact, folk tales, mythology, and proverbs, in all languages of the world, reveal the interest of man himself and his knowledge about his desires and frustrations and his achievements and failures. Primitive animism is itself an evidence of the interest in his relations to other persons and objects. The essence of animism is that every material body whether it is the sun or the star, the river or the mountain, the plant or the animal, contains a second being within it, which is of a substance different from the material body. Thus animism postulates some the tribal man to understand the behaviour of all the beings on earth and in the sky. Further the men of medicine of the ancient as well as the modern tribal groups are masters in the techniques of suggestion and hypnosis. The mantravadin of the village is a post-master in the technique of hypnosis though modern science has learnt about hypnosis only within the last hundred years. It is a familiar fact that when the daughter-in-law of the house behaves in a hysterical fashion and becomes violent, the mantravadin of the neighbourhood is invited and with his chants and rituals he not only drive out the demon or the ghost, who is supposed to have been in possession of the woman, but also arranges skilfully some concrete evidence of the departure to the demon or ghost buy a loud sound of a stone dropping in the tape or a well in the neighbourhood.

Psychology may be broadly defined as the science of mind. The word is derived from the Greek and means the science of the soul. In ancient and medieval times psychology was regarded as a branch of philosophy dealing with the principle of life, sensation, intelligence and conation, especially in human beings. It was essentially speculative and static, in contrast to the modern practical and dynamic study of psychology. The chief psychological these of the scholastics included the unity and unifying power of the soul, its essential connection with the body, its spirituality and immoratality, and freedom of the will, and the dependence of the intellect upon sense data. Modern psychology, is, however, regarded as a branch of experimental biology. The kind of definition now generally behaviour and thought. Its predominantly experimental character has led to a decline of interest in such purely speculative questions as that of the relation of mind to body. It is known that mental process are related to changes in the nervous system, but the experimental psychologist is inclined to be little interested in whether this relation is one of parallelism or mutual interaction. The tendency of physiological psychology has
regard both psychical and physiological events as different aspects of the same series of events. On the other hand, there all still exponents of the integrationist view that psychical events act on the nervous system and are acted on by events in the nervous system. Generally the experimental psychologist is impatient of such problems, which affect little if at all his actual observation, and he is inclined to suspect that the existence of such questions is merely due to the inadequacy of language to express relationships of an order so remote from the problems of practical life with which language was designed to deal.

The ritualism in all societies is also an evidence of the interest of man in psychology. Great significance is attached to the various stages in the growth of an individual and rituals are developed to demarcate the various steps in the growth of the human being. The modern Indus, like the ancient Hindus, practice many rituals before and after the brain of the child and later as the child grows up.

In a similar way literature abounds with examples of the insight of the poet, the dramatist and the novelist regarding the motives underlying human behaviour. The classics in different languages behaviour. The classics in different languages portray vividly the motives, the achievement and the frustrations of the human beings.

Thus preoccupation and concern regarding man his motives for action are to be found from the most primitive to the most modern forms of life and literature. However, a scientific study of these aspects is of a very recent origin. Still we must not overlook the fact that the ancient Indians as well as the ancient Greeks contributed quite a good deal which is a considerable value even today, with all the growth of nearly a hundred years of modern scientific psychology. A rapid survey of some of the basic findings in ancient India and in ancient Greece will be useful to understand how problems of psychology have been of perennial interest.

Psychology may be defined as the study of behaviour and experience. Thus the scope of psychology extends to the whole dominion of living beings. In fact many laws of behaviour have been formulated on the basis of studies on animals. These laws have been found to be applicable to the behaviour of human beings also. We may define general psychology as the study of human behaviour and experience. It also take into
account the facts observed and the laws enunciated on the basis of experimental work with animals.

Behaviour is open to observation. It can be studied in the same way in which other phenomena in the universe can be studied. But among human beings there is also experience alongside with behaviour. The child who has learnt to speak will not only with draw his hand when he is pricked with a pin; he also shouts that it is hurting him. The pinprick not only leads to withdrawal, which is an observable behaviour, it also leads to an experience, which is expressed in the statement that the is suffering pain. This experience is not open to observation by others; it is private, it is personal. Only the person experiencing can make an assertion about it. The ancient thinkers were generally concerned with the study and analysis of these experiences. These are the mental activities that we are conscious of. We not only experience them we are also aware of them. But every mental neuromuscular system is involved in all mental activity. A fed decades ago the psychologist Watson tried to limit the scope of psychology to the near observation of human behaviour so that other persons concern it only with phenomena open to observation. In other words, it was his intention that psychology should be completely objective. Since experience is private, subjective, he said, that it should not be included in the scope of psychology. Thus there was a swing from almost exclusive preoccupation with the analysis of experience to a campaign for the abandonment of experience.

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 not 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 behaviour. Often behaviour 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 behaviour, 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 behaviour of volleyball players. There is on the one hand the interest in the general laws of human behaviour 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 other 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 behaviour.

One of the first things to become apparent as we turn our attention to the whole man is that he manifests himself in infinite variety. There has never been a person exactly like you, and there never will be. And one of the major factors which distinguishes you from your neighbor is the way your perceptual, motivational, and learning processes are organized into unique patterns of capacities: intelligence, abilities, talents, and aptitudes. It is this patterning and synthesis which helps make you, you; which makes you Jim McGraw, or Shirley Cohen, or Tony Morales instead of Mr. any man.

The study of the abilities of man has been intimately tied up with intelligence testing. Literally millions of people, representing different ages, economic groups, cultures, nationalities and races have been subjected to intelligence testing of one kind or another. There are individual tests (where one person at a time is tested) and group tests (where hundreds of people at a time are tested); speed tests (where the scores are determined by the rapidity with which correct answers can be given) and power tests (where the difficulty of the task successfully completed determines the score); verbal tests (requiring verbal responses to questions) and performance tests (involving such nonverbal responses as stringing variously coloured beads in a specified order.)
Statement of the problem:

The investigators become interested in determining the effectiveness of physical fitness training programme on psycho-physiological efficiency on Volleyball players. The problem was stated as "Effectiveness of Physical fitness training programmes on Psychological and Physiological efficiency on Volleyball players." taken up to assess the level of familiarity of these subjects among volleyball players. This explores and measures the various psychological and physiological parameters of volleyball players. It was further aimed to help the Sports Scientist and Administrators to enable them to for mutate a better procedure to enhance the performance through psycho-physical efficiency of volleyball players.

OBJECTIVES OF THE STUDY

Primary objective:

The primary study of the study is to determine and find out the effectiveness of physical fitness training programme on psycho-physiological efficiency on Volleyball players.

Secondary objectives:

1. To study the effects of physical fitness training programme on RHR of volleyball players.

2. To study the effects of physical fitness training programme on RR of volleyball players.

3. To study the effects of physical fitness training programme on VC of volleyball players.

4. To study the effects of physical fitness training programme on BHC (Inhale) of volleyball players.

5. To study the effects of physical fitness training programme on BHC (Exhale) of volleyball players.

6. To study the effects of physical fitness training programme on BP (systolic) of volleyball players.
7. To study the effects of physical fitness training programme on BP (Diastolic) of volleyball players.

8. To study the effects of physical fitness training programme on BMI of volleyball players.

9. To study the effects of physical fitness training programme on physical sub-dimension of universal supreme health for all well-being volleyball players with respect to Nutrition.

10. To study the effects of physical fitness training programme on physical sub-dimension of universal supreme health for all well-being volleyball players with respect with respect to Hygiene and safety.

11. To study the effects of physical fitness training programme on physical sub-dimension of universal supreme health for all well-being volleyball players with respect with respect to exercise.

12. To study the effects of physical fitness training programme on physical sub-dimension of universal supreme health for all well-being volleyball players with respect to De-medication.

13. To study the effects of physical fitness training programme on physical sub-dimension of universal supreme health for all well-being volleyball players with respect with respect to De-addiction.

14. To study the effects of physical fitness training programme on Mental sub-dimension of universal supreme health for all well-being of volleyball players with respect with respects to Happiness.

15. To study the effects of physical fitness training programme on Mental sub-dimension of universal supreme health for all well-being of volleyball players with respects to Kindness and empathy.

16. To study the effects of physical fitness training programme on Mental sub-dimension of universal supreme health for all well-being of volleyball players with respects to learning.
17. To study the effects of physical fitness training programme on Mental sub-dimension of universal supreme health for all well-being of volleyball players with respects to self-esteem and

18. To study the effects of physical fitness training programme on Mental sub-dimension of universal supreme health for all well-being volleyball players with respects to (v) Ethics

19. To study the effects of physical fitness training programme on Spiritual sub-dimension of universal supreme health for all well-being volleyball players with respects to harmlessness

20. To study the effects of physical fitness training programme on Spiritual sub-dimension of universal supreme health for all well-being volleyball players with respects to Awareness

21. To study the effects of physical fitness training programme on Spiritual sub-dimension of universal supreme health for all well-being of volleyball players with respects to Lovingness

22. To study the effects of physical fitness training programme on Spiritual sub-dimension of universal supreme health for all well-being of volleyball players with respects to Faith & devotion and

23. To study the effects of physical fitness training programme on Spiritual sub-dimension of universal supreme health for all well-being of volleyball players with respects to Transcendence and joy.

24. To study the effects of physical fitness training programme on Physical self-concept of volleyball players.

25. To study the effects of physical fitness training programme on Social self-concept of Volleyball Players.

26. To study the effects of physical fitness training programme on Temperamental self-concept of Volleyball Players.
27. To study the effects of physical fitness training programme on *Educational* self-concept of Volleyball Players.

28. To study the effects of physical fitness training programme on *Moral* self-concept of Volleyball Players.

29. To study the effects of physical fitness training programme on *Personality with respect to neuroticism* Volleyball Players.

30. To study the effects of physical fitness training programme on *Personality with respect to Extraversion* Volleyball Players.

31. To study the effects of physical fitness training programme on *Personality with respect to Psychoticism* Volleyball Players.

32. To study the effects of physical fitness training programme on *Personality with respect to lie scale* Volleyball Players.
Hypothesis of the study:

The following hypothesis were formulated for this study.

1. It was hypothesized that there would be insignificant effects of physical fitness training programme on RHR of volleyball players.

2. It was hypothesized that there would be insignificant effects of physical fitness training programme on RR of volleyball players.

3. It was hypothesized that there would be insignificant effects of physical fitness training programme on VC of volleyball players.

4. It was hypothesized that there would be insignificant effects of physical fitness training programme on BHC (Inhale) of volleyball players.

5. It was hypothesized that there would be insignificant effects of physical fitness training programme on BHC (Exhale) of volleyball players.

6. It was hypothesized that there would be insignificant effects of physical fitness training programme on BP (systolic) of volleyball players.

7. It was hypothesized that there would be insignificant effects of physical fitness training programme on BP (Diastolic) of volleyball players.

8. It was hypothesized that there would be insignificant effects of physical fitness training programme on BMI of volleyball players.
9. It was hypothesized that there would be insignificant effects of physical fitness training programme on Personality with respect to neuroticism Volleyball Players.

10. It was hypothesized that there would be insignificant effects of physical fitness training programme on Personality with respect to Extraversion Volleyball Players.

11. It was hypothesized that there would be insignificant effects of physical fitness training programme on Personality with respect to Psychoticism Volleyball Players.

12. It was hypothesized that there would be insignificant effects of physical fitness training programme on Personality with respect to lie scale Volleyball Players.

13. It was hypothesized that there would be insignificant effects of physical fitness training programme on physical sub-dimension of universal supreme health for all well-being of volleyball players with respect to Nutrition.

14. It was hypothesized that there would be insignificant effects of physical fitness training programme on physical sub-dimension of universal supreme health for all well-being of volleyball players with respect with respect to Hygiene and safety.

15. It was hypothesized that there would be insignificant effects of physical fitness training programme on physical sub-dimension of universal supreme health for all well-being of volleyball players with respect with respect to exercise.
16. It was hypothesized that there would be insignificant effects of physical fitness training programme on physical sub-dimension of universal supreme health for all well-being of volleyball players with respect to De-medication.

17. It was hypothesized that there would be insignificant effects of physical fitness training programme on physical sub-dimension of universal supreme health for all well-being of volleyball players with respect to De-addiction.

18. It was hypothesized that there would be insignificant effects of physical fitness training programme on Mental sub-dimension of universal supreme health for all well-being of volleyball players with respect to Happiness.

19. It was hypothesized that there would be insignificant effects of physical fitness training programme on Mental sub-dimension of universal supreme health for all well-being of volleyball players with respect to Kindness and empathy.

20. It was hypothesized that there would be insignificant effects of physical fitness training programme on Mental sub-dimension of universal supreme health for all well-being of volleyball players with respect to learning.

21. It was hypothesized that there would be insignificant effects of physical fitness training programme on Mental sub-dimension of universal supreme health for all well-being of volleyball players with respect to self-esteem and

22. It was hypothesized that there would be insignificant effects of physical fitness training programme on Mental sub-dimension of universal supreme health for all well-being of volleyball players with respect to Ethics.
23. It was hypothesized that there would be insignificant effects of physical fitness training programme on Spiritual sub-dimension of universal supreme health for all well-being of volleyball players with respects to harmlessness.

24. It was hypothesized that there would be insignificant effects of physical fitness training programme on Spiritual sub-dimension of universal supreme health for all well-being of volleyball players with respects to Awareness.

25. It was hypothesized that there would be insignificant effects of physical fitness training programme on Spiritual sub-dimension of universal supreme health for all well-being of volleyball players with respects to Lovingness.

26. It was hypothesized that there would be insignificant effects of physical fitness training programme on Spiritual sub-dimension of universal supreme health for all well-being of volleyball players with respects to Faith & devotion.

27. It was hypothesized that there would be insignificant effects of physical fitness training programme on Spiritual sub-dimension of universal supreme health for all well-being of volleyball players with respects to Transcendence and joy.

28. It was hypothesized that there would be insignificant effects of physical fitness training programme on Physical self-concept of volleyball players.

29. It was hypothesized that there would be insignificant effects of physical fitness training programme on Social self-concept of Volleyball Players.

30. It was hypothesized that there would be insignificant effects of physical fitness training programme on Temperamental self-concept of Volleyball Players.

31. It was hypothesized that there would be insignificant effects of physical fitness training programme on Educational self-concept of Volleyball Players.

32. It was hypothesized that there would be insignificant effects of physical fitness training programme on Moral self-concept of Volleyball Players.
33. It was hypothesized that there would be insignificant effects of physical fitness training programme on intellectual self-concept of Volleyball Players.

**Significance of the Study**

The results of the study were expected to be of great use and importance to the Volleyball players and coaches as the same can be utilize in formulating the modalities in putting their knowledge acquired through developed scientific investigations, analysis and interpretation of findings to use of all individual and team game players.

**Delimitations of the Study**

1. Study was conducted on 30 volleyball players. Only experimental group was targeted there was no control group.
2. The age group of sedentary student was 19-30.
3. Only male Volleyball players were selected for the study
4. The present study was delimited to those players who was participated at collegiate level.

**Limitation of the study**

- Since the both players belonged to different age level, hence the prior experience of the both players may be considered as a limitation to the study.
- Since the both game players belonged to different training background this may be also considered as the limitation of the study.
- The availability of the sophisticated instrument which may also be considered as the limitation of the study.
Definition and Explanation of important technical Terms

- **Physical fitness Training Programme**
  Activity in which the body's large muscles move in a rhythmic manner for a sustained period of time.

- **Personality:**
  Personality is a dynamic organization with in the individual of those physical systems that determine his unique adjustment to his environment.

- **Resting Heart Rate:**
  The heart rate is differenced as the frequency or number of heart beat/rate in one minute.

- **Breath Holding Capacity After Expiration:**
  The time for which one can hold air after full expiration is called breath holding capacity after expiration.

- **Breath Holding Capacity After Inspiration:**
  The time for which, one can hold air after inspiration.

- **Blood Pressure:**
  The blood pressure is the pressure of the blood within the arteries. It is produced primarily by the contraction of the heart muscle.

- **Body Mass Index:**
  Body Mass Index is individual's body mass divided by the square of his or her height.

**Extraversion:**

The Extraversion is personality traits. The extravert person's orientation is towards the standard words. He deals people intelligently in social situation.

- **Neuroticism:**
  It is a minor mental disorder characterized by inner struggles & Discord & social relationship.

- **Psychology:**
  It is the study of the mind, occurring partly via the study of behavior.

- **Physiology:**
The biological study of the functions of living organisms and their parts. All the functions of a living organism or any of its parts.