

A COMPARATIVE STUDY OF PERSONALITY TRAITS OF COMBATIVE AND TEAM GAME PLAYERS

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ABSTRACT

The purpose the study is to compare the personality traits of combative and team game state level players of Maharashtra". A total of 150 state level combative and team games player was randomly selected as the subjects of this study. The age of the subject ranges from 18-28 years. The subjects was selected randomly from the State level tournament who was participated in 2013-14 state games in combative and team games. Out of total sample of 150 players, 75 players (Judo=25, Boxing=25 and Wrestling=25) were selected from combative games and 75 player(Football=25, Volleyball=25 and Handball=25) were selected from Team games. To find out the significance difference in the selected personality traits in combative and team Game players, means, standard deviations and 't' ratios were computed. This study clearly indicated that the combative and team Games players were found to have different personality traits with respect to their Extroversion and Introversion, self concept, Independence-dependence and anxiety aspect, as the calculated 't' values for them were greater than required value to be significant. But the Similar adjustment and temperament aspect of personality. were observed between combative and team Games Players.

Keywords: Combat Games, Team Games, Personality, State level players

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INTRODUCTION

Sports Psychology started to become visible at the Olympic games in 1984, when the Olympic teams began to hire sports psychologists for their athletes, and in 1985, when the U.S. team employed their first permanent sports psychologist. For the Summer Olympics in 1996, the U.S. already had over 20 sports psychologists working with their athletes, and today, each professional sports team has one that is regarded as an important member of their staff.

The human personality is a marvelously intricate structure, delicately woven of motives, emotions, habits, and thoughts into a pattern that balances, however precariously, the pulls and pushes of the world outside. Personality is the total sum of his 'being' and includes physical, mental, social, emotional, and intellectual aspects. One's personality reflects his perception, imagination, attitude, instincts, habits, values, interests, and sentiments about himself and his self worth. Intelligence, achievement, motivation, modes of adjustment, all these and much more constitute human personality.

Personality reveals the psychological make up of an individual through his behaviour. In fact, it is the quality of a person's total behaviour. Personality is a dynamic and continuous process of learning in which the individual acquires the typical modes of responses. The word personality is used to subsume all the factors, inherited or acquired, which make up an individual. It is the total sum of what one is (his psychological make-up), one's typical response patterns (to adjust in the environment or how one responds to the worked around him), and behavior patterns (how one behaves differently in different situations). It is difficult to precisely define a well integrated personality, but acceptance of self, acceptance by others, efficiency in work and freedom from inner conflicts can be conveniently considered as main criteria for exploring the inner depth of personality.

In the modern sports world the psychological, makeup of a sport person is as much important as physiological variables , teaching and tactics. Psychology has become the backbone of high performances especially in achieving peak performances , both training and competition . Sports Psychology .through still in infancy in the developing countries, has: made a definite impact on sports performance, during training and competition (Seaton,1956).

There seems to be certain association between psychological dimensions and sports proficiency either by individual difference in how a person reacts to one's psychological traits. For instance, sports participation may relieve aggressive behavior in some and it may aggravate in others. Some may gain proficiency in sports to overcome high anxiety level whereas others may merely depressed and dishearten and withdraw efforts to achieve proficiency in competitive sports performance. (Cratty, 1989).

Most of the coaches agree that the physical characteristics, skills and training of the players and extremely important but they also indicate the good mental preparation for competitions is necessary component of" success. In western countries like Russia, G.D.R. Bulgaria and Czechoslovakia (East European countries), much stress has been

given on the mental preparation of their national teams as well as on the psychological conditioning of their players and sportsman. This include developing not only the physical attributes but also his' attitudinal, motivational and psychological traits (Singh, 1987).

Athletes who are motivated by aggressive neurotic or competence element will exhibit these component in there personal style and expressions. Competitive styles are characterized by certain personality traits such as individualism, egocentricity and tight, rigid, restrictive defenses. In common usage the term "Personality refers to vaguely Conceived human quality which every one recognizes as a special importance in inter-personal relations (Suinn, 1974).

One's personality is complex combination of qualities that makes one unique and give one his individual identity. It involves in each case and analysis combination of qualities and attributes that characterized the individual person- personality result from an individual combination of attributes qualities and behavior pattern (Scott,1978).

In the modern age of scientific knowledge, man is making rapid progress in all walks of life including that of sports and games. The progress in sports and games may be attributed to the scientific investigations for the better performance of sportsmen and sportswomen, improved scientific and specific training methods and also to the better understanding of the human organism (Simon, 1964) .

The psychological preparation on the basis of psychological characteristics of the sport, the competition conditions and the personality structure (profile) of the sportsmen, is planned and carried out with the aim of enabling the sportsman to be in an optimum psychic state at the time of competition so that he can achieve the maximum possible performance.

The personality make-up of an individual plays a vital role in his achievements in every field of life. "Human personality refers to the unique expression of the characteristics of an individual and it must be studied with in the social context in which it develops. It is not an isolated phenomenon, separate from the environment. Although it is often perceived in such a way. Personality is expressed through the complex and interdependent relationship formed between an individual and environment (Dureha, 1987).

Success in athletics seems to be dependent in part on psychological status and traits. The use of an athlete's personality profile, in concern with knowledge of their past experience, coach's rating, anatomic and physiological characteristics and so one can enhance the accuracy of prediction in a number of sports (Morgan,1986).

The participation in Sports contributes to building up self confidence, enhance intellectual level, personality development and outgoing tendency or extraversion as such proficiency leads to enhanced success in sports activities which is highly valued in one's group. Human life is a complex of physical, intellectual, emotional and social development patterns sports and physical activities are integral parts of these patterns. People compete in sports because of the opportunity provided to evaluate their competence in interacting with one's environment. Competition provides people of all levels of ability .with the opportunity to seek out there enforcements attractive to them and gain certain measures of self- evaluation (Sinha, 1986) .

Cognitive and general psychological abilities such as intelligence, personality characteristics, concentration, reaction time, motivation, will power, anticipation etc. play a pre-dominant role in various sports activities (Puni, 1980, Macgillivray, 1980, and Schobet, 1981).

The role of education is very much important in the society of human beings in its varied dimension to the life. The education has different aspects to carried with the educational schedule. The development and maintenance of various allied aspects to the education may prove very much important because they have their own purpose and identity to the concept of overall development of a child. Each educational system and educationists refer to the overall development of child, which may be denoted as: mental development (cognitive development), physical and physiological development (non-cognitive development), social development, intellectual development, spiritual and economical development etc.

The education means the modifications in behavior. This statement peruse to the various alteration and modification which may be conducted with the help of education, environment and teaching or training. The education may only be achieved, when the various body systems engaged and involved in a coordinative and systematic form. The educational concept of all-round development of a human being refers to various dimensions in which the physical dimension plays an important role to provide the practical shape to the education process.

Student athlete is widely stereo typed as the "dumb jock," become it is assumed that sport participation interferes with schoolwork. There is, however, no truth in this stereotype and assumption when applied to high school athletes. Infact many studies have consistently demonstrated a positive relationship between athletic participation and academic performance (Thio, 1986).

The high school athletes had higher grade point averages than non-athletes did. They further found that the athletes' greater academic achievement was not due to such factors as being from higher-income families or taking easy course (Walter, 1968).

Sports and physical education are an integral part of the learning process and will be included in the evaluation of performance. A nation wide infrastructure for physical education, sports and games will be built into the education edifice". The infrastructure will consist of play fields, equipment, coaches and teacher of physical education as part of the school improvement program. Efforts will be made to establish sports institutions and hostel where specialized attention will be given to sports activities and sports - related studies along with normal education (Aggarwal, 1972).

The researcher has selected this problem because of his personal interest in the sports psychology as well as the growing demands of psychology in the competitive sports. The researcher has noticed during competitions that some sportspersons may not be able to tolerate the stress or emotional tension arises during competition or may not be able to adjust him with other teammates, which affect their performance. Keeping in view these problems of the sportspersons, the present researcher has made an attempt to explore non conventional, unexplored dimensions of psychology which have direct bearing on sports performance. Hence the study was focused on comparative evaluation of psychological variables among

sportspersons. The titled as: “Comparative Study of Personality Traits of Combative and Team Game State Level Players of Maharashtra.”

The main purpose the study is to compare the “Personality Traits of Combative and Team Game State Level Players of Maharashtra”. It was also hypothesized that there would no significant differences between means of Personality Traits among the Combative and Team Game State Level Players of Maharashtra.

METHODOLOGY

Selection of Subjects:

A total of 150 State level Combative and Team Games player was randomly selected as the subjects of this present study. The age of the subject ranges from 18-28 years. The subjects was selected randomly from the State level tournament who was participated in 2013-14 state games in Combative (Judo, Boxing and Wrestling) and Team games (Football, Volleyball and Handball). Out of total sample of 150 players, 75 players was selected from combative games and 75 player was selected from Team games. These 75 players from combative games was divided into Judo, Boxing and Wrestling having 25 players in each game. In the same way 75 players from team games was divided into Football, Handball and Volleyball having 25 players in each game.

Description of Questionnaire:

The selection of tool was governed by the consideration of their (i) availability (ii) suitability to the sample (iii) reliability and validity keeping in view these consideration, the following questionnaire was used for data collection.

Multidimensional Personality Inventory developed by Ku. Manju Agrawal was used as criterion measure to compare the personality traits of individual and team games players. In view that it is an objective test and gives the most extensive coverage of individual's characteristics and it is widely used in game and sports. It is an objectively scored test. This test is highly reliable and valid for testing the individual conditions. This inventory consists of total 119 statements (20 statements for each A to E and 19 for F personality trait). Each statement has three alternatives viz, ‘Yes’, ‘Sometimes’ and ‘No’.

Six personality traits are measured with the help of questionnaire i.e. Extroversion and Introversion, Self-Concept, Independence- Dependence, Temperament, Adjustment and Anxiety

RESULTS AND DISCUSSION

To find out the significance difference in the selected personality traits in combative and team Game players, ‘t’ test was used and data pertaining to this have been presented in Table 1 to 6 and Figure 1 to 6.

TABLE 1
SIGNIFICANCE OF DIFFERENCE BETWEEN COMBATIVE AND TEAM
GAME”S PLAYERS ON EXTROVERSION AND INTROVERSION
DIMENSION OF PERSONALITY

Group of Players	Mean	SD	MD	σ DM	t-ratio
Team Game	48.296	5.399	4.079	0.987	4.133*
Combat Game	44.217	5.814			

Significant at .05 level, $t_{.05}(129) = 1.98$

From the above Table 1 indicates that statistically significant difference was observed between players of team game and combat game on extroversion and introversion dimension of personality, as the obtained t- value of 4.133 was higher than the required value of $t_{.05}(129) = 1.98$.

Hence it is concluded that there was a significant difference in Combative games and Team games players with respect to their extroversion and introversion aspect of personality. Moreover, team games players were more extrovert than the Combative games players. The difference between mean extroversion and introversion aspect of personality of Combative and Team Games players is depicted in Figure 1.

TABLE 2
SIGNIFICANCE OF DIFFERENCE BETWEEN COMBATIVE AND TEAM
GAME”S PLAYERS ON SELF CONCEPT DIMENSION
OF PERSONALITY

Group of Players	Mean	SD	MD	σ DM	t-ratio
Team Game	46.521	4.316	2.979	0.969	3.074*
Combat Game	49.500	6.371			

Significant at .05 level, $t_{.05}(129) = 1.98$

From the above Table 2 indicates that statistically significant difference was observed between players of team game and combat game on self concept dimension of personality, as the obtained t- value of 3.074 was higher than the required value of $t_{.05}(129) = 1.98$.

From the above findings it was concluded that there is a significant difference in Combative games and Team games players with respect to their Self-concept aspect of personality. Moreover, Combative games players were found to have better self-concept than the Team games players. The difference between means of self concept aspect of personality of Combative and Team Games players is depicted in Figure 2. .

TABLE 3
SIGNIFICANCE OF DIFFERENCE BETWEEN COMBATIVE AND TEAM
GAME'S PLAYERS ON INDEPENDENCE-DEPENDENCE
TRAIT OF PERSONALITY

Group of Players	Mean	SD	MD	σ DM	t-ratio
Team Game	45.803	4.146	3.881	0.926	4.192*
Combat Game	49.683	6.074			

Significant at .05 level,
t.05 (129)= 1.98

From the above Table 3 indicates that statistically significant difference was observed between players of team game and combat game on independence-dependence trait of personality, as the obtained t- value of 4.192 was higher than the required value of t.05 (129)=1.98.

From the above discussion it is concluded that there is a significant difference in Combative games and Team games players with respect to their Independence-dependence trait of personality. Moreover, Combative games players have more Independence-dependence trait than the Team games players. The difference between means of independence-dependence trait of personality of Combative and Team Games players is depicted in Figure 3.

TABLE 4
SIGNIFICANCE OF DIFFERENCE BETWEEN COMBATIVE AND TEAM
GAME'S PLAYERS ON TEMPERAMENT TRAIT
OF PERSONALITY

Group of Players	Mean	SD	MD	σ DM	t-ratio
Team Game	47.732	3.888	1.416	1.062	1.333
Combat Game	46.317	7.409			

Insignificant at .05 level,
t.05 (129)= 1.98

From the above Table 4 indicates that statistically significant difference was not found between players of team game and combat game on Temperament aspect of personality, as the obtained t- value of 1.333 was lesser than the required value of t.05 (129)=1.98.

From the above findings it is concluded that Combative and Team Games players does not differ significantly with respect to their temperament aspect of Personality. It means

Combative games and Team games players have same level of temperament. The difference between means of independence-dependence trait of personality of Combative and Team Games players is depicted in Figure 4.

TABLE 5
SIGNIFICANCE OF DIFFERENCE BETWEEN COMBATIVE AND TEAM
GAME'S PLAYERS ON ADJUSTMENT DIMENSION OF PERSONALITY

Group of Players	Mean	SD	MD	$\bar{d}$ DM	t-ratio
Team Game	49.775	3.034	0.125	0.813	0.154
Combat Game	49.900	5.650			

Insignificant at .05 level,
t.05 (129)= 1.98

From the above Table 5 indicates that statistically significant difference was not found between players of team game and combat game on adjustment aspect of personality, as the obtained t- value of 0.154 was lesser than the required value of t.05 (129)=1.98.

From the above findings it is concluded that Combative and Team Games players does not differ significantly with respect to their adjustment aspect of Personality. It means Combative Game and Team Game Players have same level of adjustment. The difference between means of Adjustment aspect of personality of Combative and Team Games players is depicted in Figure 5.

TABLE 6
SIGNIFICANCE OF DIFFERENCE BETWEEN COMBATIVE AND TEAM
GAME'S PLAYERS ON ANXIETY DIMENSION OF PERSONALITY

Group of Players	Mean	SD	MD	$\bar{d}$ DM	t-ratio
Team Game	47.113	3.358	1.429	0.634	2.254*
Combat Game	45.683	3.820			

*Significant at .05 level,
t.05 (129)= 1.98

From the above Table 6 indicates that statistically significant difference existed between players of team game and combat game on anxiety aspect of personality, as the obtained t- value of 2.254 was higher than the required value of t.05 (129)=1.98.

Hence it is concluded that there was a significant difference in Combative games and Team games players with respect to their anxiety aspect of personality. Moreover, team games players have more Anxiety than the Combative games players. The difference between means of anxiety aspect of personality of Combative and Team Games players is depicted in Figure 6.

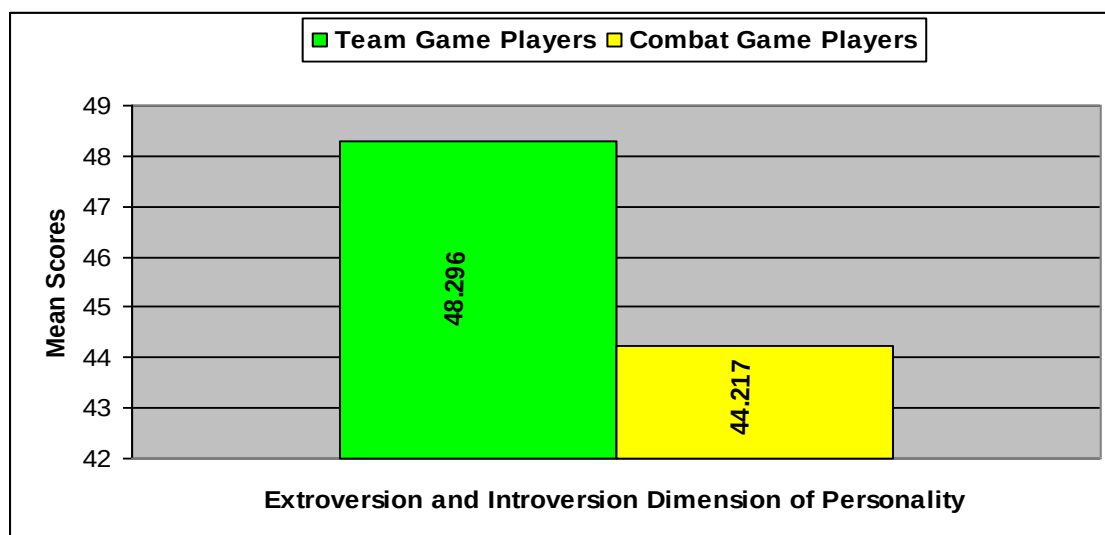


Figure :1-Mean Scores of Extroversion-Introversion Dimension of Personality of Combat and Team Game Players.

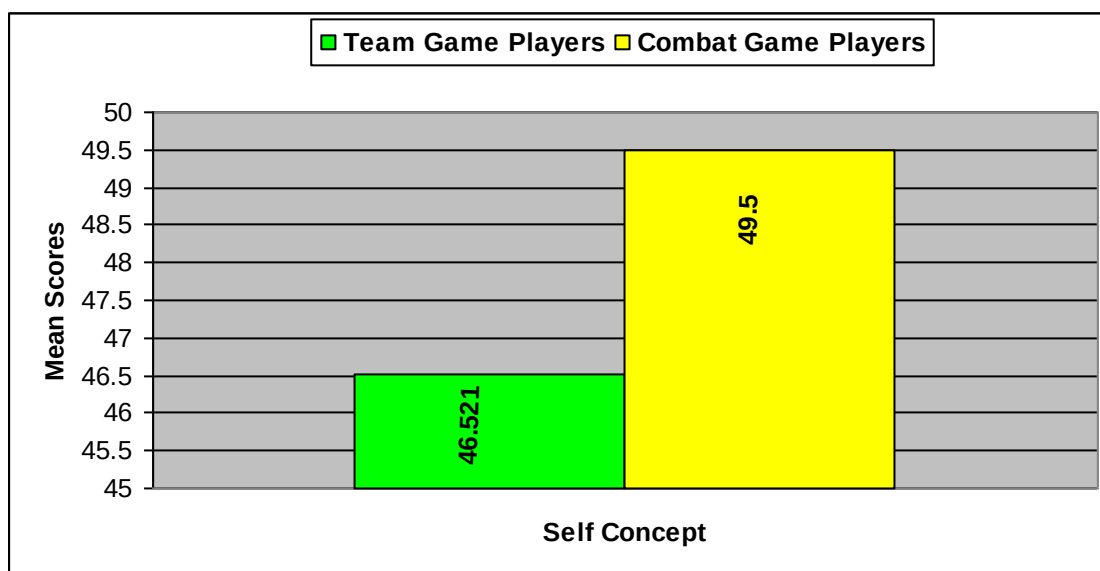


Figure :2-Mean Scores of Self Concept Dimension of Personality of Combat and Team Game Players.

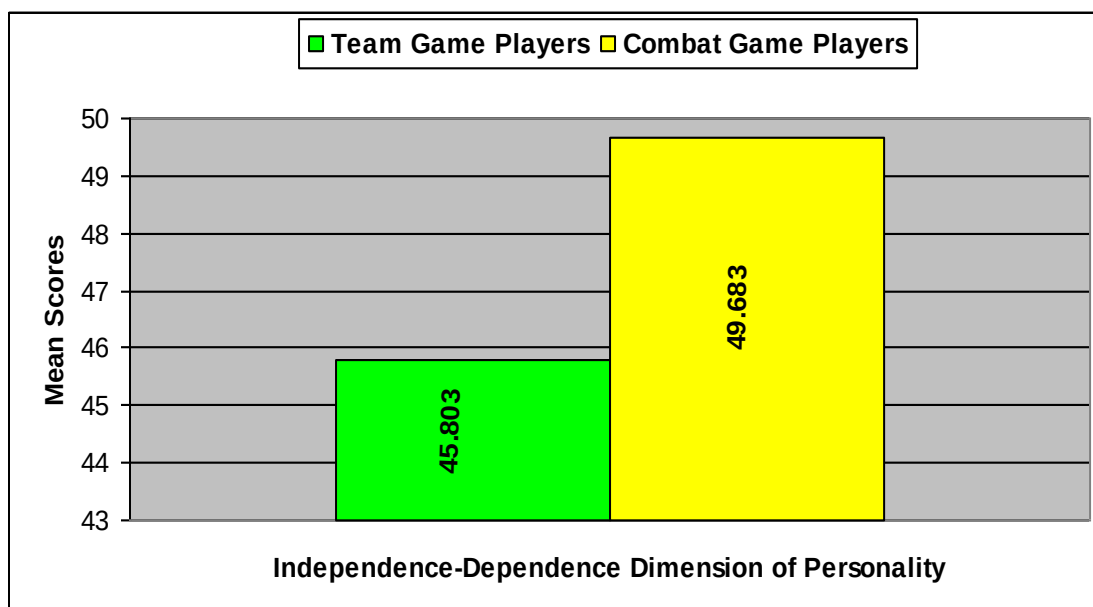


Figure :3-Mean Scores of Independence-Dependence Dimension of Personality of Combat and Team Game Players.

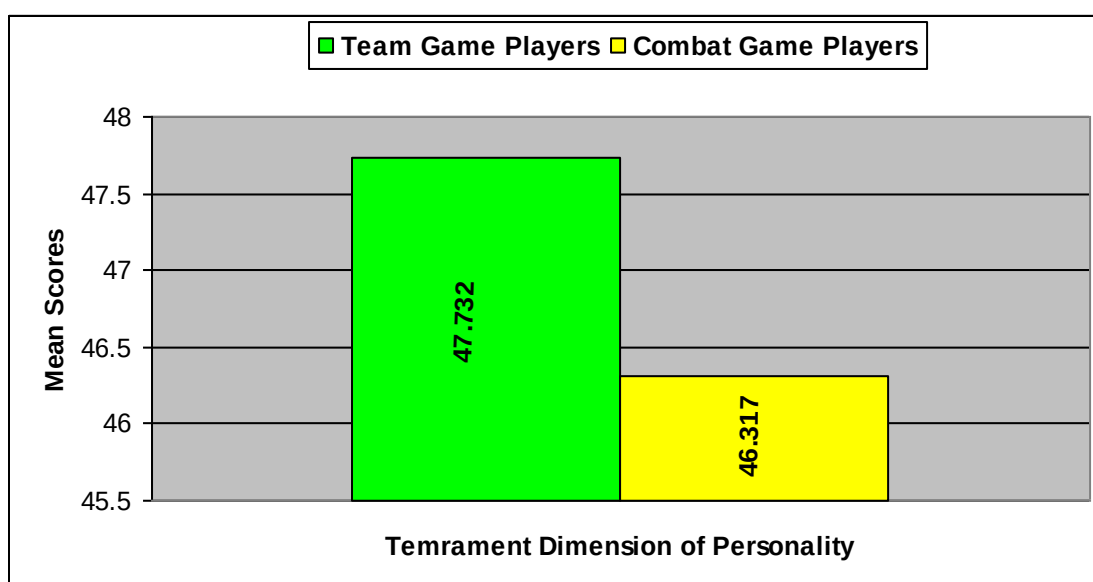


Figure :4-Mean Scores of Temperament Dimension of Personality of Combat and Team Game Players.

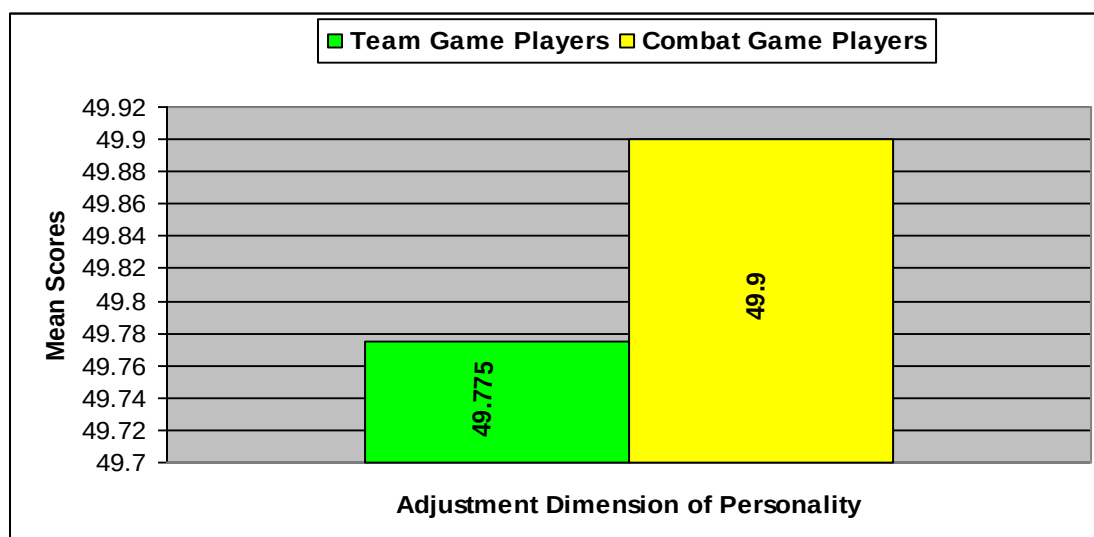


Figure :5-Mean Scores of Adjustment Dimension of Personality of Combat and Team Game Players.

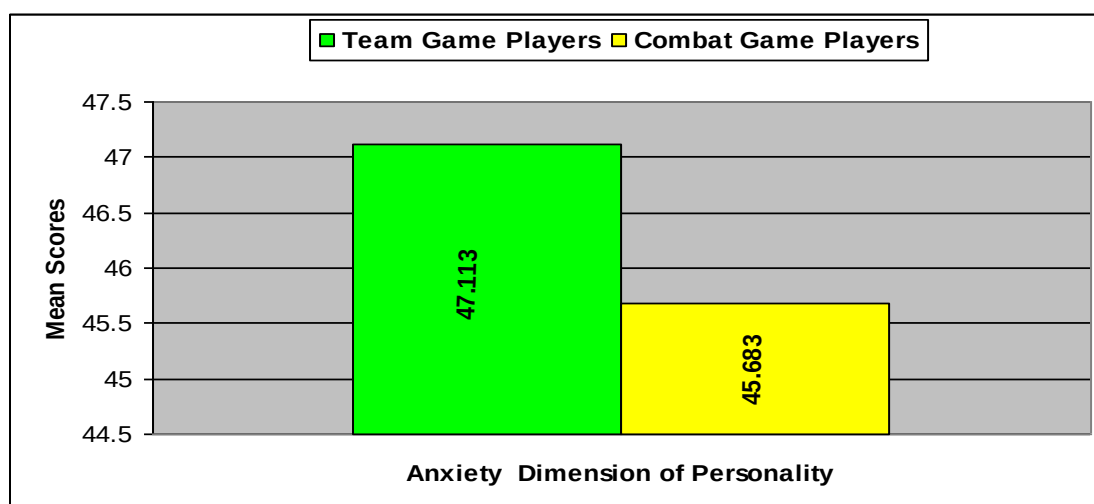


Figure :6-Mean Scores of Anxiety Dimension of Personality of Combat and Team Game Players.

CONCLUSIONS

- (1) Combative and Team Games Players differ significantly with respect to their Extroversion and Introversion aspect of personality.
- (2) Combative and Team Games Players differ significantly with respect to Self-Concept aspect of Personality.
- (3) Combative and Team Games Players differ significantly with respect to their

- Independence-dependence Trait of personality
- (4) Combative and Team Games Players did not differ significantly with respect to their Temperament aspect of Personality
 - (5) Combative and Team Games Players did not differ significantly with respect to their Adjustment aspect of Personality
 - (6) Combative and Team Games Players differ significantly with respect to their Anxiety aspect of Personality.

APPLICATION IN SPORTS

The study would provide help to the physical education teachers, sports psychologists, sports trainers and coaches to find out various levels of Personality traits of sports persons in different games. The study may be help the coaches in selection of the suitable activities for the players according to their level of personality traits. The study would be worthy for the sports psychologists to construct a specific pattern of psychological training for combative and team games players. The results of the study was provide useful information and guidelines to coaches, physical education teachers and athletes regarding behavioral characteristics of sportspersons and may found to be instrumental in effective.

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