

# **RELATIONSHIP OF PERSONALITY WITH INTELLIGENCE AND ACADEMIC STRESS OF DIFFERENTS GAME PLAYERS**

A Research thesis Submitted to the

Department of Physical Education

In partial fulfilment of the requirement for the award of degree of

Master of Philosophy

Jujhar Singh

Regd. No 11512463

Supervisor by

Dr. Neelam Sharma



Lovely Professional University

Phagwara, Punjab (India)

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# TABLE OF CONTENTS

<b>TOPIC</b>	<b>PAGE NO</b>
Declaration	i
Certificate	ii
Acknowledgement	iii
Abstract	iv-vi
Table of Contents	vii-ix
List of Tables	x-xi
List of Figures	xii
List of Appendices	xiii

<b>CHAPTER NO.</b>	<b>DESCRIPTION</b>	<b>PAGE NO.</b>
<b>CHAPTER –I</b>	<b>INTRODUCTION OF THE PROBLEM</b>	<b>1</b>
1.1	Theoretical orientation of the problem	1-16
1.2	Significance of the study	16
1.3	Statement of the problem	17
1.4	Operational definitions of the terms used	17
1.5	Objectives of the study	17
1.6	Hypotheses of the study	17
1.7	Delimitations of the study	17-18
<b>CHAPTER-II</b>	<b>LITERATURE REVIEWS OF THE STUDY</b>	<b>19-23</b>
<b>CHAPTER-III</b>	<b>METHODOLOGY</b>	<b>24</b>
3.1	Research method	25-26
3.2	Sampling	26
3.3	Sampling Technique	27
3.3.1	Sampling Design	27
3.4	Tools used for the study	27
3.5	Description of scale	32

3.5.1	Description of Personality scale	27-29
3.5.2	Description of Intelligence scale	30
3.5.3	Description of Academic Stress scale	30-32
3.6	Procedure of data collection	33
3.7	Statistical techniques used	33
<b>CHAPTER-IV</b>	<b>ANALYSIS AND INTERPRETATION</b>	<b>34-37</b>
4.1	Result pertaining to the level of creative ability of secondary school students.	34-35
4.2	Result pertaining to the level of scientific attitude of secondary school students.	36
4.3	Result pertaining to the level of parental encouragement of secondary school students.	36-37
<b>CHAPTER-V</b>	<b>CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS</b>	<b>38-40</b>
5.1	Conclusions	38-39
5.2	Recommendations	39-40
5.3	Suggestions	40
-	<b>BIBLIOGRAPHY</b>	41-43
-	<b>APPENDICES</b>	-0-

## LIST OF TABLES

<b>Table No.</b>	<b>DESCRIPTION</b>	<b>Page No.</b>
4.1	Table 4.1 Shows the Correlation between Personality and Intelligence among Different Game Players	34
4.2	Table no.4.2Shows the correlation between Intelligence and academic stress among different game players	36
4.3	Table 4.3 Shows the correlation between personality and academic stress among different game players	36

## **LIST OF FIGURES**

<b>Figure No.</b>	<b>DESCRIPTION</b>	<b>Page No.</b>
3.3.1	Distribution of sample	36
4.1	Graph 4.1 Shows the Correlation between Personality and Intelligence among Different Game Players	35
4.3	Graph 4.3 Shows the correlation between personality and academic stress among different game players	37

## **Declaration**

I do hereby declare that the dissertation entitled “RELATIONSHIP OF PERSONALITY WITH INTELLIGENCE AND ACADEMIC STRESS OF DIFFERENT GAME PLAYERS” Submitted in partial fulfilment of the requirement for the award of the degree of M.Phil. in Physical Education. is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for the award of any other degree or diploma of any university.

**Date:-** .....

**Jujhar Singh**

**Regd. No. 11512463**

## **Certificate**

This is to certify that Jujhar Singh has completed his dissertation entitled “RELATIONSHIP OF PERSONALITY WITH INTELLIGENCE AND ACADEMIC STRESS OF DIFFERENT GAME PLAYERS “under my guidance and supervision. To the best of my knowledge, the present work is the result of his original investigation and study. No part of the dissertation has been submitted for any other degree or diploma to any other university. The dissertation is fit for submission for the partial fulfilment of the requirements for the award of M.Phil. in Physical Education degree.

**Date:-** .....

**Dr. Neelam Sharma**



## **Acknowledgement**

First and foremost, I am thankful to Almighty GOD, not just because my dissertation is completed, but also because the Almighty has enlightened me in all aspects of this work. I am highly indebted to my advisor, Dr. Neelam Sharma , Professor and H.O.D, School of Physical Education, Lovely Professional University, whose cooperation, enthusiastic attitude, problem solving ability, encouragement and devotion towards work helped me in completing this work smoothly, timely and successfully. I am a hearty thankful of her.

I am highly thankful to all the faculty members of physical educational block and my friends for their kind attitude and timely advices to help me which enlightened me to solve the certain obstacles during my work. I am also highly thankful to Mr. Parveen Kumar for their kind attitude and timely help in applying the statistical techniques during the analysis process.

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I am also thankful to my classmates Mehtaab Singh for their advices and generous attitude.

**Dated:- -----**

**Jujhar Singh**

## **Abstract**

*This study was conducted to explore the RELATIONSHIP OF PERSONALITY WITH INTELLIGENCE AND ACADEMIC STRESS OF DIFFERENT GAME PLAYERS* Descriptive survey method was used in the study to obtain pertinent and precise information. In order to select the problem for study, the researcher has taken help from previous researchers related to the problem; the researcher has also taken the help of internet, magazines, journals, etc. The major objectives of the research :- the first objective was to analyse the relationship of personality with academic stress in sports person. The second objective of the study was to assess the relationship of personality with intelligence in sports person. Based on the above objectives the hypotheses were framed as:-the first hypothesis was Positive correlation may exist between intelligence and academic stress in sports person. Second hypothesis was there exist positive relationship between personality and intelligence in sports person. The investigator selected a sample of 180 game players from different university. The sample was equally divided into main three group's i.e.60 game players from Punjab University, 60 game players from GND University and 60 game players from Punjabi University of Punjab as sample through purposive sampling technique for his investigation. For collection of data the investigator used, three questionnaires Eysencks Personally Questionnaire by (Eysencks), Intelligence by (Dr. S.S. JALOTA) and Academic stress by (Dr Abha Rani Bisht 1987) scales were used In order to see the relationship between variables, the researcher used Pearson's product moment co-efficient correlation as statistical technique. Analysis of result show that the first hypothesis which is states that there exists positive correlation between Personality and Intelligence among different game players is rejected. The second hypothesis first which states that there exists positive relation between Intelligence and Academic stress among different game players was rejected. The third hypothesis which is states that there exists significant relationship between Personality and Academic stress among different game players is accepted. The investigator on the basis of above result gave suggestions as- firstly It can be suggested that parents need to support their students physically as well as mentally so that they can develop their personality and intelligence as well. Secondly Players need to develop positive mind-set and should accept criticism in order to shape their intelligence. Thirdly It can also be suggested

*that students need to build up good personality for reducing their stress. Finally the investigator recommended that this study can be conducted on sex of the game players like male and female, We can also conduct this study by increasing the psychological variables like aggression, stress, tension etc., This study can be conduct in future on the players of two different games and this study can be also conduct on the players of two different states or region also.*

**KEYWORDS:** *Personality, Intelligence, Academic Stress, and game players.*

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# CHAPTER-I

## INTRODUCTION

### 1.1 THEORETICAL ORIENTATION OF THE PROBLEM

A child has unique capabilities, attitudes, potentialities and interests and as such he reacts in a unique manner to the situation. The continuous pressure from outside world over the abilities and various aspects of human behavior causes restlessness in the mind of an individual. When a human uses his capacities optimally, his expectation increases then he feels achievement of excellence with their own competencies. When he fails to cope up with these competencies and race in the environment the stress occurs. The stress happens when there is imbalance between the environment demand and the response of the individual. Stress serves a useful purpose in stimulating efforts, inventiveness and high standard but when there is more stress than our ability to cope up with stress demand upon a combination of constituently of natural resources.

Ability testing is one of the most widespread yet most controversial exports from academic psychology to the real world, intended to provide an objective measure of the individual differences in cognitive abilities that undoubtedly exist within society. Firm evidence that psychometric test scores accurately predict real-world success would have considerable import at the practical and the theoretical levels. It would justify the use of such tests as educational and occupational selection tools and as dependent variables in studies of possible genetic and neurophysiologic correlates of cognitive ability differences. Predicting individual differences in educational outcomes was the *raison d'être* for the first broad test of cognitive ability ( Binet 1905, Zenderland 1998). The discovery of general intelligence involved, in part, using individual differences in school examination scores ( Spearman, 1904). Alongside occupational outcomes (Schmidt & Hunter, 1998), educational outcomes are the major target for the predictive validity of cognitive ability tests.

The association between cognitive ability and educational achievement, There is broad agreement that there is a moderate to strong correlation between the two. Jencks et al.'s (1979, p. 102) detailed account of eight samples from six longitudinal studies reported correlations ranging from 0.40 to 0.63 between

cognitive test scores and amount of education obtained. More recent overviews are provided by various authors and reach similar conclusions ( Bartels, Rietveld, Van Vaal, & Boomsma, 2002b; Brody, 1992; Jensen, 1998; Neisser et al., 1996; Sternberg, Grigorenko, & Bundy, 2001). For example, Mackintosh's (1998) survey reckoned that there is a correlation between 0.4 and 0.7 between IQ scores and school performance grades. More specifically for the present study, Mackintosh stated that, "in Britain, the correlation between 11-year-old IQ scores and later educational attainment, including performance on school examinations at age 16, is about 0.5".

The present study will provide a better estimate of the true association between intelligence and education by having multiple cognitive tests as predictors and multiple educational outcomes, applied to a massive representative sample. This echoes Spearman's (1904) original examination of the correlation between the latent trait from several school examination results and the latent trait from discrimination tests. For example, using just two ability tests and scores from four school examination areas (languages, science, math, physics, and humanities), there was a correlation of 0.53 between ability and education latent traits ( Rinderman & Neubauer, 2004).

Another major issue addressed by the current study is the gender gap in educational outcomes. Boys perform less well in school assessments than girls, despite similar scores on cognitive tests (e.g. Fergusson & Horwood, 1997). The similarity of boys and girls on cognitive test scores at age 11 is quite well established. In studies involving an entire Scottish population ( Deary, Thorpe, Wilson, Starr, & Whalley, 2003), or massive representative samples from the United Kingdom ( Strand, Deary, & Smith, in press), boys and girls at 11 years of age show no appreciable differences in mean general cognitive ability. However, girls score slightly higher on verbal ability and boys have a slightly larger standard deviation on general and specific ability scores. Here, we aim to determine whether the sex difference in verbal ability (after accounting for g) explains any of the sex difference in school assessment performances.

After 100 years of studying the cognitive ability– education association, there is still a need for a definitive, prospective study, one which assesses initial cognitive ability and later educational attainment with comprehensive assessments. Here, we report such a study, using a large, representative, 5-year prospective examination of over 70,000 children in England. The present study asks: (1) what is the association between general cognitive ability and overall educational attainment in 25 different courses, (2) what is the association between a latent cognitive ability trait (general intelligence or g) and a latent educational outcome trait, (3) what is the effect of sex on examination performance, and is it accounted for by general cognitive and/or verbal abilities, (4) in epidemiological terms, what is the effect size of cognitive ability on educational attainment.

Along with the improvements during the scientific era and the rapid development of information, competitiveness among people has become increasingly intense, as a consequence, people have become busier and, therefore, stress is a natural consequence. Even though appropriate stress is a juncture for self-growth, it is also a motivation for people to progress actively. It not only affects our thoughts and feelings but our behavioral models, as well. However, overstress causes problems and discomfort, and can have serious effects on people. Specifically, student faces the stress when they enter a completely new world of professional education.

## **Personality**

Personality is the particular combination of emotional, attitudinal, and behavioral response patterns of an individual. Different personality theorists present their own definitions of the word based on their theoretical positions. Psychologists such as Freud and Erik Erikson have attempted to come up with personality theories. Personality does not mean that a person has charm, a smiling face or a positive attitude towards life. Gordon Allport defined personality as the dynamic organization within an individual of those psycho-physical systems that determine his unique adjustments to his environment. Personality in essence refers to the sum total of ways in which an individual reacts and interacts with others. This is most often described in terms of measurable personality traits that a person exhibits.

There are some genetic factors that play a part in determining certain aspects of what we tend to become. Whether we are tall or short, experience good health or ill health, are quickly irritable or patient, are all characteristics which can, in many cases, be traced to heredity. How we learn to handle others' reactions to us (eg.our appearance) and the inherited traits can also influence how our personality is shaped. The culture and the values we are surrounded by significantly tend to shape our personal values and inclination. Thus, people born in different cultures tend to develop different types of personalities which in turn significantly influence their behaviors. India being a vast country with a rich diversity of cultural background provides a good study on this. For example, we have seen that people in Gujarat are more enterprising than people from other states, Punjabis are more diligent and hardworking, people from Bengal are more creative and with an intellectual bend and the likes. The socio-economic status of the family, the number of children in the family and birth order, and the background and education of the parents and extended members of the family such as uncles and aunts, influence the shaping of personality to a considerable extent. First-borns usually have different experiences, during childhood than those born later; Members in the family mould the character of all children, almost from birth, in several ways -by expressing and expecting their children to conform to their own values, through role modeling, and through various reinforcement strategies such as rewards and punishments which are judiciously dispensed.

Whether one trusts or mistrusts others, is miserly or generous, have a high or low self esteem and the like, is at least partially related to the past experiences the individual has had. Imagine if someone came to you and pleaded with you to lend him Rs.100 which he promised to return in a week's time, and you gave it to him even though it was the last note you had in your pocket to cover the expenses for the rest of that month. Suppose that the individual never again showed his face to you and you have not been able to get hold of him for the past three months. Suppose also that three such incidents happened to you with three different individuals in the past few months. What is the probability that you would trust another person who comes and asks you for a loan tomorrow, rather low, one would think. Thus, certain personality characteristics are molded by frequently occurring positive or negative experiences in life.

Although these factors do not literally create and shape up an individual's personality, situational factors do alter a person's behavior and response from time to time. The situational factors can be commonly observed when a person behaves contrastingly and exhibits different traits and characteristics. Just as environmental factors, there are many physical factors as well that determine your personality. These physical factors include the overall physical structure of a person: his height, weight, color, sex, beauty and body language, etc. An individual's personality can change over time. Physical factors are one of the major reasons of that. Most of the physical structures change from time to time, and so does the personality. With exercises, cosmetics and surgeries etc. many physical features are changed, and therefore, the personality of the individual also evolves. The environment that an individual lives in has a major impact on his personality. The environment establishes attitudes, values, norms and perceptions in an individual.

Environmental factors include the neighborhood a person lives in, his school, college, university and workplace. Moreover, it also counts the social circle the individual has. Your friends, parents, colleagues, co-workers and bosses, everybody plays a role as the determinants of your personality. Psychosocial factors play a big role in the functioning of the human behavior and development of one's personality. It includes intelligence and mental functioning, interest and attitudes, level of aspiration and achievement motivation, will power, emotional and temperamental make up etc. Hans J. Eysenck (4 March 1916 – 4 September 1997) was a psychologist born in Germany, who spent his professional career in Great Britain. He is best remembered for his work on intelligence and personality, though he worked in a wide range of areas. Tumultuous professional relationship throughout his working life. Eysenck was Professor of Psychology at the Institute of Psychiatry, King's College, Londona constituent college of the federal University of London, from (1955 to 1983). He was a major contributor to the modern scientific theory of personality and a brilliant teacher who helped found treatment for mental illnesses.

Eysenck also created and developed distinctive dimensional model of personality based on factor-analytic summaries, bravely attempting to anchor these summaries in biogenetic variation. He was the founding editor of the journal Personality and Individual. Eyesency classify personality types as given below: Extraversion is the act, state, or habit of being predominantly concerned with and

obtaining gratification from what is outside the self. Extraverts tend to enjoy human interactions and to be enthusiastic, talkative, assertive, and gregarious. Extraverts are energized and thrive off of being around other people, unlike introverts who would rather be left alone. They take pleasure in activities that involve large social gatherings, such as parties, community activities, public demonstrations, and business or political groups. An extraverted person is likely to enjoy time spent with people and find less reward in time spent alone. They tend to be energized when around other people, and they are more prone to boredom when they are by themselves. Neurotic people do not view taking action as a positive step, unlike emotionally stable people. They are more susceptible to having phobias and other anxiety disorders. Trivial frustrations can provoke despair, and neurotic people may find every day. They manifest as a lack of confidence in one's work and family life, or in one's skills or appearance. The neurotic's feelings of inadequacy are clearly demonstrated in their constant wish to please others; not being able to say no; having self-doubts after making a decision; not being able to make up their mind; having others take responsibility for their actions; being reluctant to express their own needs; and feeling guilty when being assertive. Most neurotics display a combination of passive-aggressive behaviors.

They seem to be generally deferent, but they use insidious methods to gain control of others, and get what they want. To determine the personality, as well as interaction and responds towards the external world also included in this. Despite much research, the origins of personality are still a mystery, though there are many theories that attempt to explain them. Some researchers propose that children learn personality from their parents; others believe personality is fixed from birth. Some theories address how environment, genetics, and culture influence the development of personality. Personality could be funny, passionate, daring, extroverted, aggressive, egotistical, hot-tempered, or insecure. Individuals might be altruistic, humble, mellow, shy, or wary. Folks might even be all or any of these things at different times and in different places, depending on the situation. Researchers have developed many ways of assessing personality, still in case of come to know about our personality, the resign of it still remained un-questioned.

### **Personality and education adjustment**

The evidence shows that the students, in following their educational goals, may face lots of challenges to deal with. If such experiences are considered to become negative, a sort of destructive effect will be left on their motivations and their further operations also, other studies in their investigations on intrapersonal sources to affect the learners' educational behaviors have emphasized the crucial result of emotions or excitations including mental stress for educational problems. Still other investigations have insisted on the necessity of more research to find out intrapersonal motives that cause the experience of educational emotions, and excitations derived from some characteristics of personality. A pattern of big five factors in personality seems to be as a fundamental discovery for researchers interested in identifying infrastructural individual differences in personality. In fact, the pattern of five major factors will be an inclusive categorization consisting of five rather constant factors called: openness, conscientiousness, extroversion, compatibility and neuroticism. The model of five factors of personality became available through several studies by using factor analysis with the centrality on qualities of personality. On another side, Costa & McCrae (1989) making use of factor analysis, concluded that we might take account of five major dimensions in order to indicate individual differences in people's characteristics of personality as follows: Neuroticism (N) a mental disorder with one's willingness to experience anxiety, tension seeking, compassion, hostility, impulsivity, depression and low self-respect; whereas, extroversion (E) refers to one's tendency to be positive, to show courage, be energetic and feel friendly for the others. Openness (O) is applied to one's inclination to curiosity, the love of arts and artistry, flexibility and wisdom; while, agreeableness shows a person's tendency toward liberality, generosity, kindness, unanimity, sympathy, philanthropy and confidence. Finally, conscientiousness (C) is applied to an individual's tendency to be organized, efficient, reliable, trustful and logical, and to go to self-administration, progress and restfulness.

The results of different studies have demonstrated that from among personality traits, openness (the probable ability of searching and the capacity to confront unfamiliar phenomena) and conscientiousness the idea of organizing, perseverance, and motivation in behavior based on one's purpose enjoy an exclusive position in the psychology of education. However, the personality traits of

neuroticism, extroversion, and agreeableness have not been elaborated as much as the factors of openness and conscientiousness in the researches done on the educational operation.

Educational stress refers to an increasing feeling of need for acquisition of knowledge simultaneous with one's understanding of not having enough time to capture all the learning or knowing for the examination. Michie, Glachan and Bray (2001), on the basis of the results obtained from the studies made by Abouzari (1994), Cooper et al (1988 reported by Misra & Castillo, 2004) and Fischer (1994, quoted by Misra & Castillo 2004), emphasized the important, remarkable function of educational stress in giving shape to the students' experiences at the side of the six other variables of: age, sex, motivation for continuation of one's studies, general self-respect and the concept of self-education. Studies shows that educational problems are usually the most common sources found in the students. Mental stress resulted from educational activities is accompanied by different negative outcomes, such as low welfare and well-being and weak educational operation. As it is understood, several investigations have been made to prove a significant relationship between educational stress and low educational operation. Social-cognitive theory controlling the value of educational emotions emphasizes the individual's role in the evaluation of situations as an intrapersonal event for educational emotions or excitations. In other words, a person's assessment of controlling the situation, in different circumstances, including educational cases, plays a remarkable role in the experience of educational emotions. This is when other studies, in their explaining the distinction between people's experience of distresses in different situations, emphasize the role of processes in cognitive assessment which are certainly affected by personality traits (Pekrun 2000).

In psychology, the general mental ability involved in calculating, reasoning, perceiving relationships and analogies, learning quickly, storing and retrieving information, using language fluently, classifying, generalizing, and adjusting to new situations. The French psychologist, defined intelligence as the totality of mental processes involved in adapting to the environment. Although there remains a strong tendency to view intelligence as a purely intellectual or cognitive function, considerable evidence suggests that intelligence has many facets Alfred Binet 1975, *Secrets of power*. Early investigations into intelligence assumed that there was one



underlying general factor at its base but later psychologists maintained that intelligence could not be determined by such a simplistic method. Raymond Cattell argued that intelligence can be separated into two fundamental parts: fluid ability and crystallized ability. Fluid ability is considered innate, basic reasoning skill, while crystallized intelligence is the information and skills that are acquired through experience in a cultural environment. Psychologists have further divided intelligence into subcategories. Intelligence is comprised of seven components: musical, bodily kinesthetic, logical-mathematical, linguistic, spatial, interpersonal, and intrapersonal (Howard Gardner maintained 1985). To show that there are 150 different mental abilities that constitute intelligence Guilford J.P. 1982. It is generally accepted that intelligence is related to both heredity and environment. Studies done on families, particularly among identical twins and adopted children, have shown that heredity is an important factor in determining intelligence; but they have also suggested that environment is a critical factor in determining the extent of its expression. For instance, children reared in orphanages or other environments that are comparatively unstimulating tend to show retarded intellectual development.

In recent years, controversy regarding intelligence has centered primarily around how much of each factor, heredity and environment, is responsible for an individual's level of intelligence. Intelligence involves the ability to adapt to one's environment and the capacity to learn from experience. Emotional intelligence and social intelligence have been positively associated with good leadership skills, good interpersonal skills, positive outcomes in classroom situations, and better.

Intelligence is an umbrella term used to describe a property of the mind that encompasses many related abilities, such as the capacities to reason, to plan, to solve problems, to think abstractly, to comprehend ideas, to use language, and to learn. There are several ways to define intelligence. In some cases, intelligence may include traits such as creativity, personality, character, knowledge, or wisdom. However, some psychologists prefer not to include these traits in the definition of intelligence. Intelligence comes from the Latin verb *intelligere*, which means to understand. By this rationale, intelligence (as understanding) is arguably different from being "smart" (able to adapt to one's environment), or being clever (able to

creatively adapt). At least two major consensus definitions of intelligence have been proposed. First, from *Intelligence: Known and Unknowns*, a report of a task force convened by the American Psychological Association in 1995:

Individuals differ from one another in their ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought. Although these individual differences can be substantial, they are never entirely consistent: a given person's intellectual performance will vary on different occasions, in different domains, as judged by different criteria. Concepts of "intelligence" are attempts to clarify and organize this complex set of phenomena. Although considerable clarity has been achieved in some areas, no such conceptualization has yet answered all the important questions and none commands universal assent. Indeed, when two dozen prominent theorists were recently asked to define intelligence, they gave two dozen somewhat different definitions. It is not merely book learning, a narrow academic skill, or test-taking smarts. Rather, it reflects a broader and deeper capability for comprehending our surroundings "catching on", "making sense" of things, or "figuring out, what to do. There is no agreement as regards the exact definition and nature of intelligence. Ballard has remarked while the teacher tried to cultivate intelligence and psychologist tried to measure intelligence, nobody seemed to know what intelligence was. Many definitions have been given. We can divide them in three groups:-

It is very difficult to separate all these definitions into three separate categories. In fact a definition of intelligence as the ability to adapt or adjust and ability to learn are two aspects of the same process. Similarly individual's ability to carry on abstract thinking contributes to a person's ability to adapt or adjust to new and changing situation. Stoddard presents a comprehensive description Intelligence is the ability to undertake activities that are characterized by (a) difficulty (b) complexity (c) abstraction (d) economy (e) addictiveness to a goal (f) social value and (g) the emergence of originals, and to maintain such activities under conditions that demand a consideration of energy and resistance to emotional forces.

#### NATURE AND CHARACTERISTICS OF INTELLIGENCE

Intelligence is an innate natural power and not acquired, Power of intelligence differs from individual to individual, It helps the individual in learning things and making adjustments, It helps the man to face and solve the complicated

and difficult problems and situations, Heredity exercises a good deal of influence on intelligence, Environment training or education affects intelligence studies by (Freeman and Holzinger, Freeman and Flory, Terman and Merrill illustrate this point), Socio-economic and cultural factors as well as racial differences affect intelligence scores, There is no difference in intelligence due to differences in sex, Intelligence tests have proved that generally children are of average intelligence and ability, Development of intelligence ceases towards the middle of adolescence, There is close relationship between intelligence and knowledge. Knowledge that may be of practical use in life may be termed as intelligence. With the help of intelligence, knowledge can be acquired but with knowledge it is not possible to develop greater intelligence. In the words of Ross, wisdom is the goal and knowledge is only the means of reaching it.

It is generally agreed upon by almost all the psychologists that intelligence increases up to adolescence and declines in old age. These are general trends, but little is known with sufficient certainty to be widely accepted. The technical and theoretical difficulties, in obtaining a reliable curve of growth and decline of intelligence, are two. One that intelligence at 5 years of age is very different from intelligence at the age of (15 or 55) years and that appropriate tests for different age groups can only said to be comparable in a rather general way. Second difficulty is that cross sectional studies, that report the result of different age groups tested at one time, often produce results that differ markedly from those of longitudinal or follow up studies, in which the same individuals are tested at successive stage. This later difficulty is particularly evident if one attempts to describe the general trend of intelligence through the whole life span from childhood to old age. The extent to which intelligence in old age declines is still an open question. Many studies have shown that a decline begins in the middle or late teens. Bayley in 1955 has argued that, if appropriate tests were available, intelligence could be shown to increase up to the age of 50 years.

## **ACADEMIC STRESS**

Academic stressors include the student's perception of the extensive knowledge base required and the perception of an inadequate time to develop it. Students report experiencing academic stress at predictable times each semester with

the greatest sources of academic stress resulting from taking and studying for exams, grade competition, and the large amount of content to master in a small amount of time. When stress is perceived negatively or becomes excessive, students experience physical and psychological impairment. Institutional level stressors are overcrowded lecture halls, semester system, and inadequate resources to perform academic work.

The pressure to perform well in the examination or test and time allocated makes academic environment very stressful. This is likely to affect the social relations both within the institution and outside which affects the individual person's life in terms of commitment to achieving the goals. Knowing the causes of students stress will make the educational administrator know how to monitor and control the stress factors that are responsible for the students stress? Often, graduate students perceive that faculty exert great power over their lives and feel that they live in a state of substantial powerlessness. Fear of academic failure related to these tasks is a definite stressor. Life is becoming fast with the advancement of science and technology.

Though man has conquered time and space to great extent by the present level of scientific advancement, yet there is great threat to his existence. The Indian society is becoming increasingly materialistic. Emotional and social pressure is increasing day by day especially among adolescents. Unrest, anxiety and frustrations are occurring in all the spheres of life. Parents have no time to spend and guide their children. Students are frequently troubled with their daily problems because they do not have the capacity and training to solve problems. Our educational system also provides no direction to the children. Citizens of tomorrow are children attending today's schools. Those children in their capacity of being the future administrators, engineers, doctors and last but not least the citizens of the country must be brought up in a way worthy of the obligations which they owe to their community and their country at large. They should normally possess the best physical and mental health for performing their duties. In today's high competitive world, students face various academic problems including exam stress, disinterest in attending classes and inability to understand the subject. Exam stress is the feeling of anxiety or apprehension over ones performance in the exams. It can lead to students being unable to perform to the best of their abilities in exams. The reaction of parents and friends to the results weigh upon the students to create exam stress. Lack of interest in the subject and inability to follow the professors cause disinterest in attending

class.

## TYPES OF STRESS

Depending on the stressors and the types of changes or events we are dealing with, stress can manifest itself physically, emotionally or mentally. This occurs when the body as a whole starts to suffer as a result of a stressful situation. Symptoms can manifest in a variety of ways and vary in their seriousness. The most common physical symptom is headache because stress causes people to unconsciously tense their neck, forehead and shoulder muscles. However, long term stress can lead to digestive problems including ulcers, insomnia, fatigue, high blood pressure, nervousness and excessive sweating, heart disease and even hair loss. These responses are due to stress affecting the mind and include anxiety, anger, depression, irritability, frustration. Over reaction to everyday problems, memory loss and lack of concentration for any task. Anger is a common response to frustration or social stress and can become a danger to other individuals if not kept in check. Depression is frequently seen as an emotional response to upsetting situations such as the death of the loved one, illness and failure.

Long term stress can cause psychological problems in some individuals, including symptoms such as withdrawal from society, phobias and night terrors. But for all the talk, many people have a hard time understanding what exactly stress can be. Stress is a feeling but not really an emotion in its own right. Instead, it seems to be common aspects of many different emotions including frustration, anger, worry, fear, sadness and even despair. There is also, clearly, a physical aspect to stress. Stress has many forms: academic stress, job stress, financial stress, relationship stress etc. Along with many other forms of stress, academic stress may be defined as an interaction between the challenges of an examination and resistance opposed to it by an individual. Academic stress may be defined as the force behind bearing a student under the pressure of a final examination. Academic achievement may be motivated to pick up a book, burn midnight oil and cram. Stress can force students to learn something that would ultimately add to their personal growth and development, but when stress increases so much that the stressed individual finds it difficult to maintain an inner poise. It distorts performance, distracts attention sometimes leading to serious consequences. Academic stress in students varies from person to person. There are some students who are better at handling academic stress. A lot of people find that the stress before an examination is often

worse than the actual exam and it can be made even worse if they have older brother and sister who have already done well and feel they have to match up to their standard. Apparently, man appears to be happy but internally, he is full of conflicts. Parents and educational institutions pressurize the children to excel in academics and other areas of performance.

Stress is one of the active characteristics of life which an individual always find means of coping with them. The ability of individuals to function effectively in dealing with life challenges has been a topic of interest to psychologists. Transition from high school to university is the major challenge for most of the youngster. In general, tertiary is the most stressful time for the student. This is the time when most adults are struggling with their new freedom and negotiating developmental tasks, focusing on interpersonal relationships and triggering that with academic concerns, social environment, and personality factors may contribute to adjustment to university life. Three factors can be considered as stress buster during the university education: academic performance, social adjustment and personal adjustment. This transition presents even more challengeable to the international students. This is due to the additional adjustment required to new environment, culture and language.

Personality traits are distinguishing qualities or characteristics of a person, that is, their readiness to think or act in a similar fashion in response to a variety of different stimuli or situations. Traits are determining tendencies or predisposition to which an individual respond. These traits are relatively general and enduring responses that produce fairly broad consistencies in behavior. One's pattern of dispositions or personality structure is determined by a particular trait structure that is unique within that individual (Gordon Allport 1937). A trait as the basic unit of study in personality as a "mental structure" inferred from behaviour, and as a fundamental construct that accounts for regularity and consistency of behaviour (Cattell 1965). The main traits form two independent dimensions of personality. One reflects a changeable-unchangeable dimension, this is called extraversion-introversion dimension. The second reflects an emotional-non emotional or instability-stability dimension. This is called the neuroticism-normal dimension. These two dimensions have contributed more to a description of personality than any other set of two dimensions outside the personality field (Eysenck & Eysenck 1969).

## STRESS AND STRESS LEVELS

Stress is now recognized as an inevitable aspect of life, most people manage to maintain reasonable health and functioning under stressful conditions. Stress is not a variable but rubric consisting of many variables and processes. Stress has been classified as a host of potentially unpleasant or dangerous events that include unavoidable pain excessive noise and fatigue under strenuous work conditions as well as more routine life changes Stress could be categorized into different levels. The level of stress depends on how an individual copes with the given situation for example the readjustment, rating scale scores offer a measure of current degree of stress. The scale indicates that the more change one is going through, the more stress one is experiencing. Generally, a significant but modest association has been found between degree of stress and physical illness. More stressful life events take somewhat greater physical and emotional toll on most, but not on all Reactions to stress also depend on the individual's psychological environment. 'Individual's generally respond better to stress when they have social ties and supports, that is, close friends and groups to which they belong (Antonovsky 1979). Individuals are able to cope better when they can share their experiences with others. When individuals are members of a group to which they belong, they can receive emotional support, help with problems and even a boost to self-esteem. Sport psychology focuses on the mental and behavioral processes of humans within the socio cultural context of competitive sport. Within this lies social behaviour such as achievement or competition and associated thoughts and feelings: anxiety, self-esteem, and motivation. Sport psychology, the youngest of the sport sciences, became recognized as an academic. Sport psychology may be divided into four broad areas of study.

First, the relationship between personality and sport participation has been widely studied. Second, the largest area of inquiry in sport psychology is attempting to understand motivation as the complex process that influences individuals to begin an activity and pursue it with vigor and persistence. Included in the broad category of motivation would be self-perceptions such as self-confidence, self-esteem, and stress that influence motivational behavior in sport. Third, interpersonal and group processes that influence individuals' behaviors in sport, such as the presence of spectators, group membership, and leadership, are studied in sport psychology. Included in this area are aggression and gender socialization, which are behaviors or

characteristics that result from interpersonal social processes. Fourth, the area of mental training or psychological-skills training encompasses the use of intervention techniques to learn cognitive skills and behavioral strategies that can enhance sport performance and personal development.

## **1.2 SIGNIFICANCE OF THE STUDY**

Review of related literature show that athletic success and participation in physical activity can be predicted by personality traits. It is considered that personality relates to the specific traits a person displays. Roccas et, al. 2002, goes further to suggest that traits influence individual's on the subconscious level, meaning cause behavior which is out of the cognitive control of the person. Academic stress and Intelligence are the important aspect of sport, and a very large concept in itself. Outside of the natural realms of sport, personality is also said to influence the above said variable directly and indirectly. So it is imperative to understand the nature of personality and its relation with academic stress and Intelligence, further to deal with athletes to promote the best output strategies and goals to assist in improving their performance and over all well being.

## **1.3 STATEMENT OF THE PROBLEM**

The present study was an attempt to explore the relationship of personality with intelligence and academic stress. Thus, the present problem entitled as:- **Relationship of Personality with Intelligence and Academic Stress of different game players.**

## **1.4 OPERATIONAL DEFINITION**

### **PERSONALITY**

Personality is the characteristic refers to the values, attitudes, personal memories, social relationships, habits, and skills of sports person.

### **INTELLIGENCE**

Intelligence is the ability to adapt or adjust, to learn and to carry on abstract thinking among sports person. It is further an ability to learn from experience, solve problems, and use our knowledge to adapt to new situations.



## **ACADEMIC STRESS**

It is defined as a mental distress with respect to any kind of apprehension or frustration associated with academic failure. In the other term any type of apprehension related with the failure or not getting successful in the educational are academic arena is known as academic stress.

### **1.5 OBJECTIVES OF THE STUDY**

1. To analyze the relationship of personality with academic stress in sports person.
2. To assess the relationship of personality with intelligence in sports person.

### **1.6 HYPOTHESES**

1. Positive correlation may exist between intelligence and academic stress in sports person.
2. There exist positive relationship between personality and intelligence in sports person.

### **1.7 DELIMITATIONS OF THE STUDY**

1. To analyses the relationship of personality with academic stress in sports person.
2. To assess the relationship of personality with intelligence in sports person.
3. The study was delimited to the sports person of Hockey, Football, Handball and Baseball games only.
4. The study was further delimited to the players of government university of Punjab reason i.e. Punjab University Chandigarh, Guru Nanak Dev University Amritsar and Punjabi University Patiala.
5. All the subjects were ranging between the age group of 18 to 28 years.
6. The minimum criteria for the subjects was, participation at least one time in inter college level.

## CHAPTER-II

### LITERATURE REVIEWS OF THE STUDY

**Elisabeth (2014)** investigated the extent to which inter-personal skills, personality, and emotional intelligence (EI) were related to the extent of usage of the Internet, as measured with the Internet Addiction Scale, on a sample of undergraduates. EI was assessed by performance measures derived from the identification and labeling of emotions as shown in pictures of facial expressions, and as interpreted from descriptions of social episodes. Use of the Internet was related to loneliness and adherence to idiosyncratic values (strong effects), and also to poorer balance between work and leisure and emotional intelligence (weaker effects). Big Five personality dimensions were also included in the study. No link was found between personality and usage of the Internet. Results suggest that frequent users tend to be lonely, to have deviant values, and to some extent to lack the emotional and social skills characteristic of high EI.

**Javeed at, al. (2013)** studied on personality need dimension among individual and team game players. The present study was undertaken to investigate personality need dimension among individual and team game players. Sample of the study 220 players. The purpose of the study was to find out the personality need dimension among individual and team game players. Hypothesis of the study are 1. There will be significantly difference between individual and team game players dimension of personality. Dr.C. Prakash Sharma personality need inventory (PNI) were used the study. Besides these, a PDS was used to get the other. Commonly according relationships of the broad temperament traits of sociality and disturbance with self reports of physical activity haven't been elaborated within psychological feature theory that posits but functioning of the behavioral inhibition and activation systems can justify or modify the influence of temperament on physical activity.

**Agashe (2012)** compared the relationship between personality dimension and sports emotion intelligence of physical teacher by selected 50 male teachers working in college and University from version parts of India, concluded that personality

traits of male physical education teacher by a large do influence their sports emotion intelligence.

**Ferguson et, al. Mount, (2011).** Over the last two decades, the five-factor model, also known as the Big Five, has continued to serve as the gold standard in personality psychology, as it has proven to be robust across subject age, language, culture, and self- versus observer reports. Therefore, the five-factor model was used in this study for the assessment of personality traits. In order to provide the rationale for choosing which coping model to employ in this study, the next section explores the evolution of coping styles as a somewhat malleable variable when compared to the stable nature of personality traits.

**Zhong (2009)** studied empirically tested the relationship between undergraduates' academic stress and their perceived psychological distress, and the moderating effects of psychological capital. Using a sample of 118 undergraduates from a university located in Northern China. The hierarchical regression analysis with SPSS 16.0 was employed to test the hypotheses. The results indicated that undergraduates' academic stress was positively related to their perceived psychological distress, such as depression; undergraduates' psychological capital was negatively associated with their perceived psychological distress, such as anxiety, and undergraduates' psychological capital moderated the relationship between their academic stress and depression. In the end, limitations and practical applications were offered.

**Yuechao and Ding. (2008)** looked into intelligence and brain research test framework for selecting gymnasts. 14 test things are chosen by examination and the qualities of gymnasts, i.e. 8 for Intelligence and 6 for psychology. Moreover, 6 new markers are characterized to assess athlete's incorporated capacities. Some test themes in the database are chosen from the established inquiries on the planet as per the brain science highlight and social foundation of 7-17 years of age. Sight and sound (picture, picture, voice and video) sorts of subjects are added to the theme library. Recently created web planner innovation is connected. Other than the elements of general test framework, enhancements are made in trouble coefficient, thing extent, paper making, score investigation and figure purification. Following five year's operation, a lot of data is collected. We have reported the examining after-

effects of the gymnasts in bleeding edge and in support in China for acrobat choice in Beijing 2008 Olympic Games

**Tomporowski et, al. (2007)** - Studied the effects of exercise on children's intelligence, cognition, or academic achievement and discussed in light of (a) contemporary cognitive theory development directed toward exercise, (b) recent research demonstrating the salutary effects of exercise on adults' cognitive functioning, and (c) studies conducted with animals that have linked physical activity to changes in neurological development and behaviour. Similar to adults, exercise facilitates children's executive function (i.e., processes required to select, organize, and properly initiate goal-directed actions). Exercise may prove to be a simple, yet important, method of enhancing those aspects of children's mental functioning central to cognitive development.

**Egloff, B. & Schmukle, S.C. (2004).** "Gender differences in implicit and explicit anxiety measures. *Personality and Individual Differences*, 36, 1807-1815. Explicit measures assess introspectively accessible self-descriptions and evaluations. In contrast, implicit measures assess introspectively inaccessible processes that operate outside of awareness. While women consistently yield higher scores on explicit anxiety measures, there are to date no studies available that examine gender differences in implicit anxiety measures. To analyse this topic, we used the Implicit Association Test (Study 1, N = 248) and the Emotional Stroop task (Study 2, N = 121) as implicit anxiety measures and a standard trait questionnaire as explicit anxiety measure. As expected, women scored higher on the explicit anxiety test. Women also yielded higher anxiety scores on both implicit tests. The effect sizes of the gender differences in the implicit measures were approximately half as large as those in the explicit measures. Furthermore, correlations between implicit and explicit measures were higher for women. Implications of these findings for personality assessment are discussed."

**Egloff, B.,Schmukle, et, al. (2003).** Facets of dynamic positive affect differentiating joy, interest, and activation in the positive and negative affect schedule. *Journal of personality and social psychology*. This article proposes the differentiation of Joy, Interest, and Activation in the positive affect PA scale of the Positive and Negative Affect Schedule (PANAS; D. Watson, L. A. Clark, & A. Tellegen, 1988). Study 1 analyzed the dynamic course of PA before, during, and

after an exam and established the differentiation of the three facets. Study 2 used a multistate multitrait analysis to confirm this structure. Studies 3-5 used success/failure experiences, speaking tasks, and feedback of exam results to further examine PA-facets in affect-arousing settings. All studies provided convincing evidence for the benefit of differentiating three facets of PA in the PANAS: Joy, Interest, and Activation do have distinct and sometimes even opposite courses that make their separation meaningful and rewarding.”

**Egloff, B. & Schmukle, S.C. (2003).** “Does social desirability moderate the relationship between implicit and explicit anxiety measures? *Personality and Individual Differences*, 35, 1697-1706. Explicit measures assess introspectively accessible self-descriptions and evaluations. In contrast, implicit measures assess introspectively inaccessible processes that operate outside of awareness. Consequently, implicit measures should be free of response factors such as faking tendencies and social desirability (SD). Usually, correlations between implicit and explicit measures of the same construct tend to be low. Study 1 (N = 145) tested the hypothesis that SD should moderate the relationship between an implicit (the Implicit Association Test) and an explicit (a standard questionnaire) anxiety measure. Study 2 (N = 62) extended this test by distinguishing between the SD components of self deceptive enhancement and impression management. However, results of both studies suggest that SD does not act as a moderator between implicit and explicit anxiety measures. The discussion focuses on implications and limitations of this finding.”

**Egloff, B. & Schmukle, S.C. (2002).** Predictive validity of an implicit association test for assessing anxiety. *Journal of Personality and Social Psychology*, 83, 1441-1455. The Implicit Association Test (IAT) was adapted to measure anxiety by assessing associations of self (vs. other) with anxiety-related vs. calmness-related words. Study first showed that the IAT-anxiety exhibited good internal consistency and adequate stability. Study second revealed that the IAT-anxiety was unaffected by a faking instruction. Study third examined the predictive validity of implicit and explicit measures and showed that the IAT-anxiety was related to changes in experimenter rated anxiety and performance decrements after failure. Study 4 found that several behavioral indicators of anxiety during a stressful speech were predicted by the IAT. taken together, these studies show that the IAT-anxiety is a reliable

measure that is able to predict criterion variables above questionnaire measures of anxiety and social desirability.

**Egloff, B. & Hock, M. (2001).** Interactive effects of state anxiety and trait anxiety on emotional stroop interference. *Personality and individual differences*. This study examined main interaction and quadratic effects of state and trait anxiety on intentional bias toward threat related stimuli. 121 students completed a card version of an emotional stroop task. While there were no main effects for trait anxiety or state anxiety regression analyses revealed a significant contribution of the interaction term of both posit response patterns. A quadratic effect of trait anxiety was also found but the interaction term proved to be the most important predictor. Implications of these findings are discussed with respect to divergent theoretical conceptions of intentional biases.

**Shapiro, Shauna, L. et, al. (2000),** to review systematically clinical studies providing empirical data on stress-management programs in medical training. The authors searched Medline and (PSYCHINFO) from (1966 to 1999). Studies were included if they evaluated stress-management programs for medical trainees (medical students, interns, or residents); reported empirical data; and had been conducted at allopathic medical schools. Although the search yielded over 600 articles discussing the importance of addressing the stress of medical education, only 24 studies reported intervention programs, and only six of those used rigorous scientific method. Results revealed that medical trainees participating in stress-management programs demonstrated 1<sup>st</sup>improved immunologic functioning, 2<sup>nd</sup> decreases in depression and anxiety, 3<sup>rd</sup> increased spirituality and empathy, 4<sup>th</sup> enhanced knowledge of alternative therapies for future referrals, 5<sup>th</sup> improved knowledge of the effects of stress, 6<sup>th</sup> greater use of positive coping skills, and 7<sup>th</sup> the ability to resolve role conflicts. Despite these promising results, the studies had many limitations. The following considerations should be incorporated into future research: firstly rigorous study design, including randomization and control comparison groups, secondly measurement of moderator variables to determine which intervention works best for whom, thirdly specificity of outcome measures, then follow-up assessment, including effectiveness of future patient care.

**Cattell, Cattell, & Cattell, 1993)**explained the Currently in its fifth edition,

the Sixteen Personality Factor Questionnaire 16 PF includes the following bi-polar factors: Warmth, Reasoning, Emotional Stability, Dominance, Liveliness, Rule-Consciousness, Social Boldness, Sensitivity, Vigilance, Abstractedness, Privateers, Apprehension, Openness To Change, Self-Reliance, Perfectionism, and Tension. These primary factors are then combined into the five global factors of Extraversion, Anxiety, Tough-Mindedness, Independence, and Self-Control.

**Nia Nejad Abadi (2010)** conducted a study to determine the relation between intelligence quotient with simple and diagnostic reaction times in females college students. Sixty student ( $27.72 \pm 1.88$ ) having no background of regular exercises were selected non-randomly. To decide the subjects' knowledge, shape B of the Cattle Scale 3 intelligence test, which is culture autonomous, was utilized. The test was done all in all with time restrict. A short time later, the subjects' knowledge remainder was controlled by the standardizing tables. Estimation of the response times was controlled in two phases. Arrange one was straightforward and the second stage was symptomatic. Our information were measurably examined by Pearson connection and t-understudy with regards to the outcomes, there was huge relationship between knowledge remainder with symptomatic reaction time.

**Sharma et al. (2010)** studied academic stress and its effect on vital parameters in final year medical students at SAIMS Medical College, Indore, Madhya Pradesh, Stress can reduce the efficiency of healthy individuals and it has been shown in most of the physiological studies. The present study was carried out to assess stress and its effect on vital parameters during academic examination in final year medical students. The study was car-ride out at Sri Aurobindo Institute of Medical Sciences, Indore. The final MBBS students of academic year 2010-11 were selected for study. The height, weight, pulse rate and blood pressure were taken before and during examination. Zung's scale was used for assessment of Stress. Out of 71 students 68 participated in the study. There was highly significant difference in vital parameters and Diastolic Blood Pressure during examination. It was also observed that the stress level was high. SDS Index of stress was more in girls as compared to boys. No significant change was observed in weight. It was observed

that academic examinations for medical students are stressful and produce changes in vital parameters which may affect their academic performance. Girls had more stress as compared to boys. Academics and examinations are the most powerful stressors in medical students.

**Kessler at al. (1995)**, reviewed evidence for an effect of social support on mental health / as the review makes clear, there is compelling evidence that support is significantly associated with well-being and with the absence of psychological distress in normal population samples / demonstrate, there is consistent evidence about which aspects of support are associated with mental health and which are not focuses on studies that examine support in the context of stress / 3 questions are asked of these studies: 1st, is there evidence of stress buffering—that the relationship between support and mental health is stronger under conditions of high stress than those of low stress / 2nd, in those cases where stress buffering exists, does support influence mental health under conditions of low stress / 3rd, in the absence of stress buffering is there an association between support and mental health independent of stress (Psyc. INFO Database Record (c) 2012 APA, all rights reserved).



## **CHAPTER-III**

### **METHOD AND PROCEDURE**

#### **3. METHODOLOGY**

Research methodology is one of the significant side / aspects of a study. It explains about the many steps to be followed by the investigator to solve a research problem in systematic and logical way. A clear course of action provides the investigator a plan of action for selecting, gathering and analyzing the data in an economic and efficient mode. It helps the investigator to continue thoroughly while conducting the research and eventually save the time, efforts and money of investigator. It is necessary to accept an organized process to gather the relevant data. The relevant data should be sufficient in its quality and quantity. It should be reliable and valid. The selection of techniques and plans for a researcher is determined by the nature of the problem. The selection of appropriate technique, instrument and technique is a hard job and must be handled with every concern, care and consideration with respect to time, cost and procedure. The present chapter tries to explain all the key points as stated above. Presentation of this chapter follows the below given sequences: -

- Method and procedure.
- Sampling technique and design.
- Population
- Sample
- Tools of Data collection
- Procedure of data collection.
- Data Analysis technique

#### **3.1 RESEARCH METHOD**

Method refers to the way a logical plan of solving a problem. In research there are number of methods and procedures to be applied such as experimental method, historical method and descriptive survey method etc. It is the way of doing something especially a systematic way of solving a problem. It is an orderly

arrangement of parts and steps to accomplish an end. A set of prescribed action or events must be enacted or have taken place in order to achieve a certain result. Method and procedure of the study depends upon the type and scope of the problem. Keeping in view the same, present study has employed Descriptive Survey Method. The descriptive research method has undoubtedly been the most popular and the widely used research method in education.

Descriptive research studies are designed to obtain pertinent and precise information concerning from the facts and discovered. It helps to explain educational phenomena in terms of the conditions or relationships that exists, opinions that are held by the students, teachers, parents and experts and processes that are developing. At times, descriptive survey is the only means through which opinions, attitude, suggestions for improvement of educational practices and instructions, and other data can be obtained. Descriptive research, also known as statistical research, describes data and characteristics about the population or phenomenon being studied. Relationship of Personality with Intelligence and Academic Stress of Different Game Players.

### **3.2 SAMPLING**

All items in the field of inquiry constitute a universe or population. The selected respondents from the population are technically called a sample. Sampling is a process of obtaining information about entire population by examining only a part of it. Sample should be true representative of population characteristics without any biasness, so that it may result in valid and reliable conclusions. The investigator used purposive sampling technique to select the sample for study. A sample is a miniature picture of the entire group from which data has been taken. Sampling area is the unit of area, which is taken from the population. In order to get a representative sample the researcher collected the data from Punjab only. A sample must be as near representative of the entire population as possible and ideally it must provide the whole of the information about the population from which the sample has been drawn. A sample of 180game players from different university. The sample was equally divided into main three group's i.e.60 game players from Punjab University,60 game players from Guru Nanak Dev University and60 game players from Punjabi University of Punjab.

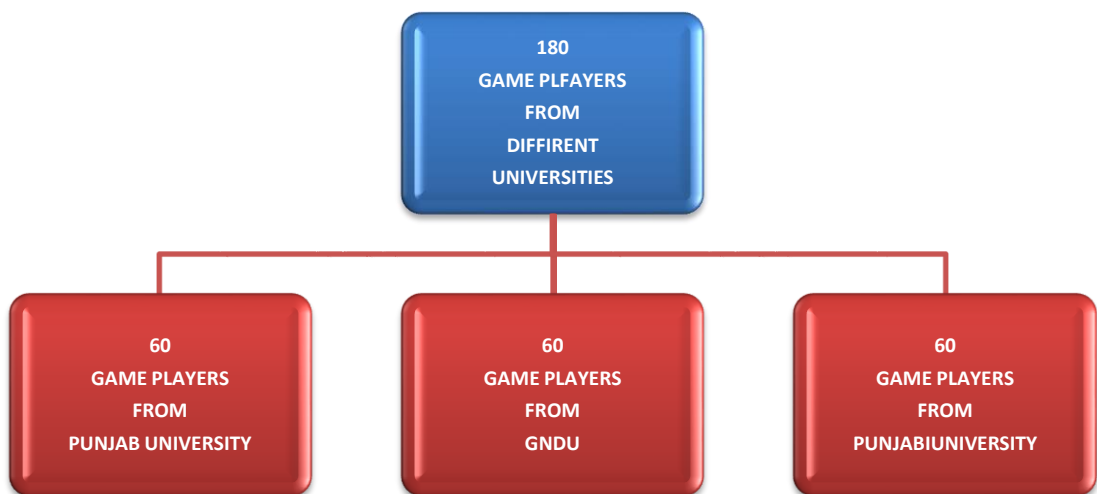
### 3.3 SAMPLING TECHNIQUE

Purposive sampling technique was employed in order to select the representative sample.

#### 3.3.1 Sampling Design

For the present study sample design was as follows:-

#### *Sampling Design*



### 3.4. TOOLS USED FOR THE STUDY

The following tools were used to collect the data:-

1. Eysencks Personally Questionnaire by (Eysencks 1975).
2. Intelligence by (Dr. S.S. JALOTA).
3. Academic stress by (Dr Abha Rani Bisht 1987)

### 3.5DESCRIPTION OF SCALE

#### 3.5.1 Eysencks Personality Questionnaire:

Eyesenck's Personality Questionnaire (1975) is use to find out the personality of Eyesenck's Personality Questionnaire is a questionnaire to assess the personality trait of a person, usually called temperament, in four scales, P- Psychotics or through

mindedness, E-Extroversion, N-Neuroticism or emotionality and L-Lie. It must here to say that Psychotics is an independent dimension which describes the personality as solitary, troublesome, cruel, lacking in feeling and empathy, hostile to others, sensation seeking and liking odd and unusual things. Neuroticism refers liability to neurotic breakdown under stress. Extroversion as opposed to introversion refers to the outgoing, uninhibited, sociable proclivities of a person. These three dimensions are conceived of as being quite independent; thus all the theoretically possible combination of scores may in fact be observed Hans Jurgen Eysenck (1975)

It must suffice here to say that Psychotics is an independent dimension which describes the personality as solitary troublesome, cruel, lacking in feeling and empathy, hostile to others, sensation seeking and liking odd and unusual things. Neuroticism refers to the general emotional liability of a person, his emotional over responsiveness and his liability to neurotic breakdown under stress. Extroversion as opposed to introversion refers to the outgoing, uninhibited, sociable proclivities of a person. These three dimensions are conceived of as being quite independent; thus all the theoretically possible combination of scores may in fact be observed.

The final version of the EPQ is described in considerable detail in the book titled Psychotics: A dimensions of personality (Eyesenck's Personality Questionnaire, 1975); most of the data his given are taken from that book. However accumulation of data has continued beyond the point where the book was written, and consequently we have own occasion, given means, standard division and other statistics based on larger samples then those referred to in the book. Our collection of samples has been much simplified by our finding that social class has relatively little influence on scores on the scale used, age and sex are clearly much more important, as well as being much easier to ascertain.

The relative lack of importance of social class makes the construction of reasonable sample much easier and if our claim be accepted that class is of marginal influence only, then our samples may be regarded as reasonably representative. Even so, we have always tried to include members of all social class. We do not claim to have use truly random or representatives of non-psychiatric population; the great majority of our subjects are in facts not students, but wage earners, housewives, and other normal groups.

The final version of adult EPQ may prove interesting to the reader to check our factor loading for each item used in previous studies against the factor of the same items as obtained in previous analysis this is more convincing argument for factor immutability than statistical estimate of standard errors, or other similar manipulation of data from a single application of equal interest, is the comprehension of data from the male and female samples; we have looked for consistency in this comprehension before accepting items into our final questionnaire.

**Validity-** Validity of Eysenck personality test is .78 to .89.

**Reliability-** Reliability of Eysenck personality test is .80 to .90.

**Norms-** The observed distribution of scores depends on such factors as inter-correlation, and many other such as factors which not be replicated in another scale made up of different items, and consequently we have not used score distribution in considering items for inclusion. Several of the distributions, not ably those for P, deviates markedly from normality, being positively or negatively skewed. There would be little point in providing a more accurate statically description of the shape of the curves in term of higher moments.

### **The nature of the scale**

There is no doubt that personality questionnaires are subject to faking and that in fact such 'faking good' or 'faking bad' is relatively easy, whatever the questionnaires concerned. The studies are concerned with instructed faking i.e. conditions in which subject are explicitly asked to fake good or bad. Similar results are found under selection conditions Gordon and Stapleton (1956). These data are sometime misunderstood, and the suggestion made that because of faking personality inventories are of little use in research. Precisely the opposite conclusion is indicated. The fact that instruction, indicates not only that faking can be induced by suitable instructions, but also that before these instructions were given there can have been only little if any faking. The fact that conditions of anonymity do not produce change in personality test score, as compared with name signing conditions, also seems to indicate that under ordinary conditions subjects given relatively truthful answers.

### **3.5.2. Intelligence questionnaire**

This is a test of General Mental Ability. You will have 25 minutes to do it. There are 5 stages of the test with 100 questions. Example of the various types of problem set in this test will be explained to you before you start on the Test Proper. All questions are in simple language. In each case alternative answer are given and what have you to do is simple to choose the right answer and write its number on the Answer Sheet. Thus the answer to each question is always a numbers. So there is not much writing work to be done .There is only one correct answer to each question and each correct answer carries on marks. Time is rather short and it is very rare a person complete the entire test. So you should work very quickly and solve accurately as many as you can Hence, if you find any problem to be too difficult for your type of knowledge, then do not spend much time over it and you may pass on to the next one.

#### **Instruction for Administration of test**

- It is a self-administering questionnaire. It is administered to a group as well as to an individual. The instruction printed on the test form should be read by the administrator as well as the test
- The examiner must ensure that the subjects have written his or her name, age, etc. at the top of the front page.
- It should be noted that there is no right are wrong response to the statement, it is only to know the individual's reaction in different situations.
- No time limit is fixed for completing the test, however usually an individual takes 25-30 minutes in completing the test.
- It is emphasized that each statement has to be respond in one of the alternatives given with the questions.
- No statement is to be left out.
- They should be assured that their answer will be kept secret.

### **3.5.3 Academic Stress Scale**

There is glaring scarcity of tools measuring different types of stresses. Some available tools appearing apparently as measuring some of the types of: family questionnaire (Herbert-1952) which gives a family tension index, schedule of recent

experience (martin-1983) of family stress, job stress (gradel-1976) which is for employees, educational stress inventory to measure job related stress and stress scale for school of psychologist (beitmann-1983).there is of course, availability of which measure one or the other components eg: anxiety tools are developed by tayloer(1953), mandler and sarason (1952) for measuring frustration, pareeket et, al. devi, sharma have developed instruments, conflict can be measured by conflict board by upadhya. But these measures do not suffice the purpose of measuring some exclusive stress types having all the four components of stress viz, frustration, conflict, pressure and anxiety in them, therefore, for the measurement of thirteen types of stresses, A battery of stress scales 'was developed and standardized. This battery has the following scales in it:

scale of existential stress (SES), scale of achievement test (SAchS), scale of academic stress (SAS), scale of self-concept stress (SSCS), scale of self-actualization stress (SSAS), scale of physical stress (SPS), scale of social stress (SSS), scale of role stress (SRS), scale of institutional stress (SIS), scale of family stress (SFS), financial stress scale (FSS), scale of vocational stress (SVS) and sale of superstitious stress (SSuS).

**Reliability:-** Reliability of the scales of the battery was calculated in three ways for knowing

- (1) Dependability i.e. short term test re- test correlation,
- (2) Stability, i.e. retest after a longer interval, and
- (3) Internal consistency I.e. split half correlations and correlations between total scores on each of the components.

**Table: dependability, stability and internal consistency coefficients various scales**

		COFFICIENT	
SCALES	DEPENDIBILITY	STABILITY	INTERNAL CONSISTENCY
SAS	0.87	0.82	0.88

**Validity:-** All the scales appear to be having content validity and item validity. The method of selecting items supports this supposition. In addition, construct validity (discriminability) was estimated for all scales in a tow fold fashion. The first type tested if the construct measured differentiated students on some related construct. For this memory was taken. The second type tested if the construct measured by the scale was not related to construct predicted by theory. For this internal evaluation was taken. In both the construct validity was affirmed.

**Table: - scoring**

Always	Often	SOMETIMES	RARELY	NEVER
Too Much	Much	Average	Less	Not At All
4	3	2	1	0
4	3	2	1	0

For negative statements, it is just vice- versa .the total will be separate for frequency and quantity. The grand total will be the sum of frequency score and quantity score.

Thus each scale will yield:



1. Frequency of stress score, 2. Quantity of stress score and 3. Total stress score. The items measuring various dimensions of a particular stress in various scales are presented in table. The numbers of negative items have been in antique figure, rest of the items is positive.

**Table: distribution of items of SAS**

<b>Components Number</b>	<b>ITEMS</b>
Academic Frustration	2,5,7,15,18,20,22,25,33,39,44,45,46,50,52,55,56,57,62,63,67,68,69,72,75,77
Academic Conflict	8,11,16,21,24,28,37,41,42,43,47,54,69,71,79
Academic Pressure	1,3,4,6,10,14,23,26,29,31,32,34,35,38,53,58,60,61,64,70,73,74,76,78
Academic Anxiety	9,12,13,17,19,27,30,36,40,48,49,51,65,66,80

### **3.6PROCEDURE OF DATA COLLECTION**

The researcher collected the data by personally visiting different universities and after obtaining permission from the higher authorities, HOD and teacher of those university, seeks the cooperation of game players to answer the questionnaires which were distributed to them. Before the administration of the test, the investigator made

clear the purpose of data collection and gave directions regarding the attempt of questions in the tools, namely, Personality Scale, intelligence and Academic Stress.

After proper explanation that they have to attempt each statement by placing a tick (✓) in one of the box provided and also not to leave any statement unanswered. They were assured that their data will be kept confidential and use only for research purpose.

The requirement of the study was to take game players from different universities. It took 1 month and 2 weeks for data collection. On one day, only one test was administered. On the first day, Personality Scale was administered to a selected group of game players and data was collected. Then on the second day Intelligence Scale was administered on the same set of selected game players. Further, the Academic Stress Scale was administered the same set of game players was also taken. In this way the total data was collected from all the universities (i.e. 60 respondents from Punjab University, 60 respondents from GND University and 60 respondents from Punjabi University) state of Punjab.

### **3.7 STATISTICAL TECHNIQUES**

1. Statistical method mean, median, mode and standard deviation was applied to study the personality, intelligence and academic stress of game players.
2. Pearson's product moment co-efficient correlation ( $r$ ) was used for determining the relationship between the variables.

## CHAPTER-IV

### Results, Discussion, Interpretation

#### And Recommendation

Data once collected should be analyzed with the help of statistical techniques which yield certain results. This process leads researcher to draw rational conclusion of research problem. Therefore, attempt has been made in the present chapter to deal with the result and their corresponding interpretation in accordance to the hypothesis. Tabulated data was analyzed through statistical techniques to yield certain results. The depiction of results and their interpretations is considered to be the most important part of research work as it verifies the hypothesis and eventually leads to final conclusion of the study.

The order to assess Relationship of personality, intelligence and academic stress among different game players, data were collected which were analyzed statically to interpret to draw meaningful conclusions and generalization. The present chapter highlights the results of the study and its discussion. The data were analyzed in according with the objectives and hypotheses of the study, which is presented as follows:

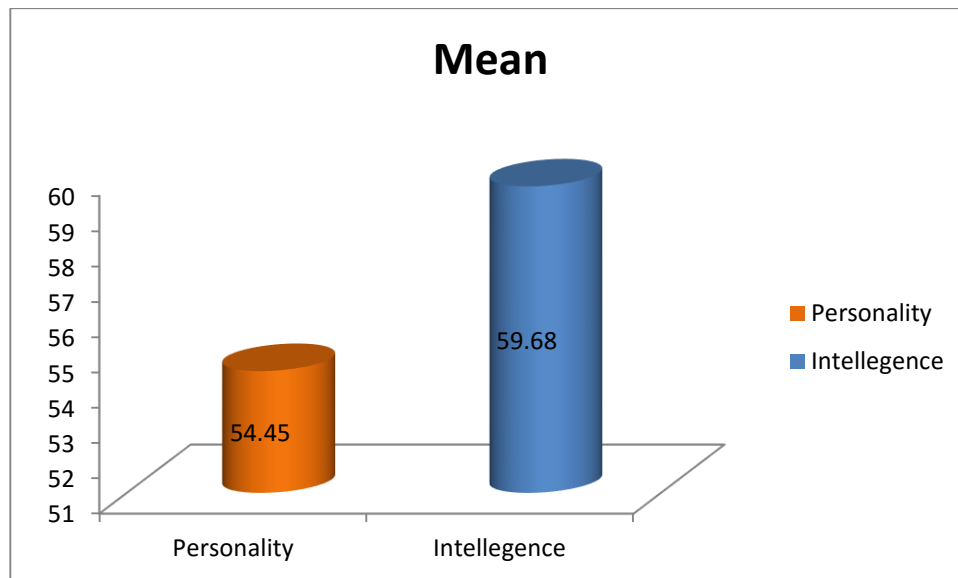
**Table 4.1 Shows the Correlation between Personality and Intelligence among Different Game Players**

<b>Method of teaching</b>	<b>N</b>	<b>Mean</b>	<b>Sd</b>	<b>Df</b>	<b>Correlation</b>
Personality	180	54.45	2.97	178	0.03
Intelligence	180	59.68	5.53		

**Tabulated value at df 178= 0.14**

**\* significant at 0.05 level**

**Graph 4.1 Shows the Correlation between Personality and Intelligence among Different Game Players**



The figure 4.1 shows the correlation of Personality and Intelligence among different game players. The mean score of the Personality and Intelligence among different game, which was 54.45 and 59.68 respectively and standard deviation was 2.97 and 5.53 respectively. The value of 'r' is 0.03 which shows positive correlation and insignificant relationship between Personality and Intelligence among different game players.

As shown in table no:1 the obtained value of 'r' that was 0.03 was lower than the tabular value, which was 0.14 for the selected degree of freedom df 178 and level of significance 0.05 which indicates that the two selected variables i.e. Personality and Intelligence are insignificant relation.

Therefore first hypothesis which is states that there exists positive correlation between Personality and Intelligence among different game players is rejected.

**Table no.4.2Shows the correlation between Intelligence and academic stress among different game players**

<b>Method of teaching</b>	<b>N</b>	<b>Mean</b>	<b>sd</b>	<b>df</b>	<b>Correlation</b>
Intelligence	180	59.68	5.53	178	0.02
Academic stress	180	204.77	41.70		

**Tabulated value at df 178= 0.14**

**\* significant at 0.05 level**

The table no. 4.2 shows the correlation of Intelligence and Academic stress among different game players. The mean score of the Intelligence and Academic stress among different game, which was 59.68 and 204.77 respectively and standard deviation was 5.53 and 41.70 respectively. The value of 'r' is 0.02 which shows positive correlation and insignificant relationship between Intelligence and Academic stress among different game players.

As shown in table no:4.1 the obtained value of 'r' that was 0.02 was lower than the tabular value, which was 0.14 for the selected degree of freedom df 178 and level of significance 0.05 which indicates that the two selected variables i.e. Intelligence and Academic stress are insignificant relation.

Therefore hypothesis first which states that there exists positive relation between Intelligence and Academic stress among different game players was rejected.

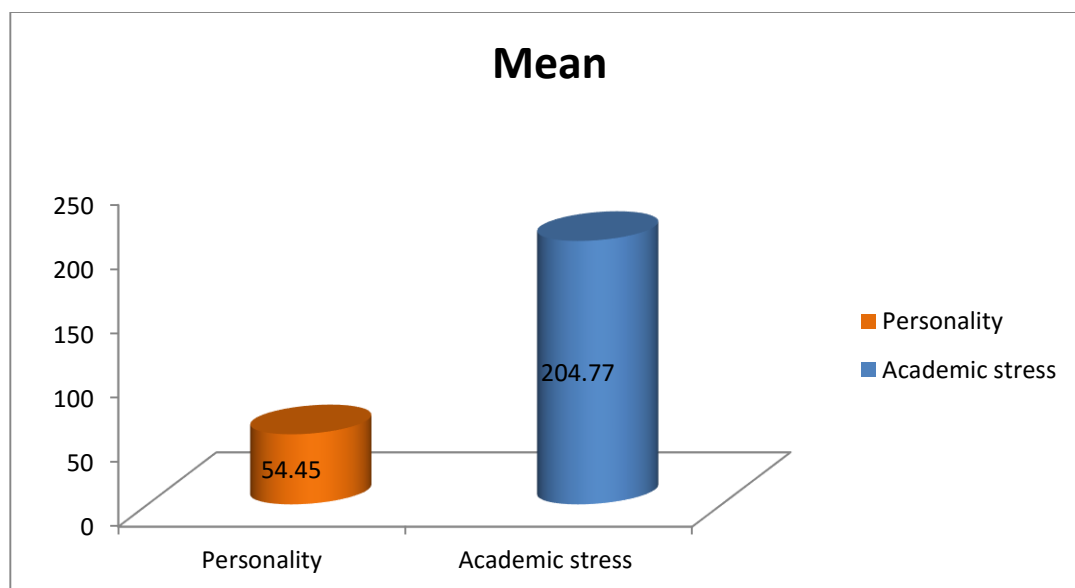
**Table 4.3 Shows the correlation between personality and academic stress among different game players**

Method of teaching	N	Mean	Sd.	df	Correlation
Personality	180	54.45	2.97	178	0.26
Academic stress	180	204.77	41.70		

**Tabulated value at df 178= 0.14**

**\* significant at 0.05 level**

**Graph 4.3 Shows the correlation between personality and academic stress among different game players**



The table and figure no. 4.3 shows the correlation of Personality and Academic stress among different game players. The mean score of the Personality and Academic stress among different game, which was 54.45 and 204.77 respectively and standard deviation was 2.97 and 41.70 respectively. The value of 'r' is 0.26 which shows positive correlation and significant relationship between Personality and Academic stress among different game players.

As shown in table no:3 the obtained value of 'r' that was 0.26 was lower than the tabular value, which was 0.14 for the selected degree of freedom df 178 and level of significance 0.05 which indicates that the two selected variables i.e. Personality and Academic stress are significant relation.

Therefore third hypothesis which is states that there exists significant relationship between Personality and Academic stress among different game players is accepted.

# CHAPTER V

## CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

### 5.1 CONCLUSION

In the light of interpretation of data, the researcher has to use all care and cautions in formulating conclusions and generalizations. This final step of research demands critical and logical thinking in summarizing the findings of the study and compares them with the objectives formulated in the beginning. The researcher should not draw conclusion, which are inconsistent among them or with external realities.

Conclusion is as essential as investigation. They provide a finishing touch and review to the whole of the critical work. In the present study the investigator has tried to find out the relationship of personality with intelligence and academic stress of game players. On the basis of analyses and interpretation of data, following conclusion can be drawn:

1. Result pertaining to the correlation of Personality and Intelligence among different game players. The mean score of the Personality and Intelligence among different game, which was found to be 54.45 and 59.68 respectively and standard deviation was found to be 2.97 and 5.53 respectively. The calculated value of 'r' is 0.03 which shows positive correlation and insignificant relationship between Personality and Intelligence among different game players.

The obtained value of 'r' that was 0.03 which is lower than the tabulate value, which was 0.14 for the selected degree of freedom (df 178) and level of significance 0.05 which indicates that the two selected variables i.e. Personality and Intelligence are insignificant relation.

Therefore first hypothesis which is states that there exists positive correlation between Personality and Intelligence among different game players is rejected.

2. Result pertaining to the correlation of Intelligence and Academic stress among different game players. The mean score of the Intelligence and Academic stress among different game, which is found to be 59.68 and 204.77 respectively and



standard deviation was found 5.53 and 41.70 respectively. The value of 'r' is 0.02 which shows positive correlation and insignificant relationship between Intelligence and Academic stress among different game players.

The obtained value of 'r' found to be 0.02 which is lower than the tabular value 0.14 for the selected degree of freedom df 178 and level of significance 0.05 which indicates that the two selected variables i.e. Intelligence and Academic stress are insignificant relation.

Therefore second hypothesis which is states as there exists positive relation between Intelligence and Academic stress among different game players was rejected.

3. Result pertaining to the correlation of Personality and Academic stress among different game players. The mean score of the Personality and Academic stress among different game, which was found 54.45 and 204.77 respectively and standard deviation was found 2.97 and 41.70 respectively. The value of 'r' is 0.26 which shows positive correlation and significant relationship between Personality and Academic stress among different game players.

The obtained value of 'r' is 0.26 which is lower than the tabular value 0.14 for the selected degree of freedom df 178 and level of significance 0.05 which indicates that the two selected variables i.e. Personality and Academic stress are significant relation.

Therefore third hypothesis which states that there exists significant relationship between Personality and Academic stress among different game players is accepted.

## **5.2 RECOMENDATIONS**

1. It can be suggested that parents need to support their students physically as well as mentally so that they can develop their personality and intelligence as well.
2. Players need to develop positive mind-set and should accept criticism in order to shape their intelligence.
3. It can also be suggested that students need to build up good personality for reducing their stress.

### **5.3 SUGGESTATIONS**

1. Present study was conducted on male and female subjects between age group of 18-28 years so that similar study can be conducted on other age groups .
2. In present study relationship was assessed on selected psychological variables so in future research can be conducted to other psychological variable like aggression, stress, tension etc.
3. Present study area was limited to Punjab reason only, in future study can be on others reasons.
4. This study can also be conducted on different game players.

### **5.4 DISCUSSION**

Personality and intelligence are viewed as distinct domains of human functioning. Implications. As results of the present study show positive correlation of personality with intelligence .Accordingto, E. Poropat(2014) personality is a better forecaster of success in school than intelligence as measured by traditional standardized tests. Specifically, students who were more open and conscientious performed better academically than those who were merely intelligent. The researchers observed that openness and conscientiousness factors exerted the largest influence on academic success.

Positive relationship also has been observed between personality and academic stress. Several studies have examined the relationship between personality type and stress. Personality traits may influence a person's perception of or reaction to stressful situations (Vollrath 2001).Physical education students carry certain personality traits such, that make them vulnerable to mental distress (Enns 2001; Dahlin 2007).

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