

Female Handball Players of Jammu: Motivations, Constraints, Personality and Self-Esteem

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ABSTRACT

The present research was conducted to study the Personality, Self-Esteem, Motivations, and problems faced by female Handball players of Jammu province. The total sample for the present research was 30 female handball players in the age group of 13-25 years, identified by snowball sampling technique. Two scales were used for the study (a) The Self- Esteem scale. (b) Big Five Inventory; besides this an interview schedule was also constructed. Results reveal that majority of respondents started playing handball before reaching the 10th class, were in the age group of 13-19 years, were second born, and belonged to the Nuclear Families. Majority of respondents had played up to National Level. They did not have any other sports person in their family, but for playing Handball they had support from their family, and moreover their family had positive attitude towards their sports. Their parents permitted them to attend residential camps and tours. Majority of respondents believed that there was advantage in playing Handball because they got job opportunities and there is a special sports quota. Majority of respondents faced problems while travelling because most of time they must travel with male coaches which made them uncomfortable in sharing any problems with them. They also faced problems at the time of selection for National Level tournaments and any other tournaments because they believed that selections were not done fair. Majority of respondents have suggested that sports authorities should organize several tournaments for the promotion of this game in Jammu province. This study also reveals that Female Handball players have high Self-Esteem but had low extraversion scores on Big Five Inventory though they scored moderately on Agreeableness, Conscientiousness, Neuroticism. Majority of the females scored high on openness dimensions of personality.

Keywords: *Handball, Sportswomen, personality, self-esteem, motivations, constraints*

Support is as old as human society itself. In ancient times only the people who were healthy were able to sustain the pressures time and space, others perished. Hunting, gathering, targeting the prey, chasing, climbing, all these motor skills were essential for survival. In primitive societies sports developed as part of the religious practices which were either related to rites of passage or to the religious festival. The former took place

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during the important life cycle events such as birth, initiation, marriage, and death, whereas the latter were generally associated with the productive process of the community life such as sowing, harvesting, hunting, and festivals like, singing, dancing, rope climbing, dramatic performance, and tournaments of wrestling, archery and fencing were associated with the above religious events (Early, history of recreation and leisure, Chapter 13). The *Rigveda*, the oldest of Hindu documents, mentions chariot race, however, sport for Indian women was largely recreational. Women participation in competitive sports can be studied post-Independence and it took nearly a quarter of a century to see Indian women win laurels in international sporting events (Lakshmikantha and Nair, 2013). Sports and games are parts of physical education and essential elements for the growth and development of physical, mental, and psychological aspects of an individual (Shiroli and Makawana, 2021). Researchers in the field of excellence in sport performance are becoming increasingly focused on the study of sport-specific characteristics and requirements (Massuça, Fragoso and Teles, 2014). Psychological skills affect sports performance both positively and negatively (Jose and Sudheesh,2020).

The case for females in sports may largely be influenced by the gender schemas the individuals formulate as a part of their growing up, as proposed by Bem (1981). Gender schema theory assumes that, from an early age, children extract information from their social environments, which they then encode and organize into networks of mental associations that allow them to make sense of their worlds and themselves. In doing so, they develop schema or cognitive structures that represent information about the world and the self; these schema help organize information and guide perception, evaluation, and encoding of new information (Canevello,2020). Women in sport defy gender stereotypes and social norms, make inspiring role models, and show men and women as equals. (UN, Women in Sports,). On 1 July 2021, leaders in the world of sport came together to make commitments to the *Sport for Generation Equality Principles* at the landmark Generation Equality Forum in Paris. These Principles embody the vision of equal rights and opportunities for women and girls everywhere that the Beijing Platform for Action laid out 26 years ago. The Beijing Platform asserts that sport has a critical capacity to propel women's and girls' empowerment. While there have been important advances, the full potential of sport as a driver for gender equality has yet to be harnessed (UN Women, 2021). Though there has been tremendous growth and popularity of women sports, female athletes are still considered inferior to male athletes, and compared to male athletes there is still an obsession with the body of female athletes rather than on her athletic skills (Trolan, 2013). Traditionally, sport has been dominated by men, both in terms of participation and governance (Katsarova,2019). A general observation is it in prize money, star value, advertisements/sponsorship importance or media coverage, given to female sportspersons, narrates that all is not well in sports arena (Lakshmikantha and Nair, 2013). Historical gender norms have contributed to a setback in progress for women's sports. The beliefs in the 1800s and early 1900s was that female athleticism was inappropriate and dangerous was a setback to female advancement in sports (Winslow, 2021). Evidence suggests that gender stereotypes contribute to young women dropping out of sport participation because women in sport are often seen as being non-feminine. Similarly, men who do not fulfill the 'masculine' stereotype have reported feeling intimidated and excluded from sports participation (May, 2022). UNESCO says that 'Media representations of sports and athletes can contribute to the construction of harmful gender stereotypes. Media tend to represent women athletes as women first and athletes second. Coverage of women in sports is often

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dominated by references to appearance, age, or family life, whereas men are depicted as powerful, independent, dominating, and valued as athletes.

Sport in India is yet to reach its peak. It was only after 1947, that India started developing as a modern nation, with special rights to half of its citizens namely women. Indian women are still trying to establish their own identity (Bhartiya Stree Shakti, 2005). The history, milestones and (sluggish) progress towards gender equality within the interconnected movements of sport, international development and human rights are reflective of the broader feminist struggle. Despite decades of parallel or synchronized effort, critics contend that progress is slow and uneven, leaving generations of girls and women marginalized (Soysa and Zipp, 2019). The ability to drive gender equality by teaching women and girls' teamwork, self-reliance, resilience, and confidence. Gender ratio in sports is highly skewed in India, which has left the female participation in sports as marginal and deficient. There are several constraints which are more applicable to women than men in sports. To name some, the meager stipend paid to sports women as compared to men, biasness in receiving sports awards, the lack of women coaches, absence of family support or the issues related to sexual harassment, etc. (Kohli, 2017).

Handball is a team sport in which two teams of seven players each (six out court players and a goalkeeper] pass a ball using their hands with the aim of throwing it into the goal of the other team. In India Handball Federation of India was founded by Mr. Jagat Singh Lohan from Rohtak (Haryana) who was an alumnus of YMCA College of Physical Education of Madras (now Chennai). He was also first Secretary General of Handball Federation of India. His efforts in Germany during Munich Olympic helped in establishing handball federation of India. The members states were Andhra Pradesh, Uttar Pradesh, Haryana, Vidarbha and Jammu and Kashmir (Physical Education Book, NCERT). Being a dynamic sports game, handball imposes high-level demands on the athlete (Sindik & Ćuk, retrieved on 07-02-2022). Handball being a fast game consisting of fast, powerful yet accurate movements the psychological stress over players would be high. In elite handball even the matches are decided with a fast second goal. It is believed that the psychological state before the activity affects the result or quality of the act to a great extent (Jose and Sudheesh, 2020).

Jammu is the winter capital of UT of Jammu and Kashmir. The people of Jammu are known as *Dogras*. Traditionally most of the males used to serve in Armed Forces or were agriculturists, and the women took care of the household. In 1883, in the princely state of Jammu and Kashmir, hunting was still a sport though restrictions on what could be killed and where game could be hunted had started to take force (Sports in Jammu and Kashmir, retrieved on 14.02.2022). J&K State Sports Council is a government institution which was established in the year 1959. Department of Youth Services & Sports came into being in the year 1973.

Handball has been played in Jammu since its inception in India. The present study aimed to analyze the personality and self-esteem among the handball playing females of Jammu. It is also tried to understand the background factors like parental and institutional support, motivations and problems faced by female sports persons. This will help in furthering the knowledge about the females involved in sports and the areas where betterment is required for overall development of female sports persons.

Objectives

- To understand the background factors of the female handball players viz a viz parental and institutional support.
- To assess the personality and self-esteem of these sports women.
- To understand the motivations and problems faced by these sports persons and suggest strategies for betterment of sports facilities for female for the perspective of Human Development.

METHODOLOGY

The present research is undertaken to study the personality, self-esteem, motivations, and problems faced by female handball players of Jammu. The methodological framework followed for study is as follows: -

Sample: The sample of 30 females playing handball at School, Colleges, University and Training Centers in Jammu were selected for the study.

Criteria for Sampling: To match the sample the following criteria were used:

- *Age:* Only girls in the age group of 13-25 years were selected.
- *Residence:* Only girls residing in Jammu City were selected.
- *Status:* Only those girls who had played or were playing either at School, College level, University level or National level were included.

Sampling Procedure: Systematic random sampling technique was used to select the sample. To begin with data collection, list comprising of names of females playing handball at various levels living in Jammu was prepared and from this list 30 females who were currently playing handball were randomly selected, using lottery method.

Tools Used for Data Collection

Interview schedule.

Big Five Personality Scale.

Self –Esteem Scale.

1. **Interview Schedule:** - For conducting interview with the sports girls for the present study, an interview schedule was formulated comprising of a series of questions under some broad categories. The interview schedule was structured with open ended questions regarding background variables like individual related factors, parental factors, motivations, and problems faced by those female players.
2. **Big Five Personality Scale:** A scale for the assessment of personality devised by Goldberg (1981, 1993) was used. The scale measure personality in five dimensions:
 - i. **Extraversion:** Activity and energy level traits, sociability, and emotional expressiveness.
 - ii. **Agreeableness:** Altruism, trust, modesty, pro-social attitudes.
 - iii. **Conscientiousness:** Impulse control, goal directed behavior.
 - iv. **Neuroticism:** Emotional instability, anxiety, sadness, and irritability.
 - v. **Openness:** Breadth, complexity, and depth of an individual's life.

Scoring: The test consists of fifty items that you must rate on how true they are about you on a five-point scale where 1=Disagree, 3=Neutral and 5=Agree.

- Extraversion: 1, 6R, 11, 16, 21R, 26, 31R, 36
- Agreeableness: 2R, 7, 12R, 17, 22, 27R, 32, 37R, 42
- Conscientiousness: 3, 8R, 13, 18R, 23R, 28, 33, 38, 43R
- Neuroticism: 4, 9R, 14, 19, 24R, 29, 34R, 39

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- Openness: 5, 10, 15, 20, 25, 30, 35R, 40, 41R, 44

3. Self Esteem Rating Scale: The scale has been devised by Rosenberg in 1965. It is a 10-item scale that measure global self-worth by measuring both positive and negative feelings about self. The scale is believed to be unidimensional. The scale generally has high reliability: test-retest correlations are typically in the range of .82 to .88, and Cronbach's alpha for various samples are in the range of .77 to .88. The Rosenberg Self-Esteem Scale (Rosenberg, 1965b) is the instrument most commonly used to measure self-esteem and has been used in a number of fields and has demonstrated comparable stability in many cultures (Park and Park, 2019).

Scoring: All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. Scoring involves a method of combined ratings. Low self-esteem responses are “disagree” or “strongly disagree” on items 1, 3, 4, 7,10, and “strongly agree” or “agree” on items 2, 5, 6, 8, 9. Two or three out of three correct responses to items 3, 7, and 9 are scored as one item. One or two out of two correct responses for items 4 and 5 are considered as a single item; items 1,8, and 10 are scored as individual items; and combined correct responses (one or two out of two) to items 2 and 6 are a single item. The scale can also be scored by totaling the individual 4-point items after reverse-scoring the negatively worded items.

Data Collection

For collection of data, personal visits were made to Colleges, University, and Training Centers in Jammu.

Data Analysis

The data was coded and transferred into code sheet. Thus, both qualitative and quantitative techniques were used to analyze the collected data in the study.

RESULTS

Table 1: Background Information about the respondents

Variables	Respondents	
	n=30	Percentage (%)
Age (in years)		
13-19	18	60
20-25	16	40
Educational Qualification		
8th-12th Class	9	30
Under Graduates	11	36.6
PG	10	33.3
Ordinal position		
1st born	9	30
2nd born	15	50
3rd born	6	20
Type of family		
Nuclear family	19	63.3
Joint family	11	36.6
Any other sports person in the family?		
Yes	20	66.6
No	10	33.3

Table 1 reveals that 60% of respondents were in the age group of 13-19 years and 40% of respondents were in the age group of 20- 25 years. Most (36.6%) of the respondents were

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studying for their graduate degrees, followed by 33.3% who were doing Post Graduation, whereas 30% of the respondents were studying from 8th-12th classes. Half (50%) of respondents were 2nd born, 30% respondents were first born, whereas 20% respondents were 3rd born. Majority (63.3%) of respondents were living in nuclear families, and 66.6% of them did have another sports person in their family.

Table 2: Level of play of the respondents

Level of play	Respondents	
	n=30	Percentage (%)
District level	3	10
State level	10	33.3
University level	1	3.3
National level	16	53.3

Table 2 shows that majority (53.3%) of respondents had played up to National Level, followed by 33.3% respondents who had played up to State Level, 10% respondents had played up to District level, whereas 3.3% of them had played up to University Level.

Table 3: Familial role in the sports

Responses	Respondents	
	N=30	Percentage (%)
When did you start playing handball?		
Before 10 th class	21	70
11 th - Graduation	5	16.6
2010-2019	4	13.3
Why did you select this game?		
Interest	13	43.3
Love for the game	11	36.6
Scope of the game	2	6.6
For fitness	4	13.3
Who supported you for taking part in game?		
Family	27	90
Friends	3	10
Attitude of parents towards the game		
Positive	30	100
Are you permitted for residential camps by the parents?		
Yes	28	93.3
No	2	6.6
Are you permitted to go for tours?		
Yes	29	96.6
Sometimes	1	3.3
Parents involvement in sports activity?		
Yes	13	43.3
No	13	43.3
Sometimes	4	13.3
Do they sit and wait while you practice?		
Yes	4	13.3
No	20	66.6
Sometimes	6	20
Are you permitted to play with boys?		
Yes	30	100

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Table 3 reveals that 70% of respondents had started playing handball from before reaching the 10th class, followed by 16.6% respondents who started playing handball from 11th-Graduation, and 13.3% respondents started playing between 2010-2019. Majority (43.3%) of respondents had selected handball because of their interest in it, 36.6% because they *loved this game* and 13.3% respondents had selected handball to remain physically fit, whereas 6.6% respondents had selected handball due to the scope of the game as it ensured a job security in future. Majority (90%) of respondents had received support from their families, whereas 10% had received support from their friends, to take part in game; and all the parents of respondents had positive attitude towards the game. Majority (93.3%) of respondents were permitted by the parents to attend the residential camps, and 96.6% of them were permitted to go for tours. Most of them (43.3%) of the respondents' parents involved themselves in their sports activity, and an equal no of them (43.3%) did not involve themselves, whereas 13.3% parents sometimes involved themselves. Majority (66.6%) of respondents' parents did not sit with them while their wards practiced, and none of the parents had any objection to their daughters playing with the males.

Table 4: Advantages of the game

Responses	Respondents	
	N=30	Percentage (%)
Do you want to continue with this game?		
Yes	28	93.3
No	2	6.6
Do you think there is any advantage of playing this game?		
Yes	29	96.6
No	1	3.3
Do you want to adopt sports as a career?		
Yes	27	90
No	3	10
Would you like to continue this game after marriage?		
Yes	26	86.6
No	4	13.3
Would you like your life partner to be a sports person?		
Yes	22	73.3
No	8	26.6

Table 4 reveals that 93.3% of respondents wanted to continue with this game, and almost 97% believed that there are advantages of playing this game. Majority (90%) of respondents wanted to adopt sports as a career. While having discussion about the reasons for doing so they responded that they wanted to remain physically fit, and the game had scope in helping them to achieve their goals related to jobs and future. Majority (86.6%) of respondents wanted to continue this game after marriage as they wanted to remain fit and active throughout their life, and 73.3% of them also wanted their life partners to be sports person so that as he could motivate and increases their morale, whereas 26.6% of respondents did not want their partners to be a sports person as they didn't like sports persons.

Table 5: Adequacy of sports facilities

Responses	Respondents	
	N=30	Percentage %
Are the coaching facilities adequate?		
Yes	20	66.6
No	10	33.3

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Do you think this game has made you progress?		
Yes	26	86.6
No	4	13.3
Do you face any problem while travelling during tours?		
Yes	22	73.3
No	7	23.3
Sometimes	1	3.3
Do you think that the selections for teams are fair?		
Yes	22	73.3
No	7	23.3
Sometimes	1	3.3
Is the number of girls increasing in the game?		
Yes	28	93.3
No	2	6.6
Are you able to manage your daily activities with your game?		
Yes	29	96.6
No	1	3.3

Table 5 shows that 73.3% of the respondents faced problems during travelling on tours as most of time they had to travel with male coaches, which made them uncomfortable as they could not share any personal issues with them. Majority (73.3%) of respondents believed that the selections process for teams was fair, whereas 23.3% respondents did not feel that it was fair. Ninety three percent of the respondents agreed that the numbers of girls in sports was increasing, and 86.6% of the respondents agreed that this game had helped in developing their confidence and made them independent. Ninety seven percent of them were able to manage their daily activities along with the game.

Table 6: Efforts of Sports authorities in Jammu

Responses	Respondents	
	N=30	Percentage %
What all is done by sports authorities to promote this game in Jammu?		
Organization of tournaments.	23	76.6
Provision of good sports facilities.	5	16.6
Provision of good coaches	2	6.6
Suggestion for the promotion of the game		
To organize tournaments	18	60
Advocacy	7	23.3
Loyal coaches and fair selections.	5	16.6

Table 6 reveals that 76.6% of the respondents believe that the sports authorities had encouraged this sport by organizing tournaments, and provision of good sports facilities (16.6%). 60% of respondents suggested to organize tournaments for the promotion of the game. The respondents also suggested that more tournaments should be organized (60%), and advocacy (23.3%) of the game.

SELF – ESTEEM OF THE RESPONDENTS

Table 7: Level of self-esteem of the respondents

Levels of self-esteem	Respondents	
	N=30	Percentage %
Moderate	4	13.3
High	26	86.6
Self Esteem	Mean	Std Deviation
	22.16	2.44

Table 7 reveals that 86.6% of the respondents had high level of self-esteem followed by 13.3% respondents who had moderate self-esteem. The mean score of the respondents was 22.16±2.44.

Table 8: Relationship of self- esteem with period of game initiation

Item No	Self Esteem	Age at initiation of the game
1	On the whole, I am satisfied with myself.	-.263
2	At times I think I am no good at all.	.064
3	I feel that I have a number of good qualities.	.170
4	I am able to do things as well as most other people	.225
5	I feel I do not have much to be proud of.	.064
6	I certainly feel useless at times.	-.021
7	I feel that I'm a person of worth, at least on an equal plane with others	-.008
8	I wish I could have more respect for myself.	-.049
9	All in all, I am inclined to feel that I am a failure	-.080
10	I take a positive attitude toward myself	-.128

The data in Table 8 shows no significant relationship of self-esteem with age at initiation of the game.

PERSONALITY PROFILE OF RESPONDENTS

Table 9: Level on Dimensions of Big Five Personality

Dimensions of personality	Respondents n=30					
	Low		Moderate		High	
	N	%	N	%	N	%
Extraversion	27	90%	2	6.6%	1	3.3%
Agreeableness	5	16.6%	22	73.3%	3	10%
Conscientiousness	3	10%	26	86.6%	1	3.3%
Neuroticism	2	6.6%	17	56.6%	11	36.6%
Openness	3	10%	12	40%	15	50%

Table 9 and Fig 1 depict that 90% of the respondents scored low on extraversion, which means they might tend to struggle with collaborating or discussing ideas with team members; 73.3% respondents had moderate level of Agreeableness, Conscientiousness (86.6%), and Neuroticism (56.6%), whereas 50% respondents had high and 40% had moderate level of openness. High scores on Openness mean that the respondents will cope well with changes at but will struggle with repetitive, mundane tasks that lack creativity and require logic.

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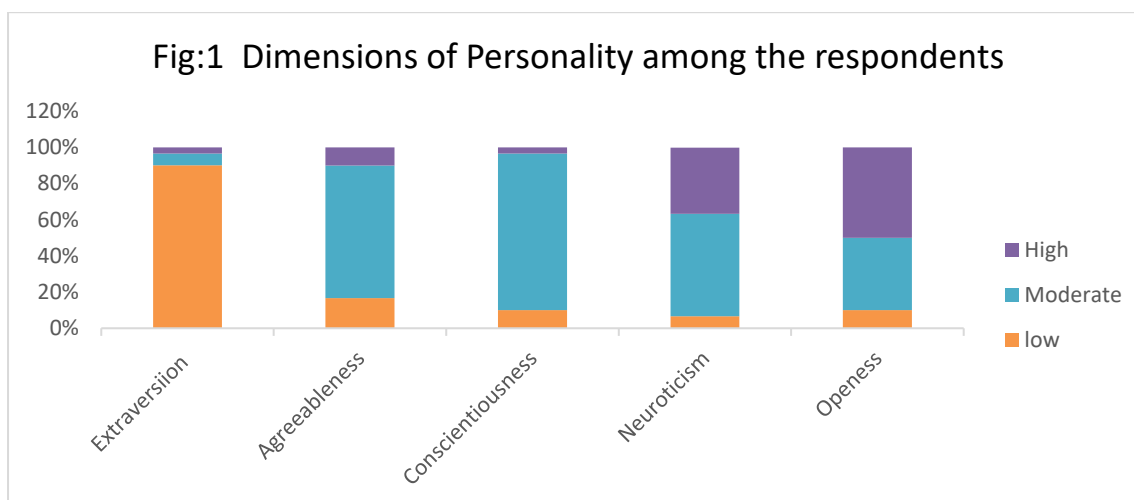


Table. 10 Mean and Standard deviation on dimensions of Big Five Inventory

Variable(Max Score)	Mean	Std. Deviation
Extraversion (40)	30.53	5.35
Agreeableness(45)	33.40	3.85
Conscientious(45)	33.00	4.64
Neuroticism(40)	31.90	4.79
Openness (50)	30.50	5.39

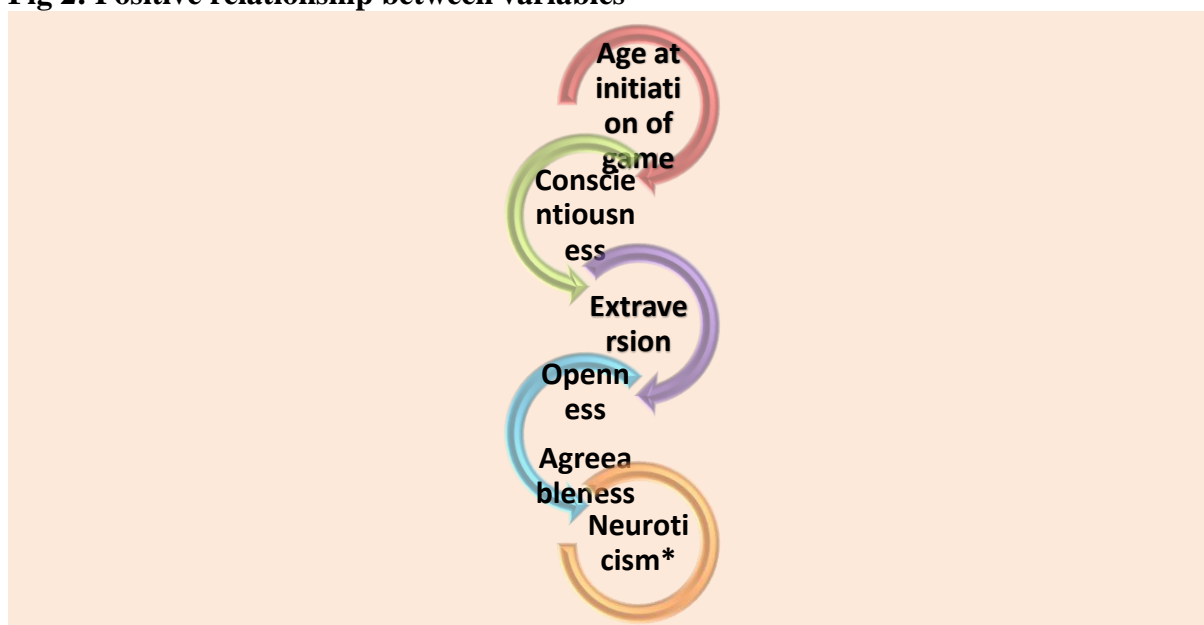
Table 10 describes the mean scores obtained by the respondents on dimensions of Big Five Inventory.

Table. 11 Relationship of age at initiation of game with dimensions of personality

Variable	Age at initiation of Game	Extraversion	Agreeableness	Conscientiousness	Neuroticism	Openness
Age at initiation of Game	1					
Extraversion	.232	1				
Agreeableness	.266	.535**	1			
Conscientiousness	.415*	.420*	.312	1		
Neuroticism	.276	.267	.396*	.354	1	
Openness	.203	.622**	.522**	.274	.350	1

Table 11 shows that only Conscientiousness (.415*) was significantly associated with age at initiation of game. Extraversion was significantly related to Conscientiousness (.420*), Agreeableness (.535**) and Openness (.622**); and Agreeableness was significantly related to Neuroticism (.396*) and Openness (.522**). The more openness among the respondents the more is their extraversion and agreeableness.

Fig 2: Positive relationship between variables



The earlier they had started playing handball (Fig 2), the more Conscientious the respondents were, and Conscientiousness in turn was positively related to extraversion, which was related positively to Openness and Agreeableness. Agreeableness and Neuroticism* were also positively related.

DISCUSSION

The results of the study reveal that majority of respondents were in the age group of 13-19 years, were second born, and belonged to Nuclear Family. They had started playing before reaching class 10th and had played Handball up to National Level. They had received support from their family for playing the game and moreover their family had positive attitude towards their game. Their parents allowed them to attend residential camps and tours. The respondents wanted to adopt sports as a career because they believed it would help them in remaining physically fit and active, and in providing job security. Majority of the respondents faced problems while travelling because most of time they had to travel with the male coaches, which makes them uncomfortable as they could not share personal issues with them. Although the number of women actively involved in sport has increased dramatically over the past 50 years, across the globe female coaches are a statistical minority in nearly all sports and performance levels (Katsarova,2019). Another account of gender discrimination in sports is evident from the negligible number of women coaches; the administration, sports federations and coaching centres have remained male dominated (Kohli, 2017). The respondents wanted to continue this game after marriage also as they wanted to remain fit and active throughout their life and they also want their life partner to be sports person too. The respondents have suggested that the sports authorities should organize more tournaments for the promotion of this game in Jammu province. The respondents had high Self-Esteem. and while assessing Personality of the respondents it revealed that majority of Female Handball players have high level of Openness, moderate levels of Agreeableness, Neuroticism and Conscientiousness, moderate and low level of Extraversion.

In a major study of thousand women of 25 colleges selected from 12 states in India (Rao, 2010) the major constraints for the women in sports were concluded as follows:

1. There has been lack of encouragement from the parents and family members.

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2. The traditional way of living was a big hurdle for women taking part in games and sports.
3. There was lack of sports orientation of the people living in the society.
4. Good leadership among physical education personnel and a proper motivating system was not there.
5. Women from government colleges have expressed more constraints as compared to those from private colleges.

The respondents of the present study had supportive parents, and majority of them had played handball up to National Level. The findings a study conducted in Pakistan revealed significant relationship of sports participation of successful female athletes with the social support construct (Naseer et.al.,2018). This must be due to strong motivation and support of parents and sports authorities. Girls are more likely to participate in sports if they have a parent who participated as a child, or who still plays sports (Sharma et. al., 2018). Many respondents of the present study have indicated that their family members were sportspersons too. This may be the motivating factor both for the parents and the respondents. Besides, the respondents themselves also had positive attitude for the game. The UT of Jammu and Kashmir has participated in handball since the inception of the game in India. If more facilities and opportunities are provided to the female players they may play internationally too, but since one of the objectives of respondents' participation in the game was job security, it seems that their Need for Security (as per Maslow's Hierarchy of Needs theory) was higher, and they may not remain in active sports once their needs are met. They have expressed their wish to continue the game after marriage and wish that their future partner should be sportsperson. The society has opened to newer roles of women, but they have burdened them with dual responsibilities too. It is now expected that she should be able to sustain both her career and her home responsibly. Her achievement orientation takes a backseat once she takes on other roles such as daughter, wife, mother, daughter-in-law, and many more. The Hindi movie *Kabaddi* brings out these aspirations of a sports woman aptly, but the example of Mary Kom is a great motivator too. Breaking the barriers in a sport which is considered Masculine, being married and a mother, is not an easy task in the patriarchy-oriented societies like Indian, as we have seen from the results of Rao (2010). Though we have come a long way from the stereotypical thinking that sports are for males only, girls should not play active sports as they may injure themselves, girls should not play during their menstrual periods, the only aim of education for girls is to get a well-qualified high earning life partner, yet still we must go a long way. There are still hurdles to overcome and glass ceilings to break, as prove the results of Rao (2010). In a study using a detailed questionnaire responded to by 134 female players, the female players desired good facilities and equipment, fair and clean selection procedure, good and experienced coaches, especially female coaches, good medical support and advice on other related health matters, support from families and the people around them, job opportunities and job security, more competitive opportunities, and support from the government machinery and the sport federations or some sponsors. (Bhartiya Stree Shakti, 2005). These findings are somewhat like the results of the present study. Amaljith (2021), while analyzing portrayal of women in Indian Sports Films says that 'the women sports players in India must face many challenges to cross the borders of glory'. Most of the families are conservative and are traditional in their way of thinking about women playing sports, the sportswomen, hence, lack support and encouragement from the family and society. From the government and the sports authority, they get inadequate resources and infrastructure for practice and training (Amaljith, 2021). The personality and the self- concept may contribute significantly to this endeavor.

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The studies reviewed have shown that personality plays a significant role in the sports. It is an important determinant of long-term success in sports and there are apparent personality differences even between individuals who participate in organized sport and individuals who do not participate in organized sport (Allen, Greenlees, and Jones, 2011). These dimensions of personality are associated with different aspects of an individual's personality traits such as being assertive, emotional stability, and a person's tendency to experience distress. If they receive a high score in the 'openness', the individuals are willing to take new experiences in their stride, they can be highly creative, bringing new ideas to the table, and often use their imagination to make positive changes in the work environment (How to interpret results of OCEAN, retrieved on 09.02.2022). A candidate with a high openness score will cope well with changes at work but will struggle with repetitive, mundane tasks that lack creativity and require logic. The participants of the present study scored moderate on Agreeableness, Conscientiousness, Neuroticism, whereas majority of the females scored high on openness dimensions of personality. The data obtained by Piepiora and Piepiora (2021) shows that sports influence the shaping of the personality of the assessed athletes, and it has been confirmed by reports of other authors. The general profile of athletes in terms of the Big Five is low neuroticism, high extraversion, and conscientiousness, as well as average openness to experience and agreeableness. On the other hand, the level of openness to experience, as in the case of comparisons of sports, depends on the specificity of the trained sport (Piepiora and Piepiora, 2021). Team sports require working together, following the leader, adjusting, and coping, hence may be the reason that the respondents have scored high on openness, but they may not be extroverts indicating that the individuals may prefer working independently on projects and achieve their best work working alone. This is a contradictory result which may need more research, or maybe because of their gender they feel restricted in sharing their issues with others, especially male coaches, as they have indicated in their interviews. Participation in sports also means learning to take successes and failures in their stride, learning to cope. The personality traits possessed by the athletes also determines their coping strategies. Results showed that extraverted athletes, who were also emotionally stable and open to new experiences (a three-way interaction effect), reported a greater use of problem-focused coping strategies. Conscientious athletes (main effect), and athletes displaying high levels of extraversion, openness, and agreeableness (a three-way interaction effect), reported a greater use of emotion-focused coping strategies, and athletes with low levels of openness, or high levels of neuroticism (main effects), reported a greater use of avoidance coping strategies (Allen, Greenlees, and Jones, 2011). This means that the respondents in the present study are expected to use both emotion-focused and problem-focused coping strategies, since they are low on extraversion but high on openness.

Games and sports are essential for all round development of an individual. The respondents of the present study have expressed the benefits they have derived from Handball like increased confidence and physical fitness, and the perceived benefits in the form of job opportunities available due to sports quota. Participation in sports activities develops harmonious personality traits among the participants, the study also proved and expressed the fact the group game has advantages to cultivate the social values and traits in the sportsperson, compared to those playing individual sports (Kuravatti and Malipatil, 2017).

Success in sports is linked to personality traits not only in handball, but other sports too. Team sports athletes were found to be a bit better in extraversion and openness than individual sports athletes, whereas rest of the factors of personality were similar (Singh, 2017a). Findings suggest a subtle link between personality and hockey performance

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(Conway, 2016). The stepwise regression analysis indicated that from among personality components only Conscientiousness had a positive significant correlation with sport performance; and conscientiousness was the sole predictor of sport performance (Mirzaei, Nikbakhsh and Sharifi far, 2013). The personality profile of the female contacts sports competitors incorporated average neuroticism, extroversion, openness to experience and compliance as well as high conscientiousness (Piepiora and Petecka, 2020). The respondents of the present study scored moderate on Conscientiousness, meaning that they were moderate hard workers who used schedules and plans to optimize their work. The main findings of a study conducted on 164 Hungarian junior handball players, aged 14-18 years, showed that female handball players scored higher in terms of conscientiousness and openness, and the younger the players the more they were characterized by high energy, friendliness, and openness, but also by higher neuroticism (König-Görögh et al., 2017). Among male players also the respondents scored high on Openness, followed by agreeableness and Conscientiousness (Singh, 2017b).

The evaluation of self also plays an important role in the performance. Self-concept is a dimension of sports specific personality in which a person perceives of himself and his achievements in life. Participation in sports benefits women just as it does men, helping to develop leadership skills, boosting self-esteem and grades, and promoting physical fitness and health (Sharma et al., 2018). It belongs to the personality traits such as self-confidence, self-esteem, self-regards, and fear less. The Basketball players have similar kinds of rich characteristics in their personality than their counterpart Handball players (Singh and Singh, 2020). In research on 109 handball players in Turkey it was determined that handball players' self-esteem and life skill levels were above average (Esroy and Abdullah, 2021). It was concluded that that Handball players were having the good self-concept and less anxiety to achieve the high level of performance (Makwana and Choudhari, 2018). The results of Reigal et al. (2018) indicate that general self-efficacy was associated with different factors of the Sport Performance Psychological Inventory. The development of psychological skills could have an impact on the improvement of the perception of an athlete to handle various situations, among which would be those directly related to competition and training (Reigal et al., 2018). It is important that parents realize the many contributions participation in sport can make to young girls' development. The positive aspects of sport can help girls maintain their self-esteem as they make the difficult transition from grade school to high school (Schultz, retrieved on 08.02.2022).

From a research perspective, these results advocate for taking personality factors into account when studying sport performance, whereas, from an applied perspective, the results can be useful for coaches looking to improve their positions selection procedures and effective training methods. Sports activities are necessary for the social adaptation of young people, as sports increase self-rating, self-esteem, faith in own strengths and abilities, as well as the ability to apply them.

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