

A LEARNING STYLE OF INTERMEDIATE PLAYERS IN RELATION TO THEIR EXTROVERSION-INTROVERSION

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Abstract

The behaviour of extroversion and introversion plays a vital role for improving the ability of a player. There are numerous things that a player can do, directly and indirectly, for upgrading his performance. Extroversion and introversion also affect the coordination of a player among other players. After conducting some study in this regard it is observed that the performance of some extroversion and introversion players can be upgrade with the help of accurate training. It is necessary to every coach to understand the ability and personality of his players so that with the help of right guidance, which are provided by the coach, every player could do better behaviour with his colleagues and performance in the tournaments.

Key Words: Extroversion, Introversion, Performance, Learning Style Preferences.

Introduction

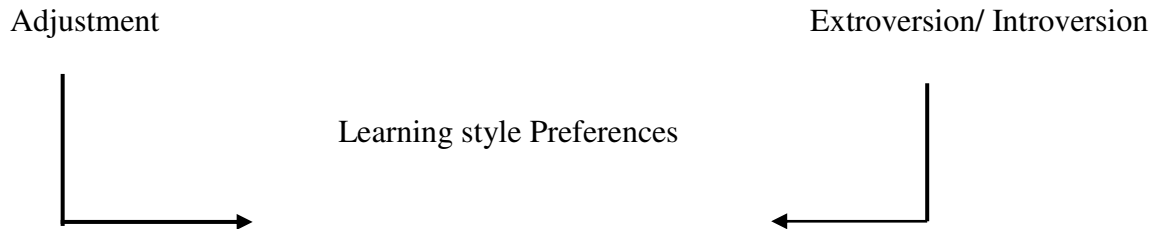
‘Physical Education’ is a wide term which has its own significance, and occupies a vast area for study. It is not only just confined to the sports and physical exercises but also it plays a vital role in every human being’s life. It is a kind of education through which every human inculcates the right attitude and perspective for living a healthy life. Sports and physical exercises are inseparable part of physical education, and these have their own importance in this kind of education.

In this regard the researcher has made an effort due to which the performance of a player could be improved on the basis of prior knowledge about his personality, behaviour and learning. It is first study of its own kind in which researcher explores the new methods to achieve good results from a player after understanding him.

On the basis of characterization, Jung (1925) has classified personality into two types; extroverts and introverts. The person taking more interest in others and has an attitude to face outer world is called as extrovert. Introvert, on the other hand, means the person with mental

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tendencies directed inwards to himself and has an attitude to face the inner world. In the general way an individual may have either extroversion or introversion type of personality. Kogan (176) stated that there are individual differences in styles of perceiving, thinking and judging, and these variations appear to be associated, though least, with dimensions of one's personality.



The present study was delimited to the class XII players studying in the Inter colleges of district Tehri of Garhwal Region in the state of Uttarakhand. The researcher has opted only those Class XII players who participated at least one game in the state level sports tournament.

DEFINITION OF THE TERMS USED IN THE STUDY

In a tournament a trainer may want to know how players differ in their ability to skill independently, who are the players who can skill with a minimum of adult direction and prodding? Who are those who need quite a bit of help at the initial stage of a given task and can later proceed on their own? Thus, in the present work, players who enjoy working at their own on some given task, have been named as having Individualistic learning style. On the other hand, players who prefer carrying out any given task within a team have been characterised as having Non-individualistic learning style.

EXTRVERSION – INTROVESION: The individual having an attitude to face outer world is termed as extrovert, whereas, the person having an attitude to face the inner- world and who is directed to himself is termed as introvert. In the present work individuals were classified as the extrovert or the introvert on the basis of their scores obtained on “Extroversion- Introversion Inventory” of Aziza and Agnihotri (1991).

Although, learning is regarded as the multi channel activity in modern perspective but players learn by the four channels-

- Learning from the trainers,
- Learning from the peers,
- Learning through creativity and intuition, and
- Experimental learning

POPULATION AND SAMPLE

The population of the present study was the sports persons studying in class XII in the institutions situated in the urban and rural locality of Tehri district of Garhwal region of Uttarakhand State. There are more than 70 Intermediate Colleges in the whole district of Tehri Garhwal imparting education for XII class players (nearly 6000 players). As such the sample was proposed as under-

Table 1: PROPOSED SAMPLE STRENGTH

	Urban Locality Institutions (Players)	Rural Locality Institution (Players)	Total (Players)
Boys	3 (200)	3 (100)	300
Girls	3 (150)	3 (150)	300
Total	350	250	600

Hence, the sample strength was modified and finally it constituted of the sports' players belonging to age group of 15-16 year as the more number of sports' players were found of this age group. So the study was conducted on these sports' players. Thus, the sample for the main study was as under:-

Table 4

	Sports Boys	Sports Girls	Total
Urban	168	73	241
Rural	218	164	382
Total	386	237	623

DATA GATHERING INSTRUMENTS

The Selection of data gathering instruments depends on various considerations such as nature of data, whether primary or secondary, the controlled variables, the availability of suitable tests etc. In the Present study there were four controlling variables, viz. 'Age', 'Sex', 'Locality' and 'Class Level'.

AGE: Was calculated from the date of birth record of the sampled Sports' players from the school office record.

SEX: Referred to Sports boys or girls players.

LOCALITY: The players who were studying in the institutions situated in urban or rural areas and participates games in district, state, national and international level.

CLASS LEVEL: The players studying in class XII. The Following instruments were used in the present study to collect the data.

INTROVERSIONS-EXTROVERSION-INVENTORY

The sports students’ introversion and extroversion type of personality was explored by using the Introversion and Extroversion Inventory of Dr. P.F. Aziz and Dr. Kekha Agnihori (1991) for Hindi speaking sports’ students. It has got 60 (Sixty) items, 30 (thirty) pertaining to an introversion characteristics and 30 (Thirty) to an introversion characteristics) with ‘Yes’ of ‘No’ responses. Its reliability has been determined as ‘ $r=0.91$ ’. The criterion validity is ‘0.95’ which is in terms of validity coefficient.

Hence, it can be inferred that extroversion/introversion personality type may exert the remarkable impact on the Visual Vs Aural learning style preferences of the players but not on the other type of learning style preferences. The similar findings have also been exhibited on bar-diagram. The inventory, which is used by the researcher in his survey, has been changed from the original to understand the players. The language of Hindi is easy to understand for the players who are studying in the Intermediate colleges of Uttarakhand. Therefore, the researcher prepared the inventory in Hindi language as per the convenience of the players.

The sample structure of the sports categorization in to Extrovert and Introvert personality type was as:-

	Extrovert	Ambivert	Introvert	Total
Urban Male Player	55	83	30	168
Urban Female Player	17	40	16	73
Rural Male Player	60	110	48	218
Rural Female Player	40	100	24	164
Total	172	333	118	623

The poor and better adjusted players were sub-grouped on the basis of extroversion and introversion personality and these are presented as below :-

	Poor Adjusted		Better Adjusted		Total
	Extroverts	Introverts	Extroverts	Introverts	
Urban Male Player	$n_1 = 13$	$n_2 = 16$	$n_1' = 21$	$n_2' = 19$	69
Urban Female	$n_1 = 06$	$n_2 = 20$	$n_1' = 21$	$n_2' = 06$	53

Player					
Rural Male Player	$n_1 = 13$	$n_2 = 19$	$n_1' = 35$	$n_2' = 14$	81
Rural Female Player	$n_1 = 10$	$n_2 = 13$	$n_1' = 24$	$n_2' = 08$	55
Total	42	68	101	47	258

The scores on learning-style preferences were counted in terms of favourable frequencies and then these were converted into percentage-form.

Tools and Techniques

Learning-style preferences were originally in frequency from so, non-parametric-test ($X^2=$ test) was used to find out the significance of difference (say, deviation) between the learning-style preferences of the players in the sub-group appeared into various tables.

Suppose there is pair of learning-style ‘ α ’, ‘ β ’ and one has either to favour ‘ α ’ or to ‘ β ’. The frequencies of both the learning-style preferences might be ‘A’ and ‘B’ respectively for male and female players.

	A	B	Total
Male	A	B	A+B
Female	A'	B'	A'+B'
Total	A+A'	B+B'	A+B+A'+B'

The degree of the deviation on the ‘ α ’ and ‘ β ’ of sports’ male and female was computed by using the formula –

$$x^2 = \left[\frac{N(AB'-A'B)^2}{(A+B)(A'+B')(A+B+A'+B')} \right]$$

The degree of the freedom $df = (r-1) (c-1)$,

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where, r = row

c = column

The obtained X^2 -value was examined for its significance beyond .05 levels or .01 levels. The significant X^2 -value was estimated of the significant degree of deviation between male and female players on ‘ α ’-‘ β ’ learning style preferences.

“There is no significant difference between the learning style preferences of extrovert and introvert sports players”

COMPARISON OF THE LEARNING STYLE PREFERENCES OF THE EXTROVERT AND INTROVERT URBAN MALE PLAYERS

(a) Learning style preferences in raw scores

	F Vs NF		I Vs NI		V Vs A		FD Vs FID		SA Vs LA		MC Vs MNC		EO Vs EF	
Extroverts (N₁=55)	37	18	20	35	35	20	25	30	28	27	39	16	25	30
Introvert (N₂=30)	19	11	12	18	18	12	13	17	14	16	20	10	17	13

(b) Learning style preferences in to percentage form

	F Vs NF		I Vs NI		V Vs A		FD Vs FID		SA Vs LA		MC Vs MNC		EO Vs EF	
Extr o.	67%	33%	36%	64%	64%	36%	45%	55%	51%	49%	71%	29%	45%	55%
Intro .	63%	37%	40%	60%	60%	40%	43%	57%	47%	53%	67%	33%	57%	43%
X²⁼	0.351		0.339		0.339		0.081		0.320		0.374		2.881	

At df=1, X^2 -value to be significant at .05 level = 3.841*

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The data presented in the above table (b), describes that-

- (a) The extrovert players exhibited their more degree of preferences (in the percentage form) to Flexible (67%), Non-individual (64%), Visual (64%) and Motivation-centered (71%) learning styles, whereas, they showed their low degree of preferences to Non-flexible (33%) and Non-motivation-centered (29%) learning styles.
- (b) The introvert players gave their more degree of preferences (in the percentage form) to Flexible (63%), Visual (60%) Non-individualistic (60%) and Motivation-centered (67%) learning styles, whereas, they put their low degree of preferences to Non-motivation centered (33%) learning styles.
- (c) On comparing the degree of preferences of the extrovert and introvert players on the various learning-styles, it is to be observed that extrovert players expressed their more degree of preferences than to the introvert players on Flexible (67%>63%), Non-individualistic (64%>60%), Visual (64%>60%) and Motivation-centered (71%>67%) learning-styles.

But contrary to it, the introvert players put their more degree of preferences (in the percentage form) than to the extrovert players on Non-flexible (37%>33%), Individualistic (40%>36%), Aural (40%>36%), Long-attention span (53%>49%), Non-motivation centered (33%>29%) and Environment-oriented (57%>45%) learning styles. It appears that.

There existed a very thin difference between the degree of preferences of extrovert and introvert players on Field-dependent Vs Field-independent learning styles.

The difference between the degree of the preference (Percentage) of the extrovert and introvert players on the various learning styles was measured in terms of X^2 -values (in the form of divergence). However, none of the X^2 -value could be computed up to a significant level. That is say that the extrovert and introverts both types of players exhibited near about up to similar degree of preferences towards various learning styles.

IN CASE OF URBAN FEMALE PLAYERS COMPARISON OF THE LEARNING STYLE PREFERENCE OF THE EXTROVERT AND INTROVERT URBAN FEMALE PLAYERS

(a) Learning style preferences in raw scores

	F Vs		I Vs		V Vs		FD Vs		SA Vs		MC Vs		EO Vs	
	NF		NI		A		FID		LA		MNC		EF	
Extroverts (N₁=17)	11	6	8	9	12	6	8	9	8	6	12	6	9	6

Introvert (N ₂ =16)	12	4	7	9	9	5	8	8	8	8	9	9	9	7
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(b) Learning style preferences in to percentage form

	F Vs NF		I Vs NI		V Vs A		FD Vs FID		SA Vs LA		MC Vs MNC		EO Vs EF	
Exrt o.	65%	35%	47%	53%	70%	36%	48%	52%	52%	47%	70%	36%	53%	47%
Inrto -	75%	25%	44%	57%	57%	32%	50%	50%	50%	50%	57%	32%	57%	44%
X²=	0.374		0.181		0.781		0.020		2.001		0.781		0.181	

At df=1, X²-value to be significant at .05 level = 3.841*

It becomes evident from the data presented in the above table that:-

The extrovert urban female players gave their more degree of preferences (in percentage form) to Flexible (65%), Visual (65%) and Motivation-centered (65%) learning styles, but they put their low degree of preferences to Non-flexible (35%), Aural (35%) and Non-motivation centered (45%) learning styles.

The introvert urban female players exhibited their more degree of preferences (in percentage form) to Flexible (75%), Visual (47%) and Motivation-centered (57%) learning styles, whereas, they showed their least degree of preferences to Non-flexible (29%) learning styles.

While comparing the degree of the preferences (in percentage form) of the Extrovert and introvert urban female players on various learning styles, it is to be observed that the extrovert urban female players expressed their better degree of preferences than to those introverts players on Non-flexible (35%>29%), Non-individualistic (57%>53%), Visual (70%>57%), Field-independent (52%>50%), Short-attention span (52%>50%), Motivation-centered (70%>57%) and Environment-oriented (57%>53%) learning styles.

On the other hand, the introvert urban female players showed their greater degree of preferences than to those extrovert players on Flexible (71%>65%), Individualistic (47%>44%), Aural (36%>32%), Field-dependent (50%>48%), Long-attention span (50%>47%), Non-Motivation-centered (36%>32%) and Environment-free (47%>44%) learning styles.

The difference between the degree of preferences of the extrovert and introvert urban female players was measured (in the form of divergence) in terms of X²-values. However, none of the X²-values could be estimated up to a significant level.

An International Multidisciplinary Research e-Journal

It indicates “there exists non significant difference between the learning style preferences of the extrovert and introvert urban female players” could not be rejected rather it stand to accept for every learning style preferences.

Though, the results makes appearance of a remarkable difference between the degree of the preferences of extrovert and introvert urban female players on-Flexible Vs Non-flexible, Visual Vs Aural, Short-attention span Vs Long-attention span, and Motivation–centered Vs Motivation-non-centered learning styles but not up to a significant level.

IN CASE OF RURAL MALE PLAYERS COMPARISON OF THE LEARNING STYLE PREFERENCES OF THE EXTROVERT AND INTROVERT RURAL MALE PLAYERS

(a) Learning style preferences in raw scores

	F Vs NF		I Vs NI		V Vs A		FD Vs FID		SA Vs LA		MC Vs MNC		EO Vs EF	
Extroverts (N₁=60)	38	22	26	34	42	18	28	32	24	36	29	31	31	29
Introvert (N₂=48)	32	16	22	26	29	19	22	26	24	24	28	20	25	23

(b) Learning style preferences in to percentage form

	F Vs NF		I Vs NI		V Vs A		FD Vs FID		SA Vs LA		MC Vs MNC		EO Vs EF	
Exrt o.	63%	37%	43%	57%	70%	30%	47%	53%	40%	60%	48%	52%	52%	48%
Inrto -	67%	33%	46%	54%	60%	40%	46%	54%	50%	50%	58%	42%	52%	48%
X²=	0.352		0.182		2.198		0.020		2.020		2.007		0.000	

At df=1, X²-value to be significant at .05 level = 3.841*

It is apparent from the above table that:-

Extrovert’s rural male players expressed their first maximum preferences to Visual learning style (70%), second preferences t Flexible learning style (63%) third preferences to Long-attention Span (60%) and forth preferences to Non-individualistic learning style (57%). They gave least preferences to Aural learning style (30%).

On the other hand introvert rural male players gave their preferences as first to Flexible learning style (67%), second preferences to Visual learning style (60%), third preferences to Motivation-centered learning style (58%), They put the least references to Non-flexible learning style (33%).

On comparing the extrovert and introvert rural male players it is to be noticed that both category of pupils put their more preferences to Flexible (63% and 67%), Non-Individualistic (57% and 54%) and Visual (70% and 60%) learning styles. Contrary to it, the extrovert as well as introvert both categories of rural male players gave their low preferences to Non-flexible (37% and 33%), Individualistic (43% and 46%) and Aural (30% and 40%) learning styles.

However, both type of the players exhibited their average preferences to Field-dependent (46% and 47%), Field-independent (54% and 53%), Short-attention span (40% and 50%), Non-motivation-centered (52% and 42%), Environment-oriented (52% and 52%) and Environment-free (48% and 48%) learning styles. It seems that their preferences to various learning styles appeared to be near about on similar lines because none of the X^2 -values denoting the degree of divergence between their learning style preferences could be computed up to a significant level

It leads to deduce that extrovert and introvert both categories of rural male players show the similar degree of preferences to various learning styles. As such that, “there is no significant difference between the learning style preferences of extrovert and introvert players” stands to be upheld. It denotes that personality puts no remarkable influence on the rural male players in deciding preferences to various learning styles.

Further, the rural male players whether of extrovert of introvert personality both exhibited their preferences in the following order to various learning style :-

Flexible, Non-individualistic, Verbal, Field-independent, Long-attention span. Non-Motivation-centered and Environment-oriented.

However, we observe that the extrovert rural male players show their more degree of preferences than to those introvert pupils on Non-flexible (37%>33%), Non-individualistic (57%>54%), Visual (70%>60%), Long-attention span (60%>50%) Motivation-non-centered (52%>42%) and Field-dependent (47%>46%) learning styles.

But on the other hand, the introvert rural male players put their more degree of preferences than to those extrovert players on Flexible (67%>63%) Individualistic (46%>43%), Aural (40%>30%), Short-attention span (50%>40%), Motivation-centered (58%>48%) and Field-independent (54%>53%) learning styles.

In is interesting to note that the extrovert as well ad the introvert rural male players exhibited their similar degree of preferences to Environment-oriented (52%) and Environment-free (48%) learning styles.

Yet, the difference (divergence) between the degree of preferences to various learning styles of the extrovert and introvert rural male players could not be established up to a significant level.

Hence, it can be inferred that type personality does not make its significant effect up to the degree of the preferences of rural male players on various learning styles except remarkably on Motivation-centered Vs Motivation-non centered.

IN CASE OF THE RURAL FEMALE PLAYERS COMPARISON OF THE LEARNING STYLE PREFERENCES OF THE EXTROVERT AND INTROVERT RURAL FEMALE PLAYERS

(a) Learning style preferences in raw scores

	F Vs NF		I Vs NI		V Vs A		FD Vs FID		SA Vs LA		MC Vs MNC		EO Vs EF	
Extroverts (N₁=40)	26	14	19	21	28	12	22	18	18	22	21	19	23	17
Introvert (N₂=24)	14	10	10	14	14	10	12	12	12	12	13	11	14	10

(b) Learning style preferences in to percentage form

	F Vs NF		I Vs NI		V Vs A		FD Vs FID		SA Vs LA		MC Vs MNC		EO Vs EF	
Exrt o.	65%	35%	47%	53%	70%	30%	55%	45%	45%	55%	53%	47%	57%	43%
Inrto .	58%	42%	42%	58%	58%	42%	50%	50%	50%	50%	54%	46%	58%	42%
X²=	1.035		0.506		3.125		0.501		0.501		0.020		0.020	

At df=1, X^2 -value to be significant at .05 level = 3.841*

The data presented in the above table reveals that-

Extrovert rural female players gave first preferences to visual-learning style (70%), and least preferences to Aural learning style (30%), On the other hand introvert rural female players put Flexible learning style, Non-individualistic learning style Visual and Environment-oriented (58%) learning style at first preference and at least to Non-flexible, Individualistic, Aural and to Environment-free (42%) learning styles. Both categories of players showed their better preferences to Visual (70% and 58%), Flexible (65% and 58%), Environment-oriented (57% and 58%) and Non-individualistic (53% and 58%) learning styles. They gave their average preferences to Field-dependent (55% and 50%), Field-independent (45% and 50%), short-attention span (45% and 50%), Long-attention span (55% and 50%), Motivation-centered (53% and 54%) and Non-motivation-centered (47% and 46%) learning styles.

An International Multidisciplinary Research e-Journal

However, the poor degree of preference was given by them to Non-flexible (35% and 42%), Individualistic (47% and 42%), Aural (30% and 42%) and Environment-free (40% and 42%) learning styles.

The difference between the perception of the extroverts and introvert rural female players on their preferences to various learning styles was estimated in terms of divergence by determining the X^2 -values. However, none of the X^2 -value was computed up to a significant level.

It confirms that no significant divergence existed between the preferences of the extroverts and introverts rural female players to any of the learning styles. As such that, “There is no significant difference between the learning style preferences of extrovert and introvert pupils” stand to be upheld.”

It leads to deduce that personality variable plays no remarkable role in deciding the preferences to the learning styles by the rural female players.

Yet, the extrovert rural female players put their more degree of preferences than to the introvert rural female players on Flexible (65%>58%), Individualistic (47%>42%), Visual (70%>58%), Field-dependent (55%>50%), Long-attention span (55%>50%), Motivation-non centered (47%>46%) and Environment-free (43%>42%) learning styles.

Whereas, the introvert rural female players put their more degree of preferences than to their extrovert counter parts on Non-flexible (42%>35%), Non-individualistic (58%>53%), Aural (42%>30%), Field-independent (50%>45%) Short-attention span (50%>45%), Motivation-centered (54%>53%) and Environment-oriented (58%>57%) learning styles.

On Plotting the bar diagram on the basis of the frequencies in percentage form of the learning style preferences of the concerned sub group of the subjects.

**IN CASE OF EXTROVERT AND INTROVERTS PLAYERS (IN GENERAL)
COMPARISON OF THE LEARNING STYLE PREFERENCES OF THE EXTROVERT
AND INTROVERTS PLAYERS IN GENERAL**

(a) Learning style preferences in raw scores

	F Vs NF		I Vs NI		V Vs A		FD FID	Vs	SA LA	Vs	MC Vs MNC	EO EF	Vs	
Extroverts (N₁=172)	11 1	59	72	99	11 6	55	81	89	80	91	101	70	89	81
Introvert (N₂=118)	78	38	52	64	70	47	55	62	56	61	70	47	63	54

(b) Learning style preferences in to percentage form

	F Vs NF		I Vs NI		V Vs A		FD Vs FID		SA Vs LA		MC Vs MNC		EO Vs EF	
Exrt o.	65 %	35 %	42 %	58 %	68 %	32 %	48 %	52 %	47 %	53 %	59 %	41 %	52 %	48 %
Inrto .	67 %	33 %	45 %	55 %	60 %	40 %	47 %	53 %	48 %	52 %	60 %	40 %	54 %	46 %
X²⁼	0.089		0.183		1.389		0.020		0.020		0.021		0.080	

At df=1, X^2 -value to be significant at .05 level = 3.841*

The data presented in the above table (b), describes that:-

The extrovert players exhibited their more degree of preferences to Visual (68%), Flexible (65%), Motivation-centered (59%) and Non-individualistic (58%) learning styles, where as they showed their low degree of preferences to Aural (32%) and Non-flexible (35%) learning styles.

The Introverts players gave their mort degree of preferences to Flexible (67%), Visual (60%), Motivation-centered (60%) and Non-individualistic (55%) learning styles. Whereas, they put their low degree of preferences to Non-flexible (33%) learning styles.

On comparing the degree of preferences of the extrovert and introvert players on the various learning styles, it is to be observed that extrovert sports pupils expressed their more degree of preferences than to the introvert players on Non-flexible (35%>33%), Non-individualistic (58%>55%), Visual (68%>60%) and Environment-free (48%>46%) learning styles.

But contrary to it the introverts players put their more degree of preferences than to the extrovert players on Flexible (67%>65%), Individualistic (45%>42%), Aural (40%>32%) and Environment-oriented (54%>52%) learning styles. It appears that, there existed a very thin difference between the degree of preferences of extrovert and introvert players on Field-dependent Vs Field-independent, Short-attention span Vs Long-attention span and Motivation-centered Vs Motivation-non centered learning styles.

Conclusions

The difference between the degree of preferences of the extrovert and introvert players on the various learning styles was measured in terms of X^2 -values (in the form of divergence).

However, none of the X^2 -value could be computed up to a significant level. That is to say that the extrovert and introvert both type of players exhibited near about up to similar degree of preferences towards various learning styles.

As such, that, “there leis no significant difference between the learning style preferences of the extrovert and introvert players”, could not be rejected rather it stands to be accepted.

Although, there appeared somewhat remarkable difference between the degree of the preferences of extrovert and introvert players on Visual Vs Aural learning styles.

Hence, it can be inferred that extroversion/introversion personality type may exert the remarkable impact on the Visual Vs Aural learning style preferences of the players but not on the other type of learning style preferences.

The results obtained in sports in the concerned tables elaborate that:-

1. The extrovert and introvert both type of urban male players showed their more degree of preference to Flexible, Non-individualistic, Visual and Motivation-centered learning styles, whereas, the lower degree of preferences by them is put on Non-flexible, Individualistic, Aural and Motivation-non-centered learning-styles.

The extrovert urban male players possessed the better degree of preferences for Flexible, Non-individualistic, Visual, Motivation-centered and Environment-free learning styles, than, to those introvert urban male players.

Yet, the degree of the deviation between the degree of the preferences of extrovert and introvert urban players could not be confirmed up to a significant level. This leads to deduce that the extroversion and introversion personality type does not play the significant role in producing the deviation on their various learning style preferences players. That is to say that, the learning style preference of the extroverts and introverts urban males remains near about up to in the similar degree.

2. The extrovert as well as introvert rural players put their more degree of preferences to Flexible, Visual, and Non-individualistic learning styles; but, they put the low degree of preferences to Non-flexible, rural and Individualistic learning styles.

The extrovert rural male players gave the better degree of preference than to introversion on Visual, Long attention span and Motivation-non-centered learning styles; whereas, the picture becomes reversed on Flexible, Aural, Short-attention span and Motivation-centered learning styles. It is interesting to observe that the deviation on the degree of the various learning style preferences between the extrovert and introvert rural male players does not exist up to the significant level. This leads us to conclude that the extroversion and introversion personality type does not significant affect the degree of the learning-style preferences of rural male players.

3. The extrovert as well as the introvert rural female players put their more degree of preferences to Flexible, Non-individualistic, Visual and Environment-oriented learning styles; whereas, their lower degree of preference is given to non-flexible and Aural learning styles.

The extrovert rural female players showed their better degree of preferences on Flexible, Individual, Visual, Field-dependent and Long-attention span learning styles; but, on the other hand, they showed their poor degree of preferences on Non-flexible, Non-individualistic, Aural, Field-independent Short-attention span and Environment-oriented learning styles. Though the degree of the deviation between the learning-style preference of extrovert and introvert makes their appearance positive but, not up to the significant level. This suggests that the extroversion and introversion type of personality does not makes its significant effect on the various learning style preferences of the rural female players.

4. The extrovert and introvert both category of players put their more degree of preferences to Flexible, Visual, Motivation-centered and Non-individualistic learning styles. And

simultaneously they gave low preference to Aural, Non-flexible, Motivation-non centered and Individualistic learning styles.

Although, there appeared a positive degree of difference between the learning styles preferences of extrovert and introvert players for every learning styles, but it could not be reported up to a significant level, the extroversion and introversion personality type though exerts a positive impact on the pupils while adopting their various learning styles, but not up to a significant level.

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