

**YMCA COLLEGE OF PHYSICAL EDUCATION , NANDANAM
CHENNAI- 6000 35**

MASTER OF PHYSICAL EDUCATION



M.P.Ed- II YEAR

MCC 201 : SPORT PSYCHOLOGY

Prepared by

**Dr. J. GLORY DARLING MARGARET
Associate Professor**

UNIT- I

Introduction :Meaning , Definition, History, Need and importance of sports psychology. Present status of sports psychology in India. Basic consideration in Motor learning- motor perception- factors affecting perception- perceptual mechanism. Personality- meaning, definition, structure, - measuring personality Traits. Effect of personality on sports performance.

Psychology

Wilhelm Wundt is referred to as the “ Father of Psychology” because in 1879 he started his first laboratory in psychology for studying humans. He broke into parts the elements of feelings and thoughts. Using a procedure called “Introspection “he introduced scientific procedure to study feelings.

The word, ‘Psychology’ is derived from two Greek words ‘Psyche’ and ‘Logos’. Psyche means ‘soul’ and ‘Logos’ means ‘science’. William McDugall (1905) defined psychology as the “Science of Behaviour”, B.F. Skinner defined as “science of behavior and experiences on human beings” . According to Crow and Crow, “Psychology is the study of human behavior and human relationship”.

SPORTS PSYCHOLOGY

Coleman Griffith: "America’s First Sport Psychologist". In 1923 Griffith developed and taught the first sports psychology university courses (“Psychology and Athletics”) at the University of Illinois, and he came to be known as “The Father of Sports Psychology” in the United States.

Meaning of sports psychology

Sport psychology is the study of a person's behavior in sport. It is also a specialization within the brain Psychology and Kinesiology that seeks to understand psychological/mental factors that affect performance in sports, physical activity, and exercise and apply these to enhance individual and team performance. It deals with increasing performance by managing emotions and minimizing the psychological effects of injury and poor performance. Some of the most important skills taught are goal setting, relaxation, visualization, self-talk, awareness and control, concentration, confidence, using rituals, , and periodization

Sport psychology is an interdisciplinary science that draws on knowledge from many related fields including biomechanics, physiology, kinesiology and psychology. It involves the study of how psychological factors affect performance and how participation in sport and exercise affect psychological and physical factors.

Sport psychology is a proficiency that uses psychological knowledge and skills to address optimal performance and well-being of athletes, developmental and social aspects of sports

DEFINITION

Sports psychology is the scientific study of people and their behaviours in sport contexts and the practical application of that knowledge.

NEED AND IMPORTANCE OF SPORTS PSYCHOLOGY

1. **Enhancement of Psychological capacities** like motivation, generate new ideas, set goals, focus on goal and to be positive
2. **Learning Motor skills** : It depends on the individuals level of readiness, desire and willingness to learn a particular motor skill
3. **Enable to understand behavior** of the sports man such as his interest, attitude, towards competition, personality traits, and instincts.
4. **In controlling the emotions:** i) Anger, disgust, fear handle the losses, negative thinking, feeling of ownership are the emotions which need to be controlled. ii) Uncontrolled emotions can result in decreased performance. iii) controlling emotions during practice sessions and competitions. iv) Prevent buckling under pressure
5. **In preparing the athletes mentally** for competitions: i) Mental preparations for the competitions have gained as importance as like physical training. ii) Individuals and teams are given psychological tips before and after competitions. iii) Psychologists work to create the will “ to win” and a positive attitude to handle the loss.
6. **Emotional problems of sports persons:** Managing stress, anxiety depression, frustration, Anorexia & panic with relaxation are taught to sportsman
7. Individual difference : age and maturity, body type, previous experience, motivation and attitude, physical, fitness, learning style and ability can be identified.
8. Sports psychology enables the athletes to maximize performance during competition
9. Motivation and Learning
10. Knowledge and Eligibility of behaviour analysis for better learning
11. Development of tolerance and mental load capacity
12. Solution of personal and group problem
13. Recover from injury
14. Guidance and counseling

Motor learning

Learning

'The foundations for learning are doing much, suffering much and studying much.'
Catherall

Learning is lifetime process, which starts in every man from the time of his birth. Although the conventional education is completed after a certain age but learning is an endless process. Learning involves any action of man including thoughts, customs, attitude, personality characteristics and even his perception is the result of his learning, so it is true that there will be no progress without learning

"Learning is a relatively permanent change in behavior due to experience."

The definition distinguishes between the performance changes due to maturation and those changes are brought about by experience. The definition also emphasis on the knowledge whether it is the verbal or skill learning.

Types of learning

There are basically two types of learning

1. Verbal learning
2. Motor learning

Motor learning

Motor learning is also called skill learning. Everyday life is full of activity that demand motor learning. It can be defined as:

"Performing an act in which the individual needs to have command over a particular function of human organs."

"When we acquire through learning a coordinate series of responses which are performed with proficiency. This type of learning is called skill learning or motor learning."

The type of learning which involves the use of muscles is called motor learning. In this type of learning the individual acquires new muscular coordination. In other words motor skill requires coordination between environment and internal body. Skill learning is accomplished through instrumental learning often facilitated by conscious imitation or by direct verbal instructions.

Development of interest

The study of skill learning had begun before the end of last century its study has a surprising uneven history in the development of psychology. It is only recently that the study of motor learning has a renewed spirit of interest.

Examples in our daily life

- ✓ To play piano
- ✓ To drive a car
- ✓ To swim
- ✓ To play games
- ✓ To drive automobiles
- ✓ Flying an airplane
- ✓ Operating a submarine

All of the above are examples of motor learning

Skills:

“Skill is nil without will”

Skill is when we acquire a coordinate series of responses that are performed with proficiency like to play a piano or to drive a car are all skills.

Characteristics of Motor Learning

The study of motor learning did not have a founding father. Motor learning is a fascinating subject to study for variety of reasons. One of them is ‘resistance for forgetting’ shown by any motor skill, such as riding a bicycle, swimming or skating can be readily reviewed even after years of disuse.

Secondly, well-practiced skill performance can reach a ‘state of mobility’ in the sense that conscious attention seems no longer necessary for its execution (performance). The learning of motor skill is gradual according to the old saying,

“Practice makes a man perfect”

The learning of a new motor behavior is not limited nor isolated to the muscles directly involved in a skill. Thus, learning can be transferred to other body parts e.g. hand writing learned with right hand can even be done with right foot.

- **Discrete motor skills**

If a skill requires one distinct movement having an identifiable beginning and endpoint, we characterized the skill as discrete motor skill. Discrete motor skill includes flipping light switch, depressing the clutch of an automobile and hitting a piano key. Each of these skills requires one distinct movement that begins and ends at clearly defined points.

- **Continuous motor skill**

These contain movements that are always repetitive. We can classify skill such as steering an automobile, tracking a moving cursor on a computer monitor with joystick, swimming and walking as continuous skills.

The process of skill learning

The initial stages of learning or motor learning involve a great deal of intentional control. In many motor skills there is often a teacher that gives the instructions.

Furthermore, the learner may repeat instructions while performing the skill. Thus, at beginning stages’ learning a motor skill requires great cognitive efforts. However, once he became an expert he requires no longer cognitive efforts.

Motor learning is chaining of individual's stimulus-response association. Each component must be learned before the entire sequence can be put into operation. The correct order of sequences is important to the final goal. Some elements in the sequence follow each other naturally, or easily than other. Response to each stimulus serves both as stimulus for the next response and as a source of information that the response has been correctly performed.

- **Closed motor skill**

If the environment is stable i.e. if it does not change while the person is performing the skill then we classify it as closed motor skill. For these skills object we acted on does not change during the performance of a skill.

- **Open motor skill**

It is a skill that a person performs in a non-stable environment where the object of content changes during performance of a skill.

Types of motor learning

1. **Total learning:** it is also called complete skill fullness.
2. **Partial learning:** the people who get partial learning are called semi-trained.

- **Serial order process:** Motor skill usually involves learning in a serial order.

- **Measurement:** In measurement of motor learning the emphasis is on exact nature of movements and on the results achieve by them.

Stages of skill learning

There are three main stages in skill learning,

1. **Cognitive stage**

In the first stage of skill learning an individual requires understanding of instructions, completing a few trials and having information about work set up.

2. **Association stage**

In the second stage some excellence of technical learning is attained. Moreover there is an association between the past learning and technical learning.

3. **Automation stage**

In this stage the skill becomes automatic and the person is no longer required to think about the performing task. It can be said that learning has been mechanized.

Interdependency of motor and verbal learning

Although we can distinguish between skill and verbal learning but it is hard to find only one kind of learning in our daily life, because human behavior consists of different and complex responses.

Relationship between verbal instructions of skill learning

Many researches have been conducted to see the relationship between verbal instructions and skill learning. They also came to know that instructions are very important before simple skill work but are not effective in complex skill work.

Forgetting of verbal learning instead of motor learning

It is also true that we forget verbal learning very soon but remember motor learning for a long time due to the reason that we learn motor skill after a very long exercise.

Factors involved in skill learning

1. Knowledge of results
2. Conceptualization versus practice
3. Distribution of practice
4. Transfer of training
 - Positive transfer
 - Negative transfer

Knowledge of results or psychological feedback

Many experimental facts point out that the person will learn about his progress, or if the person is equally capable but unaware about his progress will know through the knowledge of results and eventually accelerate the learning speed. Today psychologists use the term psychological feedback instead of knowledge of results. In fact psychological feedback is the process in which the person comes to know about the mistakes of his previous action and changes his behavior by correcting his mistakes, which is necessary for skill learning

Functions of psychological feedback

- 1) It gives us information about our actions
- 2) It provides positive and negative reinforcement according to the appropriateness and inappropriateness of our reactions.

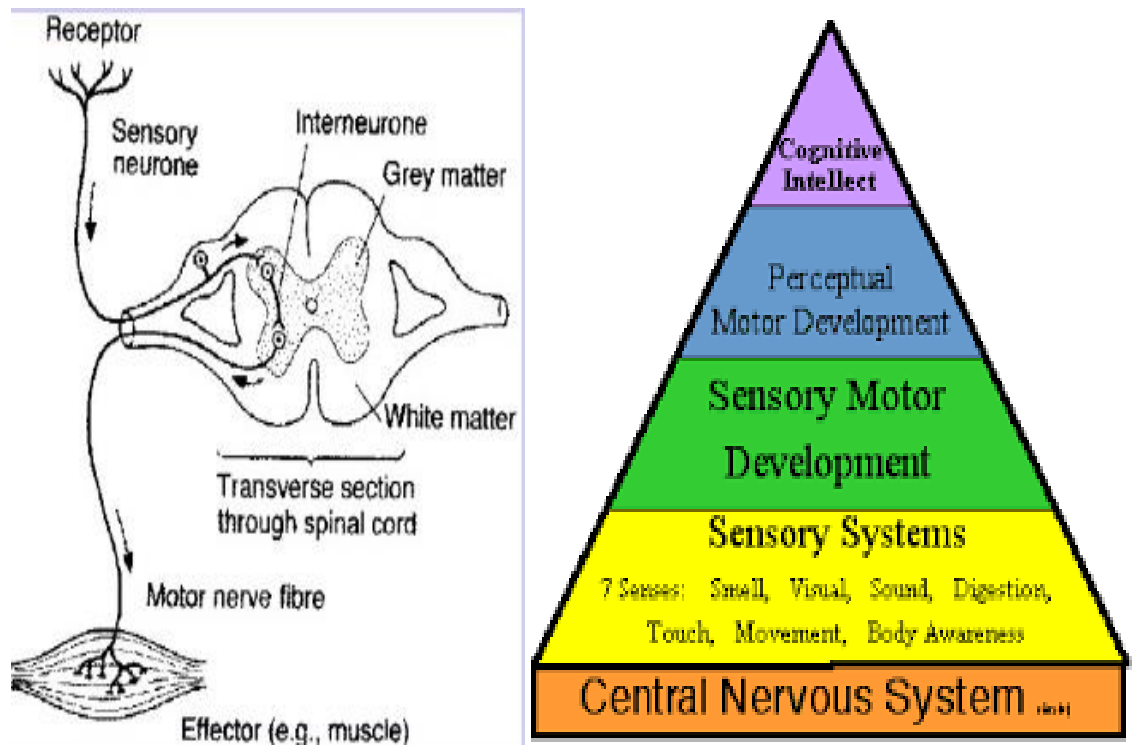
Two ways of psychological feedback

Psychological feedback can be given either of the two ways

- 1) Psychological feedback is given after every trial.
- 2) Psychological feedback is given after general progress.

Motor Perception

Sensation: It is defined as just an awareness of stimulus. It is the stimulation of sensory receptors the transmission of sensory information to the central nervous system (the spinal cord and brain)



Perceptual–Motor Defined

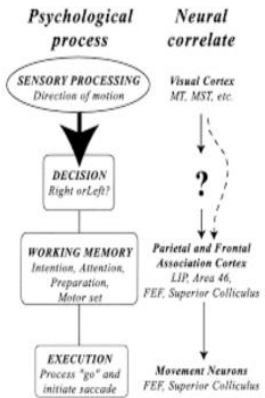
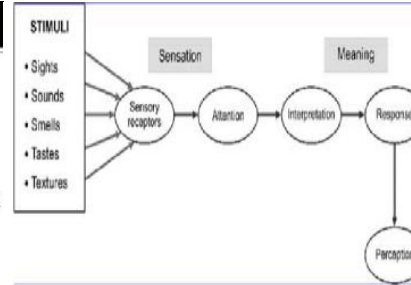
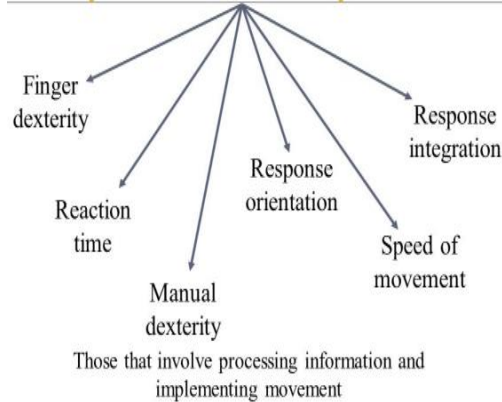
- **Perception:** The monitoring and interpretation of sensory information resulting from the interaction between sensory and CNS processes occurring at the cognitive level (brain) that enables the individual to derive meaning from information
- **Motor:** The actual movement response or act

Perceptual–Motor Development

All movement activities are perceptual–motor experiences. This process allows individuals to provide meaning to sensory information and formulate appropriate motor responses. It involves a number of operational procedures:

- Receive
- Transmit
- Organize
- Integrate
- Attach

Perceptual Motor Ability



Finger Dexterity **Dexterity** helps fingers and hands to coordinate for completing fine tasks like writing, sewing, and playing string instruments. "Mental **dexterity**" means a sharpness of mind, or skill in thinking creatively and understanding and expressing something quickly and easily.



Manual dexterity is the ability to make coordinated hand and finger movements to grasp and manipulate objects. **Manual dexterity** includes muscular, skeletal, and neurological functions to produce small, precise movements. Development of these skills occurs over time, primarily during childhood.



Reaction Time
the interval between stimulation and response.

The ability to choose quickly between two or more movements in response to two or more different signals (lights, sounds, pictures). It includes the speed with which the correct response is started with the hand, foot, or other body part.

The orienting **response** (OR), also called orienting reflex, is an organism's immediate **response** to a change in its environment, when that change is not sudden enough to elicit the startle reflex. ... The orienting **response** is a reaction to novel or significant stimuli.

Perceptual-Motor Ability Deficits

Occurs among many individuals with various disabilities and might include

- poor spatial orientation,
- difficulty with body awareness,
- immature body image,
- clumsiness or awkwardness,
- coordination deficits, and
- poor balance.

Types of Ability

- Fleishman (a psychologist) suggested:
- Two types of ability;
 - Gross motor ability
 - Psychomotor ability
- Gross motor abilities, also known as *physical proficiency abilities*, usually **involve movement** and are related to **physical fitness**.

Psychomotor Abilities

- **Rate Control** – Change the speed and direction of responses quickly
 - Throwing a ball at a moving target
- **Aiming** – Aiming accurately at a small object
 - Throwing a cricket ball at the wickets

Psychomotor Ab

Gross motor skill development involves the large muscles in the arms, legs and torso. Gross motor activities are important to everyday physical activities like walking, running, throwing, lifting, kicking, etc. The gross motor abilities in sports are dynamic strength, static strength, explosive strength, stamina, extent flexibility, dynamic flexibility, gross body coordination, gross body equilibrium and trunk strength

Psychomotor ability : Psychomotor ability refers to a wide range of actions involving physical movement related to conscious cognitive processing. Psychomotor ability may be measured by accuracy or speed (reaction time). Example : Multi limb coordination, response orientation, reaction time, speed of movement, finger dexterity, manual dexterity, rate control and aiming

Factors affecting perception

Factors that influence perception relate to the perceiver, perceived and situation. All these factors are of two kinds:

1. Internal(endogeneous) factors
2. External(exogeneous) factors

1. Internal factors:

These factors reside in person concern. These include one's needs, desires, personality and experience.

a) Needs and desires: an individual's perception about stimuli is influenced by inter alia, his needs and desires at that time. Perception varies depending upon variations in his/her needs and desires from time to time.

b) Personality: closely related to needs and desires is the personality of the perceiver, which affects what is attended to perceived in the given situation. As mentioned earlier, research studies suggest that secure individuals tend to understand or perceive others as warm and self-accepting individuals perceive themselves as liked, wanted and accepted by others.

c) Experience: experience and knowledge serve as basis for perception . While one's successful experience enhances his/her perceptive ability ,failure erodes his/her self confidence. Successful experience also helps perceiver understand stimuli with more accuracy.

2. External factors

The external factors relate to what is to be perceived and situation . These are size , intensity , frequency , status , etc. •

a) Size: The principle of size says that the larger the object ,the more is the probability that it is perceived . Size attracts the attention of the individual . A full page spread advertisement attracts more attention than a few lines in a classified section . The reason is not difficult to seek . The size establishes dominance and enhances perceptual selection.

b) Intensity : Intensity is closely related to size . The intensity principle of attention states that the more intense the stimuli , the more likely it is to be perceived . As an example , a loud noise or strong odour will be noticed more than a soft sound and weak odour . Following the intensity principle , the superiors may yell at their subordinates to gain attention . Advertisers also use intensity to attract and gain the consumer's attention.

c) Frequency /Repetition : The repetition principle states that a repeated external stimulus is more attention getting than single one . It is for this reason that advertisers go for repetitions advertising to gain the customers attention to their product.

d) Contrast : As per contrast principle , the external stimuli which stands out against the background will receive more attention . for example , plant safety signs with black lettering on a yellow background or with white lettering on a red background are more attention –attracting.

e) Status: Status held by an individual also influences his/her perception about things or event. Researches suggest that people with high status often exert more influence on the perception of an individual as compared to those holding low status .

f) Movement : The movement principle says that people pay more attention to a moving object than the stationary ones . People will be attracted more by a running train than one standing on the platform

Improvement of Perception

1. **Perceiving one self accurately** : In order to perceive others accurately , one first needs to perceive one self accurately . Therefore , one needs to improve more awareness about himself/herself . Frequent and better interaction with peers; free frank and open communication with others and mutual trust are some commonly adopted practices for perceiving one self more accurately.
2. **Improving one's self concept** : when people successfully accomplish what they want , it develops a sense of self regard and self esteem . It is called 'self concept' . Research studies suggest that people having self concept tend to perceive others more accurately

.Abraham Maslow also contends that self actualising people have more accurate perception about themselves and others than those who are not self actualising . It is also indicates that correct perception about oneself helps perceive others also more accurately.

3. **Be empathetic** : empathy means to be able to see a situation as it is perceived by other people . In a way , it is like putting your feet in another’s shoes. Looking at a problem from other’s point of view enables the person to perceive the other side of the problem.
4. **Having positive attitudes**: positive attitude makes one’s perception positive or more accurate .Hence , the managers need to try to overcome their personal bias , get rid of any negative feelings ,if any , they have of others. These enhance an individual’s perceptual skill.
5. **Avoiding perceptual distortions** : some factors such as halo effect, stereotyping,attribution,firstimpression,etc. distort one’s perception about things or problems. Therefore, sincere and continuous efforts should be made to guard one self against such biases. This ,in turn, improves one’s perceptual ability.
6. **Communicating openly** : experience suggests that some times perception gets distorted due to communication gap or /and inadequate communication. In such case , effective communication needs to be developed to ensure that true and right message reaches at the right place and at the right time . This will enable to know the problem in a better perceptive which , in turn, will improve person’s perception about the problem



PERSONALITY

Personality is the characteristics or blend of characteristics that make a person unique.The sum total of ways in which an individual reacts with others. Personality is a pattern of stable states and characteristics of a person that influences his or her behavior toward goal achievement. The word personality is derived from the latin word “ persona “which means “mask”. It is the mask for performance of the actor implied a cover for the real person behind it.

The sum total of an individuals characteristics which make him or her unique’ (Gill, 2000)

Personality : is arelatively stable set of characteristics that influence an individual’s behavior. The determinants of personality are i) heredity ii) Environment iii) situation iv) culture v) family and social background

Personality Theories :

1. The Trait Approach (Eysenck, Cattell)
2. The Situational Approach (Bandura)
3. The Interactional Approach (Hollander)
4. The Psychodynamic Theory of Personality

1. The Trait Approach

Traits relatively stable and enduring characteristics which could be used to predict our behaviour in a variety of situations.

- we all have these traits but to limiting degrees
- they are long lasting and stable • they are frequently evident in our behavior
- they enable us to predict a person's behaviour • emphasises the person and not the situation

Example: Aggressive, Careful, Impulsive, Calm, Carefree, Active, Leader, Moody, Reserved, Thoughtful, Outgoing etc.

Measurement of personality Traits :

1. Cattells 16 Factors of Personality
2. Eysenck Personality Questionnaire (EPQ)

2. The Situational Approach (Social Learning Theory) • Banduras Social Cognitive Theory –

Personality is built up out of our experiences of the social world. (Bandura, 1977). Bandura's Situational Approach Bandura believes that we learn through 2 different types of experience –

1. Modelling and
2. Reinforcement.

As we grow up we observe what other people do and imitate it (modelling). If we are rewarded (reinforcement) when we do something, we are likely to do it again. . The 4 Stages of Observational Learning

1. Attention
2. Retention
3. Motor Reproduction
4. Motivational Response

Sporting Example :

A 10 year old boy is keen on tennis. He is sat watching the men's Wimbledon finals. Both players become models for the boy because he sees them as powerful (well-known, on TV) and similar to him (male and tennis players). One player has lost the first 2 sets and is behind in the 3rd. The boy pays particular attention to the losing player because he knows what it is like to be in a losing situation. He notices how the player closes his eyes and Attention seems relaxed. His stance shows confidence and he bounces the ball twice before he serves to win with an ace serve. He remembers how the player closes his eyes Retention and seems relaxed and confident. He associates this with the player winning. The next time the boy is in a losing situation – Motor Reproduction he imitates the behaviour – eyes closed, confident stance, bouncing the ball twice.

If he feels more confident and improves his Motivational Response game, this rewards his behaviour and makes him more likely to repeat it. Evaluation of Situational Theories• Bandura realised that a performer may appear confident/aggressive in a specific situation but may appear very differently in another environment

3. Personality as a Layered Structure - Hollander 1971 (Interactional Approach)

The Interactional Approach Hollander's theory states that behaviour is a combination of both inherent (built-in) personality traits and environmental factors through this equation

$B = F(P,E)$ Behaviour is the Function of Personality and Environment



- i) **Psychological Core**- – the 'real you' – attitudes and values, self concept – private, relatively permanent(**trait approach**)
Ex: A sports man's belief that fair play underlies his attitude on the field of play
- ii) **Typical Responses** - usual way we respond to the environment – learned & stored experience – responses may indicate the nature of the core ((**interactionist approach**)
Ex: Stop fighting at the ball
- iii) **Role Related Behaviours** - determined by our perception of the environment – can be changed at any time depending on situation – action may not be a typical response but uncharacteristic Ex: striking even after whistle of the umpire when annoyed or frustrated
- iv) **Social environment**: How the behaviours and expectations of others affect our role.
Ex: A player argue with the referee because others have done so got away with it before

The Interactional approach suggests that we base behaviour on inherent traits that we then adapt to the situation we are in. • It takes into account personal factors, the situation in which the behaviour occurs and the interaction of these 2 factors. • A games player might be loud, extrovert & dominant manner in the game because that is the best way to succeed, but would be more quiet & focused when in a training session designed to improve individual technique.

The Psychodynamic Theory of Personality

Developed by Sigmund Freud. Claims that our personality has three components such as
i) Id ii) Ego iii) Super Ego



i) Id: Meeting Basic Needs

The id is the most basic part of the personality, and wants instant gratification for our wants and needs. If these needs or wants are not met, a person becomes tense or anxious. Ex: Arun was thirsty. Rather than waiting for the server to refill his glass of water, he reached across the table and drank from Mr. Sankar's water glass, much to his surprise.

ii) Ego: Dealing with Reality

- The ego deals with reality, trying to meet the desires of the id in a way that is socially acceptable in the world.
- This may mean delaying gratification, and helping to get rid of the tension the id feels if a desire is not met right away.
- The ego recognizes that other people have needs and wants too, and that being selfish is not always good for us in the long run.

Ex: Arun was thirsty. However, he knew that his server would be back soon to refill his water glass, so he waited until then to get a drink, even though he really just wanted to drink from Mr. Sankar's glass.

iii) Superego: Adding Morals

- The superego develops last, and is based on morals and judgments about right and wrong.
- Even though the superego and the ego may reach the same decision about something,

Superego's reason- for that decision is more based on moral values. Ego's decision - is based more on what others will think or what the consequences of an action could be.

Ex: Saranya knew that she could steal the supplies from work and no one would know about it. However, she knew that stealing was wrong, so she decided not to take anything even though she would probably never get caught.

The id, ego and superego work together in creating a behavior.

- The id creates the demands
- The ego adds the needs of reality
- The superego adds morality to the action which is taken.

Effect of Personality on Sports Performance

Personality is the sum of those characteristics that make a person unique. Personality and the potential effects it can have on sports participation and sports performance has been of interest to sport psychologists and researchers as far back as the late 1800s.

Personality types

In sports psychology the narrowband approach can be personality characterised and grouped into Type A and Type B.

Type A individuals can be described as people who are impatient, lack tolerance of others and have high levels of personal anxiety. Also have a strong urge for competition, have high desire to achieve goals, always rush to complete activities, will happily multi-task when placed under heavy time constraints. Also Type B individuals can be described as people who are more relaxed; they are also tolerant towards others and have low levels of personal anxiety and display higher levels of imagination and creativity.

Some research has suggested that certain personality types may be more attracted to certain sports, but little says that your personality will make you a better athlete. Although the type A and Type B approach to personality does have some application to sports settings, its greater use has come in the exercise and health psychology through its uses in predicting coronary heart disease. In sport, type A individuals are more likely than type B people to continue participating in a sporting setting when the situation becomes unfavorable or when they are not particularly motivated to take part.

This theory states that the behavior is a combination of inherited and environmental factors

Type A	Type B
Strong competitive drive	More relaxed
High levels of alertness	Delegate easily
Work at a fast pace	Less competitive
Become angry easily, Need to be in control, Need to be in control	Less urgency to get things done immediately
Highly stressed	Low levels of stress

There are different effects on sports performance in singles tennis than in football team. E.g. a football player would be mainly extroversion as the player works as a team with his other players. E.g. the player may consist of being active, energetic, social little concern for possible consequences, lacks concentration, likes excitement and variety is the spice of life. Also the football player would mainly be in Type B category, which consists of people who are more relaxed; they are also tolerant towards others and have low levels of personal anxiety.

While a singles tennis player would be mainly introversion as they wouldn't have a team to perform with so they would usually be working with themselves. The tennis players may consist of being inactive, lethargic, likes peace and quiet, good concentration, self-conscious, safety and security and ruled by fears. Also the tennis player would mainly be in Type A category, which consists of people who are impatient, lack tolerance of others and have high levels of personal anxiety.

Trait theory – This personality is based on the assumption that a person's personality can be captured in a series of different oppositions. A trait is what we also call a characteristic way in which an individual perceives feels, believes, or acts. When you casually describe someone you are likely to use trait terms e.g. a person could be, for example, somewhat of an introvert, a pretty nervous person, strongly attached to their family, frequently depressed and very intelligent. Have a good sense of humor, fond of languages, very fond of good food, not at all fond of exercise, and a little obsessive. The conclusion is that personality alone cannot predict athletic success but it can be used to help to explain some of the reasons why people choose some of the sports they do.

Social learning theory – This personality characterized our learning and is not genetically predetermined. In it other people influence a person's behavior. We also observe and imitate

role models significant to us. When a sports performer's behavior is reinforced through positive feedback, behavior is likely to be repeated. Situation is an important influence, perhaps illustrating why performers change their behavior instead of showing stable traits. Also in reactions to situations often based on how others have reacted in similar situation. Sports stars personalities and behaviors are often copied as they are seen as ideals. This theory suggests that individuals learn in sporting situations through two distinct processes: modeling and reinforcement. Modeling suggests that individuals are more likely to model themselves on people they feel they can relate to such, as individuals in the same sport or of the same gender, and that as they observe their behavior, they attempt to copy it. Reinforcement is important because if an individual's behavior is reinforced or rewarded in some way, it is likely that the behavior will be repeated.

Situational Approach theory – Situational approach theory attempts to provide a perspective on organizations and management based on the integration of prior theories. Situational approach theory starts with the theme of "it depends," arguing that the solution to any one managerial problem is contingent on the factors that are impinging on the situation. This is also when the environment influences sports performers behavior. E.g. Aggression is needed on the field in many contact sports but off the field the performer could be introverted or non aggressive. E.g. Ricky Hatton is aggressive in the ring but calm, nice, friendly off it (judging by TV. Interviews).

UNIT- II

MOTIVATION- Meaning and definition- Types of Motivation-Achievement Motivation- Measuring Achievement Motivation

Meaning And Definition

Motivation is the direction and intensity of effort. Motivation is a combination of the drive within us to achieve our aims and the outside factors that affect it (Ruskin, Proctor & Neeves, 2007).

Direction of Effort : Whether an individual seeks out, approaches, or is attracted to a situation.

Intensity of Effort : How much effort an individual puts forth in a situation.

Motivation is derived from the latin word "MOVERE" which means "to move". The process that account for an individual's intensity, direction and persistence of effort towards attaining a goal

‘Motive – the desire to fulfill a need’ (Cox, 1988)

Motivation is the internal mechanisms and external stimuli which arouse and direct behaviour (Sage, 1977)

Types of Motivation

1. Intrinsic Motivation
2. Extrinsic motivation

Intrinsic motivation

Intrinsic motivation comes from within an individual and involves the individual's interest and enjoyment of the task. Some individuals are motivated by challenges, such as becoming competent at the task or skill (Morris & Summers, 1995). Athletes who are intrinsically motivated participate in sports for internal reasons, such as enjoyment.

Extrinsic motivation

Extrinsically motivated individuals participate in sports for external reasons, such as material rewards.

Extrinsic motivation is primarily determined by external sources that impact individual's choice to be involved in sport, such as parents and peers approval, material rewards, and a competitive emphasis on winning (Morris & Summers, 1995).

Extrinsic rewards are commonly used in sports world wide. The reward could be in the form of financial payment, trophies, medals, or even praise from the coach, crowd who supports, recognition, record performance etc.

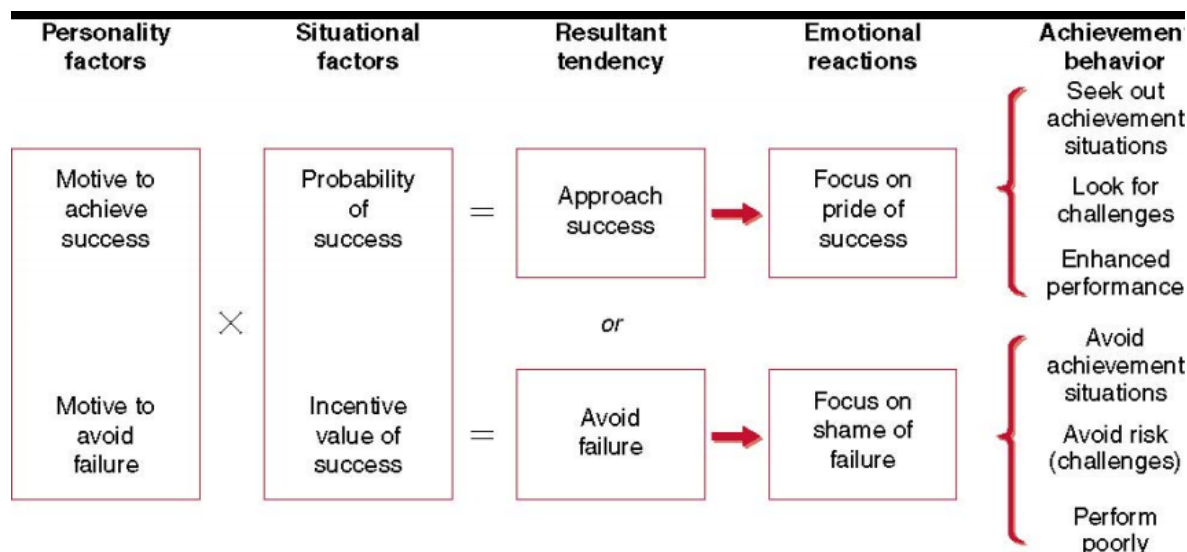
Achievement Motivation : Meaning & Definition

A desire for significant accomplishments; for mastery of things, people, or ideas; for attaining a high standard. GILL (1986) A person who has high levels of achievement motivation would have a tendency to strive for success, persist in the face of failure and experience pride in accomplishments. Achievement motivation is the effort an athlete (or individual in a nonsporting sense) makes to succeed within their chosen field. It's their attempts at overcoming obstacles or mastering a particular task.

If a performer displays a high motive to achieve (n. Ach- Need to Achieve) they will tend to have “approach behavior”. Approach behavior: The performer is motivated to attempt challenging situations even if they may fail.

If a performer has low motive to achieve and is concerned about being evaluated (n. Af- Need to avoid failure) they may have “Avoidance behavior”. Avoidance behavior : The performer is motivated to protect their self- esteem and will avoid situations where they may be evaluated.

NEED ACHIEVEMENT THEORY



Need Achievement Theory in Sports

Within sport psychology, need achievement theory is used to help predict task preferences and relevant outcomes in performance. This theory concerns five interactional component factors:

1. Personality factors
2. Situational factors
3. Resultant/behavioural tendencies
4. Emotional reactions
5. Achievement-related behaviour

1. Personality Factors

Within need achievement theory we have two underlying motives

- Achieving success and avoiding failure.

Achieving success is the ability to take pride or satisfaction from accomplishments, whereas the opposite is true in avoiding failure as looking to avoid feelings of shame or failure.

Many sport psychologists have observed that high achievers have a high motivation to achieve success, whereas low achievers have a tendency to concentrate on avoiding failures and that there is a balance between these two distinct behaviours.

2. Situational Factors

Within a sport, consider the **probability of success** in any given situation. High achievers will gain the most out of situations where the probability of success is relatively low as that success becomes a challenge to overcome. However, a low achiever may feel personal shame after suffering such a loss.

3. Resultant/Behavioural Tendencies

An athlete's behavioural and resultant tendencies derive from considering an individual's motive levels in relation to situational factors. High-achieving athletes seek challenges at this level which are within their abilities on a competitive level (around a 50/50 probability of success).

These resultant tendencies for a low achiever will lead to them adopting easier tasks which do not force them to challenge themselves in a sporting context or inexplicably hard tasks where failure is almost a certainty. It's not a fear of failure in this circumstance. It's more a fear of the negative criticisms surrounding failure.

4. Emotional Reactions

The fourth factor is an individual's emotional reaction to success or failure. Our response to different situations either focus on the pride of our achievements or the shame of our failures.

5. Achievement Behaviour

The result of your reactions to the four previous factors leads to your achievement behaviour.

Personality Component: Comparison of n. Ach (n. Ach- Need to Achieve) and (n. Af- Need to avoid failure)

(n. Ach)- Need to Achieve	(n. Af) - Need to Avoid Failure
Seek challenges	Avoids Challenge- takes easy option
Standards are important	Dislikes 50-50 situation
Persists for longer	Gives up easily
Values feedback	Does not like feedback
Enjoys evaluation situation (likes to be tested)	Dislikes evaluation situations. Performs worse in evaluation situations
Not afraid of failure	Avoids personal responsibility
Takes responsibility for own actions	Blames failure on external factors ex: Rain is affecting my vision , surface is not good etc
Optimistic	Pessimistic
Confident	Low Confidence
Task goal oriented	Outcome goal oriented

Measuring Achievement Motivation

Achievement Motivation Tool

The standard psychological tool constructed by Dr. M.C. Kamlesh was used to measure (SAM) Sport Achievement Motivation (1990).

Description Motivation is measured through Achievement Motivation test. The test consists of incomplete statements which can be completed by choosing either of the two proposed parts against each statement. The subjects were asked to tick to second part, which in their opinion fits in the best, in the first part.

Scoring The Sports Achievement Motivation Test is a self-evaluation questionnaire of twenty statements. It includes positive and negative statements, response value which extends from 0 to 40. Each statement carries a maximum score of two and the minimum ,zero. When the subject ticks the high pole part, they were given two points and when they touch the low poles they earn zero.

Scoring Key : 1a, 2b, 3a, 4a, 5b, 6b, 7b, 8b, 9b, 10a, 11a, 12a, 13a, 14b, 15b, 16a, 17a, 1 8a, 19a, 20a

After conducting further studies by SMT the author has given the following classification criteria based on percent and points.

Raw/Mean Score	Classification
0 - 24	Low
24 - 30	Moderate
30 above	High

ANXIETY & STRESS

Anxiety

"Anxiety is a negative emotional state that is either characterised by, or associated with, feelings or nervousness, apprehension or worry."

Anxiety is the negative aspect of experiencing stress. It is he worry that is experienced due to fear of failure. (Honeybourne 2003)

Arousal

Arousal is the energized state of readiness of the individual to perform a task, motivating them to direct their behavior in a particular manner

Causes of anxiety in sport

1. Fear of failing or a bad performance
2. Fear of bad feedback or evaluation points
3. Fear of the competition from the event
4. Fear of an injury occurring and the athlete having no control.

Types of anxiety:

1. Trait Anxiety

'A behavioral tendency to feel threatened even in situations that are not really threatening, and then to respond to this with high level of state anxiety.' Trait Anxiety is an aspect of personality and part of an individual's pattern of behaviour.'

2. State Anxiety

'A temporary, ever-changing mood state that is an emotional response to any situation considered to be threatening.'

There are two types of state anxiety: i) Cognitive state anxiety ii) Somatic state anxiety

i) Cognitive state anxiety - is the amount you worry. When a sports person may think about concerns of under achieving from unpleasant thoughts. It is often the stage before somatic anxiety. Athletes often experience problems with concentration replaces mental images of success with failure.

Symptoms: Concentration problems, Fear of Failure, Bad decision-making, Nervous Feelings, indecision, confusion, irritability, images of failure and negative thoughts

ii) Somatic state anxiety - relates to your perception of the physiological changes that happen in a particular situation. Result of a performer's negative perception of body physiological reactions to stress..

Symptoms include: Performer will have queasy stomach, increased sweating, Increased Heart Rate, Increased Body Heat, Increased Breathing Rate and Increased Muscle Tension, nausea, yawning, loss of appetite, sleeplessness, loss of libido, diarrhoea, vomiting, urinate and adrenaline boost

Behavioural Symptoms: Biting nails, lethargic movements, fidgeting, avoidance of eye contact, covering face with hand.

Competitive Anxiety: It is a form of anxiety specific to sport. It is a tendency to see competitive situation as threatening. Threats include such as not playing well, letting team down, meeting training demands before the event, personal relationships and injury.

Competitive Anxiety and performance

Sportspersons learn early in their careers how important focus and concentration are to their performance. Equally important, a player who manifests anxiety before and during competition will experience an elevated level of arousal and feelings of tension and apprehension (Levitt, 1980). Performance anxiety among sports person has been recognized by mental health practitioners for many years. Choking during competition is described as a decrease in performance due to excessive stress. So anxiety among sportspersons produces mistakes and errors in judgment. However, Performance anxiety can in fact provide a positive race-day boost if sportspersons learn to channel their anxiety into better performance. Anxiety does indeed produce positive effects on performance. Sportspersons may also find it helpful if their anxiety is reframed as anticipation, passion, and excitement for the upcoming competition.

Method of Measuring Anxiety

Questionnaire : Competitive State Anxiety Inventory-2 (CSAI-2), Illinois Competition Test

Author : Martens, Vealey, and Burton (1990).

Aim : Describe the feelings of athletes before competition

Subcomponents: Cognitive anxiety, Somatic anxiety, and a related component-Self-confidence. Self-confidence tends to be the opposite of cognitive anxiety and is another important factor in managing stress.

Items : 27 items

Cognitive state anxiety: Items 1, 4, 7, 10, 13, 16, 19, 22, and 25.

Somatic state anxiety: Items 2, 5, 8, 11, 14, 17, 20, 23, 26.

Self-confidence: Items 3, 6, 9, 12, 15, 18, 21, 24, and 27.

Scoring : To score the CSAI-2, take all the scores for each item at face value with the exception of item 14, where you "reverse" the score.

For example, if you circled 3, count that as 2 points (1 = 4; 2 = 3; 3 = 2; 4 = Total your scores :

a) Cognitive state anxiety: Sum Items 1, 4, 7, 10, 13, 16, 19, 22, and 25.

b) Somatic state anxiety: Sum items 2, 5, 8, 11, 14, 17, 20, 23, 26.

c) Self-confidence: Sum items 3, 6, 9, 12, 15, 18, 21, 24, and 27.

Your scores for each will range from 9 to 36, with 9 indicating low anxiety (confidence) and 36 indicating high anxiety confidence.

STRESS

"Stress is a pattern of negative physiological states and psychological response occurring in situations where people perceive threats to their well-being, which they may be unable to meet." (Lazarus and Folkman, 1984). Stress is used to describe negative feelings a person experiences in a potentially threatening situation. Stress is the non specific response of the body to any demand made on it., (Seyle 1956) . Stress is 'A stimulus resulting in arousal or a response to a specific situation'

Arousal - 'A state of readiness to perform that helps motivate individuals'

TYPES OF STRESS

Eustress - 'A positive reaction of a performer to stress, leading to optimal arousal'. This is the good form of stress that is used to enhance performance. Some athletes seek out stressful situations as it may help them increase their skill level and focus their attention more on their chosen sport.

For example:

Andy Murray felt the pressure and stress to win Wimbledon 2013, as he will end Britain's 77-year wait for a men`s champion .

He felt the stress because all his fans in Britain were supporting him to win and he also wanted to win himself which gave him even more motivation to win. He felt the stress to win as he was playing the world number one, which meant his skill level improved rapidly and he kept his focus to win, which resulted in Andy Murray winning his first ever Wimbledon title.

Distress: This is our `bad` stress. This is when a situation gets the best of us, and can lead to `choking`. This is normally what we mean when we discuss stress

Many athletes suffer with this type of stress. It is an extreme form of anxiety, nervousness, apprehension, or worry. When athletes get this type of stress they may struggle to meet their demands in their chosen sport.

For example

David Nalbandian was disqualified because he couldn't cope with his stress levels. When Nalbandian was playing in the Aegon Championships 2012 he lost control of his stress and it turned into anger. This resulted in him kicking the box the line judge was sat in and injuring the line judge. This happened because Nalbandian won the first set winning the tie break at 7-3. This would put some stress on the tennis player, unfortunately the stress caused his skill level to decrease. Then in the second set his opponent broke his serve. Nalbandian didn't play his best double faulting at points. When he missed a hard return he lost that game. This stress caused him to get angry uncontrollably.

Choking:

Occurs in high pressure situations. It is an extreme form of nervousness that negatively affects performance. An example of this could be your first basketball match in front of an audience and you choke under the pressure of everyone watching you.

CAUSES OF STRESS

Stress can be initiated by stressors (perceived demands) are stressor could be any demands placed on the performer that initiates stress

Threatens our self esteem	e.g Audience
Causes us personal harm	e.g Fear of injury
Develops fear of the unknown	e.g Performance of the opponents
Causes frustration	e.g. Mistakes being made
Increases Pressure	e.g pressure from parents, crowd/ coach

1. Internal

There are many different individual causes of stress. A number of athletes may be in the same situation but have different stress responses. Some of the main cause of stress are:

Illness-like infections,

Psychological factors (something could be worrying you)

not having enough sleep

Having a type A personality (need everything done perfect or overly self critical)

2.External

Environment you find yourself in (could be too noisy)
Negative social interactions
Major life events
Day-to-day hassles e.g. travel

3. Personal

Personal causes of stress are caused by people who are significant in our lives. These people could be friends, family and partners. An example of this is two friends are currently going through a rough patch and arguing a lot which can cause stress levels to increase.

4. Occupational

Occupational causes of stress could be a lack of enjoyment in workplace or even unemployment. In a sporting situation, this could be having an argument with team mates or coach, being dropped from the team, or even struggling with a technique can cause to suffer from stress.

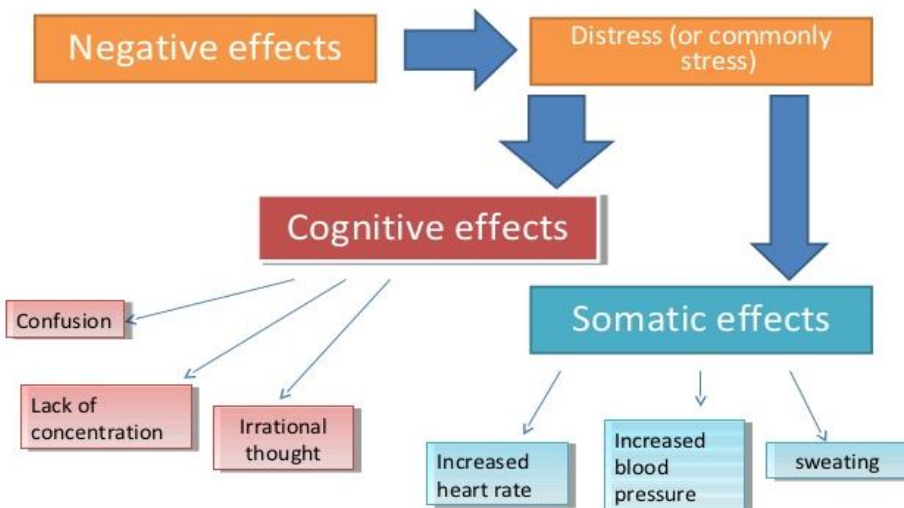
5. Sports environments

There are two key aspects of sports performance which cause stress:

1. The importance of the event you are taking part in - The more important the event the more stressful it is. This could mean beating biggest rival in a tennis tournament to winning a big tournament such as Wimbledon. The importance of the event is specific to player.

2. The amount of uncertainty that surrounds it - This could be playing a big football match against a popular team. Team are stressed because of unsure whether can win, and there is the pressure of the fans who are supporting the better team so want to prove them wrong.

SYMPTOMS OF STRESS



Nervous System

1. Sympathetic nervous system

This nervous system is responsible for the fight or flight response. It gives you the energy to confront the threat or run away from it. In order to do this, the sympathetic nervous system produces these symptoms:

2.Parasympathetic nervous system

Once stress has passed, the parasympathetic system begins to work. Part of the system that helps to relax. In a sporting situation this should be the system used so stress levels don't get too high. It is achieved by producing the following symptoms

ADVANTAGES

1. Blood diverted to working muscles to provide more oxygen (The blood being diverted to working muscles to provide more oxygen is good because it means you can work for longer.)
2. Makes muscles relax- (It makes your muscles relax so in sport you are at ease when playing and can play to your full potential)
3. Decreases body temperature (decreasing your body temperature means when playing a sport you won't over heat)
4. Decreases heart rate (decreases heart rate which in sport means you can be calm and pump oxygen steadily through the body)
5. Increases saliva production (Increases saliva production which in sport means you won't get a dry mouth)
6. Decreases breathing rate (decreases breathing rate which also helps you relax when playing a sport.)
7. A dry mouth (A dry mouth is good because it makes you realise when your body needs fluids. If saliva production is increased an athlete may not realize when they need a drink as they are losing a lot of fluid through sweat which may lead them to being dehydrated)
8. Increased heart rate (An increased heart rate is good because it shows you are working harder. An athlete could also become too relaxed and not play as well as they could especially if their breathing rate and heart rate decreases too much)

DISADVANTAGES

1. Increased heat production (An increased heat production could be bad in sports performance as the athlete could become too hot to play their chosen sport and this could result in playing worse)
2. Increased muscle tension (Muscle tension can be bad because it can also make you play worse. It could also show your opponent that you're nervous as you are quite tense when playing.)
3. Hairs stand on end (Hairs standing on end can be bad because it shows a high stress level)
4. Slowed digestion
5. Increased metabolism
6. Dilated pupils
7. Slows metabolism
8. Increases digestion rate
9. Constricts the pupils
10. Increased breathing rate
11. Increased adrenaline production

Benefits of imagery

- **To help to get the most out of training.** Top athletes use imagery extensively to build on their strengths and help eliminate their weaknesses.
- **To compete more effectively.** Imagery not only helps athletes to regulate the anxiety they experience during competitions, but also helps athletes to stay confident, focused and mentally tough.
- **To speed up the progress on the road to top.** Athletes who have reached the highest levels in their sport have used imagery throughout their career as a tool for developing their sport skills.
- **To help stay motivated along the way.** Imagery is also a tool that can help athletes to maintain a vision of what they would like to achieve in their sport. Athletes can also use imagery to assist them in setting their daily goals, as well as to stay motivated during tough training sessions.
- **To keep in top form when training is not possible.** Injuries will inevitably occur during athletes careers, which will cause them to miss training sessions. In these situations, athletes can use imagery to help them to maintain their abilities during the rehabilitation process and to help them cope with their injuries. Imagery can even help the healing process to move along more quickly.

2.Concentration

Concentration (or attention) is the mental quality to focus on the task at hand while ignoring distractions..Vernacchia (2003) defined concentration simply as “the ability to perform with a clear and present focus” (p. 144).

Focus has been defined as the central point of one's attention. Attention is simply what an individual is observing. When put together, an individual who is concentrating is said to have their attention focused clearly and presently on the task at hand. Once an athlete has developed the skills necessary for competition, their ability to control one’s attention in order to concentrate on the demands of the task is essential to consistently executing these skills.

These techniques or strategies of concentration include: • centred breathing • mental imagery and rehearsal (visualisation) • positive self-talk and cue words (practice using words such as relaxed hands, knees together etc.) • utilising a clear pre-performance routine .

3.Self-talk

It is an internal dialogue. Self-talk patterns are related to how people feel and act. *Positive self-talk* is designed to increase motivation, energy, effort and positive attitude. Changing self-talk is commonly used for (a) prompting a specific behavior, (b) improving self-confidence, (c) attention control, (d) motivation, and (e) arousal control. Common components include the identification of negative or irrelevant thoughts, challenging

these thoughts, the creation of positive thoughts, and the substitution of positive thoughts for the negative thoughts.

SOMATIC TECHNIQUES FOR CONTROLLING ANXIETY AND STRESS

1. Biofeedback

It is the information about the changes in physiological variables. The performer watches a monitor displaying changes in readings. The biofeedback process has three fundamental elements

- Firstly, physiological information is recorded from sensors placed on various parts of the body
- Secondly, this information is transduced, processed, amplified and feedback to the trainee in the form of auditory, visual and even kinesthetic signals (ie vibration)
- Thirdly, by paying attention to the feedback information, the trainee gradually learns to consciously alter and control the physiological behavior

Benefits of Biofeedback Training

1. Control and reduce stress and anxiety 2. Reduce or induce energy and intensity 3. Improve focus and concentration 4. Facilitate recovery from injury 5. Improve performance consistency

2. Breathing Exercises

It is using diaphragmatic breathing (breathing deeply) as a means of focusing on relaxation. Encourages full oxygen exchange , reduces heart rate and lowers / stabilizes blood pressure.

Breathing exercises can effectively enable an athlete to relax and prepare for competition, as increased levels of oxygen in the blood can facilitate the working muscles. For it to be effective, deep breathing needs to be practiced over time. This technique is crucial in reducing butterflies in the stomach. For it to be fully effective, first find a quiet place and close eyes. Regulate breathing by placing both hands on stomach and feel it rise and fall as doing breathe. Breathe in through nose and out of mouth. Recall best performance and think of the positive feelings experienced and their physical effects on body. The more often this is practiced, the more successful it will become in reducing anxiety and stress.

3. Progressive Muscular Relaxation (PMR)

It is learning to be aware of the tension present in muscles and removing it by relaxing. This is done by altering extreme tension that is held for a few seconds the releasing the tension to relax

4. Goal Setting

Goal setting is a simple but useful technique that is important in the reduction of cognitive symptoms. Giving athletes a meaningful direction allows them to focus on achieving their goals. Goals must be agreed with by the athlete and be process related goals and not solely

outcome goals. The process of goal setting must be used as a method through which performers develop a route in order to achieve their goals.

AGGRESSION

- “Aggression is any behaviour that is intended to harm another individual by physical or verbal means”. (Bull, 1990)
- “Aggression is any form of behaviour directed towards the goal of harming or injuring another living being who is motivated to avoid such treatment” (Baron)

Types of Aggression (Silva, 1980)

- **Hostile aggression**: Has the primary goal of injuring another person or player e.g., response to provocation, high emotional arousal, usually spontaneous
- **Instrumental aggression**: Has intent to harm another but with the superordinate goal to achieve an outcome that is beneficial to the player or the team e.g., planned or calculated aggressive acts

Aggression and Assertion

Aggression (Hostile)

- Prime motive is to harm.
- Aim is to injure.
- A Violation of the rules in any game.
- Dysfunctional to the sport.
- “Hostile Destructiveness” (Parens, 1988)

Assertion (Channelled)

- Within the rules and in the spirit of the game.
- Forceful, robust but functional.
- Extension of completing the skill successfully.

“Self-protective mastery behaviour” (Parens, 1988)

Assertive behaviour

What many people call examples of good aggression (aggressively driving a golf ball or killing a shot in volleyball) are labelled assertive behaviours.

Assertive behaviour is playing within the rules with high intensity, high arousal, without intention to do harm.

Theories on Aggression

Instinct Theory: (Trait theory)

- Freud (1920) was updated by Lorenz (1966).
- “Behaviour is always predictable”.
- Aggression is genetically inherited.
- Violence lies within everyone (dormant or active)
- Freud called this “The death instinct”- we all seek aggressive destruction (War, Violence, Aggression in sport)

- Lorenz stated that aggressive energy is constant- needs a release... link to catharsis?

Social Learning Theory

- Bandura stated that All behaviour is learned
- Aggression is Nurtured through environment.
- Aggression is Learned by watching another performer or role model.
- It is accepted if reinforced by others.
- It will re-occur if it is part of the norm of the group i.e. / Ice Hockey teams.

Frustration Aggression Hypothesis: (Interactionist perspective)

- Dollard (1939) stated frustration occurs when goal-directed behaviour is blocked.
- Frustration increases when the goal reflects ego or outcome orientation i.e. winners win.
- Environmental situations: Defeat, good opposition, officiating.
- Frustration created by the environment triggers the aggressive gene.
- If the act is successful frustration is released (Catharsis)
- If the act is unsuccessful: punishment and more frustration.
-

Eliminating Aggression

- Negative reinforcement from the media.
- Positive reinforcement of skilful, non-aggressive players (e.g. fair play awards).
- Psychological support and guidance.
- Professional officiating
- Clear differentiation of aggression and assertiveness.
- Severe punishments for aggressive behaviour.
- Governing bodies and law courts should punish offenders.
- Society (esp. schools) should highlight non-aggressive morals
- Teach athletes to control aggressive tendencies (relaxation, thought stopping etc.)

Cognitive (Psychological)

- Thought processes that lower cognitive arousal.
- Includes imagery that focus on achieving a calm state of mind (mental rehearsal + vicarious experience?) (experienced imaging through another person, acting or done for another)
- How do you calm down?
 - Count to 10
 - Imagery
 - Distancing from cues

Somatic (Physiological)

- Physiological processes: PMR and breathing.
- BIOFEEDBACK (HR/ Breathing rate etc) helps control this state.
- Non-aggressive behaviour should be reinforced to ensure a favourable S-R bond.
- Aggression can be controlled through attribution- success- ability not to intimidation.

Somatic (Physiological)

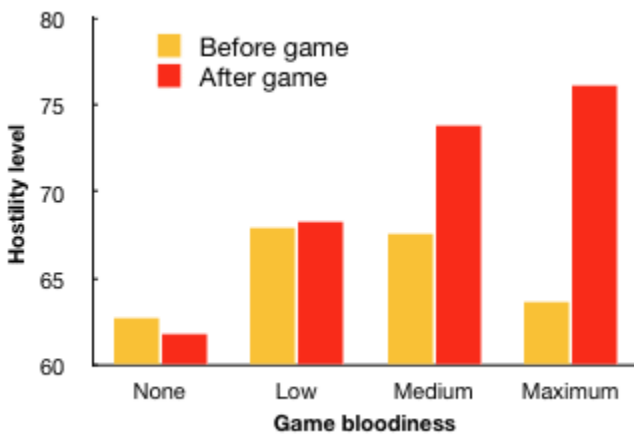
- Task orientated performers judge themselves against their own ability...
- Ego- orientated performers judge themselves against others... trigger aggression?

- Kavussanu (1997) agreed with this... “performers striving for ego orientated goals are more likely to engage in cheating behaviours, play unfairly and be inclined to injure others”.

Effects of Aggression on Sports Performance

It is a common knowledge that acts of aggression on the part of an athlete will constitute a distraction and result in a poor performance. These acts are likely to be distracting to the team also as a whole. Research has shown, for example, that the poorer a team is in the performance, more likelihood it will engage in aggression. As the game gets bloodier (more intense), hostility levels after the game are significantly higher.

Before and after the gaming session, players’ hostile thoughts and feelings were measured with a survey, was taken at several points to measure arousal. Here are the results:



As the game got bloodier, hostility levels after playing the game, especially compared to pre-game hostility, were significantly higher.

Method of measuring Aggression:

Questionnaire :The Buss and Perry Aggression Questionnaire (BPAQ)

Aim : Evaluates aggressive behaviours and is used to assess manifestations of aggression..Unique apparent ability to capture all three dimensions of the hostilityconstruct (cognitive, affective, and behavioral)

Items : The Buss–Perry Aggression Questionnaire (BP-AQ) is a 29-item

Scale 5-point scale

1 = extremely uncharacteristic of me

2 = somewhat uncharacteristic of me

3 = neither uncharacteristic nor characteristic of me

4 = somewhat characteristic of me

5 = extremely characteristic of me

Subscales : Assesses aggression by means of four subscales: Physical aggression (9 items) , Verbal aggression (5 items) , Anger (7 items), Hostility (8 items).

Scoring: Physical aggression (9 items)- 2, 5, 8,11,13,16*,22,25,29
Verbal aggression (5 items)- 4,6,14, 21,27
Anger (7 items) -1, 9*,12,18,19,23,28
Hostility (8 items).- 3,7, 10, 15,17,20,24,26

The two questions with the asterisk are reverse scored.

SUMMARY

- Aggression is a behaviour where there is intention to harm another living being.
- It is fundamentally different from assertive behaviour.
- There are a range of theories associated with aggression.
- Aggressive behaviour can be reduced by teaching emotional control strategies, by punishing negative behaviour and reinforcing positive behaviour.

SELF- CONCEPT

Meaning and definition- Method of Measurement

Self-concept is the image that we have of ourselves. Self-concept is our perception or image of our abilities and our uniqueness. At first one's self-concept is very general and changeable... As we grow older, these self-perceptions become much more organized, detailed, and specific."

(Pastorino& Doyle-Portillo, 2013) "A self-concept is a collection of beliefs about one's own nature, unique qualities, and typical behavior.

It is a collection of self-perceptions. For example, a self-concept might include such beliefs as 'I am easygoing' or 'I am pretty' or 'I am hardworking.'

Bracken (1992) suggested that there are six specific domains related to self-concept:

Social	- the ability to interact with others
Competence	- ability to meet basic needs
Affect	- awareness of emotional states
Physical	- feelings about looks, health, physical condition, and overall appearance
Academic	- success or failure in school
Family	- how well one functions within the family unit

Method of Measurement

Questionnaire : Self Concept Questionnaire

Author : Robson
Aim : Measures attitudes and beliefs which some people have about themselves.
Total Items : 30
Scale 7-point scale
0,1 = completely disagree
2,3 = Disagree
4,5 = Agree
6,7 = Completely agree

Scoring

- Some items are scored as normal, others are reversed.
- The 14 'normal' items (Q 1, 2, 3, 6, 9, 10, 12, 15, 16, 18, 24, 26, 29, 30) have a full stop after the question number (e.g. 2.) — scoring for these is taken straight off the scale as printed.
- The 16 'reversed' items (Q 4, 5, 7, 8, 11, 13, 14, 17, 19, 20, 21, 22, 23, 25, 27, 28) have a colon after the question number (e.g. 4:) — scoring is *reversed* for these (i.e. 0 = 7, 1 = 6 etc).
- Add up the numbers to get the total score. Total score of ≤ 120) indicates low self esteem.

UNIT- III : RELAXATION

Relaxation is a technique often used by sports performers to calm themselves- thereby decreasing anxiety and controlling arousal

- It can increase the sense of control
- reduce anxiety
- help the performer to feel calm and comfortable.
- Involves a decrease in: -
breathing rate
heart rate
muscle activity
-oxygen consumption

Why is it important to use relaxation techniques?

- Excessive arousal
- Decrease the physical and mental symptoms of nervousness
- Alternative to motivational methods to not over arouse the athlete

Why is relaxation important for improving performance?

- To control arousal
- Allow athletes to reproduce in competition what has been learnt during training.
- Increase the athletes concentration
- Mentally prepares the athlete
- Allows the athlete to remain calm in stressful situations

Factors to obtain a relaxation response

- Quiet Environment
- Positive attitude
- Decreased muscle tension
- A relaxation device or method

RELAXATION TECHNIQUES

- Progressive Muscle Relaxation
- Autogenic Training
- Meditation
- Biofeedback
- Exercise
- Deep Breathing
- Music, Sayings/mantras
- Visualization
- Hypnosis
- Hydrotherapy
- Hobbies

- Humour,
- Relationship
- Individuality
- Yoga

Progressive relaxation :

Systematic tensing and relaxation of all major muscle groups Starts with the distal muscle groups and moves to the proximal muscle groups , relaxes the mind by relaxing the body. The technique of progressive muscle relaxation was described by Edmund Jacobson in the 1930s and is based upon his premise that mental calmness is a natural result of physical relaxation. Progressive muscle relaxation can be learned by nearly anyone and requires only 10 minutes to 20 minutes per day to practice.

Relaxation Process

As focus on a muscle group, begin the relaxation process by tensing the muscle group; hold that tension for five seconds. Then relax muscles slowly for 20-30 seconds so that the tension feels like it is draining from body. As performing the process, tell self to "feel the tension go", and "Let all the tension drain slowly from the muscle." Tension of a muscle group followed by a relaxation of those muscles can be repeated several times before moving on to the next muscle group. Throughout the full exercise, breathe at a steady rate.

Follow this progression:

1. **Chest** - Take a deep breath. Beginning with the abdominal area, fill the lungs with air while feeling the tension in the chest area from the" expanded lungs. Expire from the top of your lungs to your abdomen while relaxing.
2. **Right foot and lower leg** - Keeping the heel down, curl the toes back until tension can be felt in the ankle and calf muscle.
3. **Right upper leg** - Tense the top of the upper leg (quadriceps) and the bottom of the upper leg (hamstring).
4. **Left foot, lower leg and upper leg** - Repeat the process identified in numbers 2 and 3.
5. **Right hand and forearm** - With the palm down, lift the hand until tension can be felt in the top of the hand, the wrist and the forearm.
6. **Right upper arm** - Tense the bicep and tricep.
7. **Right shoulder** - Shrug the shoulder toward the ear and roll the head toward the shoulder so that shoulder and ear are touching.
8. **Left hand and forearm, upper arm and shoulder** - Repeat the process identified in numbers 5, 6 and 7.
9. **Jaw area** - Without damaging the teeth, bite down until tension can be felt in the jaw area.
10. **Mouth** - Purse the lips as if whistling.

11. **Chin** - Place the bottom of the tongue on the roof of the mouth and push upward.

12. **Forehead** - Wrinkle the brow.

As begin the relaxation process, body should feel heavy and warm. The feeling of heaviness will turn into a sensation of weightlessness as body begins to relax. Typically, a cool band forms across the forehead as relaxation occurs. The feelings of weightlessness, warmth and a cool band across the forehead are all natural responses in the relaxation process. The body will feel a sense of well-being if relaxation is achieved.

It takes several weeks to attain a full relaxation response, but make progress daily as acquiring the skill of relaxing. Eventually, relaxation can be achieved in short period of time in any location.

Psychological effects of PMR : Progressive muscle relaxation has numerous mental and physical health benefits. It relieves tension, stress, anxiety, and pain throughout your entire body while simultaneously calming your mind and directing your attention away from problems and onto the feeling of relaxing and letting go.

Physiological effects of PMR: Lowered blood pressure, decreased muscle tension, thereby reducing the body's need for oxygen and reducing fatigue and anxiety, effective in treating migraine and tension headaches and back aches.

3. **Autogenic Training** :

Autogenic= self generating , it is a form of autohypnosis . Focuses on feelings of warmth and heaviness in the limbs and torso.

Autogenic training is a relaxation technique focusing on promoting feelings of calm and relaxation in body to help reduce stress and anxieties. More specifically, it helps mitigate anxieties resulting from situations or conditions that may overwhelm us with stress, frustration, or sadness.

German psychologist Johannes Heinrich Schultz developed autogenic training in the 1920s as a way to target the physical expression of stress by using relaxation exercises to gain a level of control over these processes.

Benefits : the natural relaxation response in body by slowing breathing, lowering blood pressure, and, ultimately, producing a feeling of increased well-being

- Relies upon feelings of heaviness and warmth in muscles.
- 3 parts: - Creation of the feelings of heaviness and warmth
- Use of imagery of relaxing scenes
- Use of specific themes

3.Meditation: Grounded in eastern culture- Maharishi Mahesh Yogi – Transcendental Meditation (TM)- The purpose is to gain control over ones attention (focus)
Mandala – geometric object ; Nadam – imagined sounds ;Mantra – silently repeated words or phrases. It Involves deep breathing and concentration Allows tension to leave the body with exhalation. Forms: - sitting quietly for 20 minutes focusing on a word or symbol whilst controlling breathing.

The emotional and physical benefits of meditation can include:

- Gaining a new perspective on stressful situations
- Building skills to manage your stress
- Increasing self-awareness
- Focusing on the present
- Reducing negative emotions
- Increasing imagination and creativity
- Increasing patience and tolerance
- Lowering resting heart rate
- Lowering resting blood pressure
- Improving sleep quality

4. Biofeedback

- Uses instruments which measure changes in bodily functions.
- Instruments can measure changes in:
 - Skin temperature
 - Sweating
 - Heart rate
 - Breathing
 - Muscle activity
 - Brain waves

Biofeedback is a type of mind-body technique used to control some of body's functions, such as heart rate, breathing patterns and muscle responses. During biofeedback, the individual is connected to electrical pads that helps to get information about body.

The individual may not realize it, but when the individual have pain or are under stress, the body changes. Heart rate may increase, breathe faster, and muscles tighten. Biofeedback helps TO make slight changes in body, such as relaxing muscles, to help relieve pain or reduce tension. decrease heart rate and breathing. Biofeedback can give the skills to practice new ways to control body. This can improve a health problem or help make daily activities easier.

Types of biofeedback

Health care provider might use different kinds of biofeedback depending on health problems and goals. Biofeedback types include:

- **Breathing.** During breathing biofeedback, bands are placed around stomach and chest. Sensors on the bands check breathing rate and patterns. The person can control y breathing and feel better.
- **Brain waves.** During this type of biofeedback, an electroencephalograph (EEG) uses scalp pads to monitor brain waves. There are certain brain waves that show different mental states, such as relaxation, wakefulness and sleep. With biofeedback training, the person can see a change in the brain waves that improve health.
- **Heart rate.** In this type of biofeedback, pads are placed on chest, lower trunk or wrists. These pads are connected to an electrocardiogram (ECG) that measures heart rate and how heart rate changes. A sensor also can be placed on finger to measure heart rate. When relaxed, heart rate may decrease.
- **Muscle activity.** A machine called an electromyograph (EMG) uses sensors to measure muscle tightening. This helps a person make aware of muscle tension so he/she can take steps to control it.
- **Sweat gland activity.** Pads attached to the fingers, palm or wrist measure the activity of the sweat glands. The amount of perspiration on skin warns of nervousness.
- **Temperature.** Pads attached to fingers or feet measure blood flow to skin. Because temperature often drops when a person under stress, a low reading can prompt to begin relaxation methods. As the person become more relaxed, fingers and toes may become warmer.

Biofeedback training, helps many physical and mental health problems, including:

- Nervousness or stress.
- Asthma.
- Attention-deficit/hyperactivity disorder (ADHD).
- Side effects from drugs to treat cancer.
- Long-lasting pain.
- Constipation.
- Loss of bowel control, also known as fecal incontinence.
- Fibromyalgia.
- Headache.
- High blood pressure.
- Irritable bowel syndrome.
- Raynaud's disease.(causes some areas of the body — such as fingers and toes — to feel numb and cold in response to cold temperatures or stress.)
- Ringing in the ears, also called tinnitus.
- Stroke.
- Urinary incontinence and trouble passing urine.
- Depression.

During the treatment

During biofeedback, a therapist connects electrical pads or sensors to different parts of body. These pads might be used to:

- Monitor brain waves.
- Check the temperature of skin.
- Measure muscle tightness.
- Monitor heart rate.
- Monitor breathing rate and patterns.

The pads send information to a nearby screen. The therapist uses that information and makes suggestions to help control body's responses. For example, if the pads sense tight muscles that may be causing headaches, then learn how to relax those muscles.

A typical biofeedback treatment lasts 30 to 60 minutes. How many treatments and how long they last depend on health problem of the individual and how quickly he/she learns to control your body's responses. The goal of biofeedback is to learn to use these methods at home on own without a machine or sensors.

Hypnosis : Hypnosis, also called hypnotherapy, is a state of deep relaxation and focused concentration. It's a type of mind-body medicine.

A trained and certified hypnotist or hypnotherapist guides an individual into this deep state of focus and relaxation with verbal cues, repetition and imagery. When the person is under hypnosis, this intense level of concentration and focus allows to ignore ordinary distractions and be more open to guided suggestions to make changes to improve health.

It is commonly believed that in the deep state of focus and relaxation that's achieved with hypnosis:

- Your conscious mind is quieted.
- You will be able to tap into the part of your brain where your thoughts, beliefs, perceptions, sensations, emotions, memory and behaviors originate.
- In this state, you will be more open to gentle guidance from your hypnotherapist to help you modify or replace the unconscious thoughts that are driving your current behavior.

Conditions is hypnosis helpful in treating

Hypnotherapy may help treat any number of medical conditions in which psychological factors influence physical symptoms.

Common mental health uses include:

- Stress and anxiety, especially before medical or dental procedures; panic attacks; and post-traumatic stress syndrome (PTSD).
- Phobias.
- Behavior control issues, including giving up smoking, losing weight and enuresis (bedwetting).

Hypnosis continues to be explored for use in these and many other medical conditions.

UNIT- IV

Group : Definition and meaning- Group size- Groups on composition- Group Cohesion- Group Interaction- Group Dynamics- Current Problems in Sports and future directions- Sports social Crisis Management- Women in sports- Sports women in our society- Participation pattern among women- Gender inequalities in sports

GROUP COHESION

A *group* is defined as a social aggregate of two or more people that involves mutual awareness, interaction, and interdependence of its members.

GROUP SIZE

Groups can vary in size, from a few individuals to large teams of players, coaches and a variety of support. Smaller teams were found to be more optimal for the development of commitment to group goals (task cohesion), while moderate-size groups were best for building strong relationships and friendships among group members (social cohesion).

The ideal size of discussion groups is often considered to be four to six members, a number large enough to ensure some diversity in member resources but small enough so that everyone can participate. Groups naturally occurring in public are rarely larger than five or six people, and more often contain two or three (Moreland et al. 1996).

As group size increases members report less cohesion, intimacy, satisfaction, and communication, as well as report greater tension, anxiety, competitiveness, being argumentative, feeling more threatened, and displaying more inhibition.

Composition (Characteristics of group) of Group

Albert V. Carron and Mark Eys examined the many definitions of groups and identified five common characteristics:

- (1) Common fate—sharing a common outcome with other members;
- (2) Mutual benefit—an enjoyable, rewarding experience associated with group membership;
- (3) Social structure—a stable organization of relationships among members;
- (4) Interaction and communication among members; and
- (5) Self-categorization—perceiving oneself as a member of the group.

GROUP COHESION

Building group identity, providing an environment where performers feel comfortable and willing to work with and for each other, and creating a spirit of unity is all fundamental to sport success. The dynamic of the group, the energy and functioning of the members as one, is a clear aim for a successfully performing group – cohesion acts as glue that binds and bonds individuals to a group identity and cause. Cohesion is defined as “the total field of forces that cause members to remain in a group)

Cohesion comprises both task cohesion and social cohesion:

1. **Task Cohesion**: refers to the degree to which members of a group work together to achieve common goals, for example, to win a specific game.
2. **Social Cohesion**: reflects the degree to which members of a team like each other and interact accordingly.

Building Group Cohesion – A Conceptual Model

There is clear evidence that the more united a group becomes with its cause, and the more interactive group members are socially within the group the greater the probability of success. Leaders in the sports environment should aim to develop cohesiveness within the group. The development of a group normally goes through 4 stages

1. **Forming**: the group meets or is assembled
2. **Storming**: heightened tension may develop as roles are defined and tasks established
3. **Norming**: rules and standards of behaviour are agreed as cohesion is built
4. **Performing**: the group matures and works together.

Group Dynamics

The dynamic within the group is also an important consideration in building group cohesion. Group cohesion is defined as “a measure of the extent to which a group works together socially or to complete a task”.

Group dynamics describes the processes within a group and between the members of the group. This can also be described as the energy the group exhibits. Successful groups with a dynamic have “chemistry”. This is difficult to guarantee – it depends on individual personalities, but can be the product of leadership and cohesion within a group. A clear goal and the nurturing of personalities all contribute to the dynamic within a group. Leaders will seek out individuals to join the group who have similar social and task characteristics and a shared ethos – groups are often fashioned in the image of the leader

Carron identifies 4 factors that affect the development of cohesion

1. **Environmental factors**: that binds players together are age, club membership, location etc
2. **Personal factors**: belief in the group, a desire to win, the social relationships within a community etc
3. **Leadership factors**: the influence of the coach or manager in building identity and affiliation through task and social cohesion factors
4. **Team factors**: in relation to the group as a whole, its identity, targets set, the ability and role of each member of the group.

Strategies and Methods for Enhancing Group Cohesion

Building on Carron’s 4D model there are strategies and methods for developing cohesion in a group.

1. Environmental Factors can be enhanced through:

1. Holding training camps to build unity through external changes in social circumstances. The lions held their training camp in Carton House in Dublin this year to start the process of building the team.
2. Ensuring all members of the group have equal importance and value by avoiding star billings
3. Rewarding all players equally with praise or constructive criticism.

2. Personal factors can be enhanced through:

1. Ensuring all member of the group feel ownership of the group
2. Mixing young and old players together in groups, especially when staying away from home
3. Developing a shared responsibility for success and a belief that all members are essential to successes of the group
4. Creating a belief in the group and its task and social development
5. Avoiding the formation of cliques voicing disenchantment with the group task or the social

mix

6. Identifying the reasons to why members individually want to be part of the group, and building on their motives
7. Identifying those members who exhibits social loafing (makes less effort than they would alone), and introducing methods to incorporate them into the group.

3. Leadership factors can be enhanced through:

1. Unite players in their belief in you as a leader through your leadership style and behaviour, mix autocratic and democratic style.
2. Treat players as individuals, offer praise and criticism
3. Avoid criticising players in front of the group.
4. Get to know your members of the team: be aware of each person's needs and their preferred way of interacting and style of motivation.

4. Teams can be enhanced through:

1. The appropriate use of short, medium and long term goals.
2. Clearly identifying member roles within the group as integral to the team ethic: avoid the Ringelmann effect (increased social loafing and loss of coordination as more members are added to the group)
3. Devise and identify a clear system of rewards and punishments that the group that the group members have helped devise and have agreed to.
4. Encourage social bonding through winter training camps or group social events.

UNIT- V

SPORTS AND SOCIALIZATION.

Socialization is the Process by which individuals acquire the knowledge, language, social skills, and value to conform to the norms and roles required for integration into a group or community It is a combination of both self-imposed (because the individual wants to conform) and externally-imposed rules, and the expectations of the others.

Socialization as said above is the process of learning group norms, habits and ideals. There are four factors of this process of learning. These are imitation, suggestion, identification and language

- (1) a person's abilities and characteristics,
- (2) the influence of significant others, including parents, siblings, teachers, and peers, and
- (3) the availability of opportunities to play and experience success in sports.
- (4) all sports offered participants the same unique experiences,
- (5) all sport experiences were strong enough to have a measurable impact on participants' characters and orientations,

- (6) all sport participants passively internalized the “moral lessons” inherently contained in the sport experience, and
- (7) that sport participation provided socialization experiences that were unavailable through other activities
- (8) sports are social constructions and offer diverse socialization experiences,
- (9) participants give meanings to sport experiences and those meanings vary with the social and cultural contexts in which participation occurs,
- (10) the personal implications of sport participation are integrated into people’s lives in connection with other experiences and relationships

NATIONAL INTEGRATION THROUGH SPORTS

- a) To abide by the constitution and respect its ideals and institution the *National* Flag and the *National* anthem during sports participation
- (b) To cherish and follow the noble ideals which inspired our *national* struggle for freedom during competition
- (c) To up-hold and protect the sovereignty, unity and integrity of India to make Indian team win
- (d) To defend the country and render *National* service when called upon to do so .
- (e) To promote harmony and the spirit of common brotherhood amongst all the competitors

Leadership

The behavioural process of influencing individuals and groups towards a goal’

(Barron, 1977)

Leadership involves personal relationships, setting examples, motivation of the team and encouragement of individuals

Leadership Qualities / Behaviours of a leader

1. Decision making processes 2. Motivational techniques 3. Giving feedback 4. Establishing 5. interpersonal relationships 6. Confidently directing the group 7. Good communication skills 8. Enthusiasm 9. Vision of the task in hand 10. High ability 11. Charisma

The **trait theory** suggests that leaders are born with their leadership qualities.

1. Trait approach – you are born to be a leader

- There are common traits that all leaders possess.

1. Intelligence 2. Assertiveness 3. Independence 4. Self-confident

2. Behavioural approach – anyone can become a leader

- This is done by learning the behaviour of effective leaders
- This supports the idea that leaders can be developed.

3. **Interactional approach** - this looks at the interaction between the person and the situation.

The **social learning theory** states that leaders learn to use their skills to meet the demands of the situation

Leaders usually either emerge from within a group due to the selection by other team members or their talent and qualities. Or are selected by the teacher/coach etc.

The qualities usually present in a leader include:

Leadership Styles

Leaders can be grouped into one of the following two types, although most good leaders are a bit of both!

Task oriented: Focus solely on the task in hand

Person oriented: Focus on the interpersonal relationships within the team

Fiedler theorised that task oriented leaders are more successful when a situation is either very positive or very negative. More example when the team are winning easily or when the team are loosing badly and demotivation may become a factor. A person oriented leader is likely to more successful in moderate situations.

The following continuum has also been designed to show the types of leadership style:

Authoritarian: Task oriented and dictator style. Makes all the decisions and very direct in their approach

Democratic: person oriented and takes into account team members ideas and feelings, shows interest in others

Laissez-faire: Provides little support or input and lets team members do as they wish

Good leaders, whether they be task or person orientated will use all five of the following behaviours, as and when they are required by the situation.

- Rewarding behaviour
- Social support
- Autocratic behaviour
- Democratic behaviour
- Training and behavior
