

PSYCHOLOGICAL ASPECTS OF PHYSICAL EDUCATION

Syllabus

3. Psychological Aspects of Physical Education

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INTRODUCTION

The word psychology is derived from Greek words 'psyche' which means mind or soul and 'logos' which means science. Thus it can be said that psychology is the science of mind or soul. Psychologists study human nature and behaviour scientifically, and rather than formulating conclusions from casual observations, they sort out, check and recheck the human characteristics under reliable conditions. In this way and through the use of acceptable scientific evaluation, it is possible for psychologists to determine the conditions under which certain human characteristics will operate or learning will occur.

Physical education is a subject related with the complete development of man. So, it becomes very important that one should know about the nature of an individual. Only psychology can provide such type of knowledge. That is why the study of psychology is most necessary for physical education teachers, coaches, trainers etc.

3.1 DEFINITION OF PSYCHOLOGY AND SPORTS PSYCHOLOGY

Psychology is defined as the science of behaviour.

According to Plato, "Psychology is the science of soul."

According to E. Watson, "Psychology is a positive science of behaviour."

According to Crow and Crow, “Psychology is the science of human behaviour and its relationship”.

Besides all this, psychology is the relationship between mind and body i.e. behaviour, attitude, interest, thinking, emotions, motivation, memory, power of mind etc.

Definition of Sports Psychology :

Sports psychology is one of the important part of psychology. Through sports psychology one can study the behaviour of a sports person or sportsman and then only coach can focus on the sports performance. It deals with various psychological aspects of the sports and sportsmen behaviour. It can be understood as application of psychological principles the issues and problems in the field of sports. The purpose of sports psychology is to understand the behaviour of a sports person. In other words, it is the study of the behaviour of the person towards an event or game.

Sports psychology is an integral part of sports training programme and deals with a person who has to be trained by knowing his traits i.e. mental balance, physical capacity, interest towards activity etc. Every individual is different from others, same type of training and workout can not be given to all and every person has to be dealt differently. Therefore the main purpose of sports psychology is to understand the behaviour of an athlete or player to modify him according to the needs of the situation and to optimize the benefits for better performance and excellence.

According to Browne And Makoney, “Sports psychology is the study of the application of psychological principles to sports and physical activity at all levels of skill improvement”.

According to Clark and Clark, “Sports psychology is an applied psychology. It is more concerned with the personalities, emotional or motivational aspects of sports and physical activities. It employs many of the techniques used in psychology.”

According to John D. Lawther, “Sports psychology is an area, which attempts to apply psychological facts and principles to learning performance and associated human behaviour in the whole field of sports”.

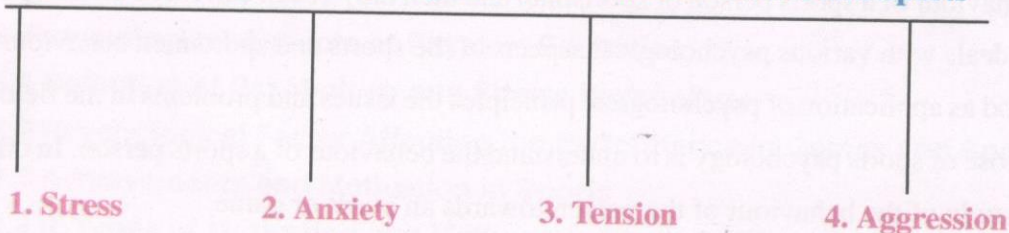
According to K.M. Burns, “Sports psychology for physical education is that branch of psychology which deals with the physical fitness of an individual through his participation in games and sports.”

According to Crooks and Stein, “Psychology is the scientific study of behaviour and mental process of humans and other animals.”

From all above definitions we can conclude that sports psychology deals with all situations and problems which are related to competitive sports and games or activities including the behaviour of the player or athlete. A positive behaviour of athlete or player is more important during training and competition.

3.2 PSYCHOLOGICAL FACTOR AFFECTING THE PERFORMANCE IN GAMES AND SPORTS

Psychological Factors Affecting the Performance in Games and Sports



1. Stress :

Stress is defined as a physical, mental or emotional, demand, which tends to disturb the homeostasis of the body. It is an everyday part of life; if there were no stresses, we would probably "dire of boredom". Stress is inevitable in life and sport, and all performing actors, artists and athletes perform their tasks with varying stress levels. Used rather loosely, the term may relate to any kind of pressure, be it due to one's job, school work, marriage, illness or death of a loved one. The common denominator in all of these is change. Loss of familiarity breeds this anxiety with any change being viewed as a "threat".

Sports performance is not simply a product of physiology (for example stress and fitness) and biomechanical (for example technique factors) but psychological factors also play a crucial role in determining performance. However, every athlete has a certain stress level that is needed to optimize his or her game. That bar depends on factors such as past experiences, coping responses and genetics. Stress during sports, as in anything else in life, may be acute, episodic or chronic. For the most part in sports, it is episodic, whether during a competitive match between friends, or a championship game. While acute stress may actually act as a challenge, if not harnessed, it can evolve to not only an episodic stressor that can affect one in the long term, but can also hamper one's play.

2. Anxiety :

Anxiety means a disturbed state of mind, emotional reactivity; arousal; nervousness; and unrealistic and unpleasant state of mind. Anxiety is an essential ingredient of any competitive situation and without certain level of anxiety, there cannot be competitive performance. Neither too high, nor too low level of anxiety is conducive to sports performance. Adequate level of anxiety produces best

results. Unless sports persons learn to cope up with stressful competitive situations by managing anxiety, they would fail to achieve their goal. Anxiety has both psychological and physiological implications in sport performance. For example, once aroused, it raises the general arousal level of the player to such an extent that he finds it hard to concentrate on his game due to constant bombardment on his nervous system and his inability to diffuse tension caused by rising anxiety level. The ability of the player to monitor and judge situations correctly is reduced. His information-processing mechanism gets over stressed resulting either in wrong or slow response even to emergent situations. Under such a condition, the player is not focused-he wishes to do one thing but does something else. He loses control over his body and mind.

The relationship between anxiety and athletic performance has been a subject of various theories sprung up from time; for example drive theory in 1943, and inverted U-hypothesis or optimal arousal level in 1962. The latter was formed on the notion that there is an optimal amount of arousal that an athlete will perform at. However, if that level of arousal is passed then the level of performance will decrease. The same thing happens when the level of arousal is lower than the optimal level. Though this hypothesis has had much support for many years, it too has fallen out of favour due to its oversimplification on a subject as complex as brain and behaviour.

3. Tension :

As already hinted at, tension is that state of body and mind, which results from the internal and/or forces acting in opposition to each other such in emotional reactions like anger or fear. In one sense, tension may refer to the residual effect of mental or emotional strain reflected in a person's appearance and/or behaviour; in another sense, it means tonus-a state of partial contraction when muscles are not actively working. Excessive tonus is called tension, which may result from excessive stimulation or from strains and stresses upon the organism. This kind of tension is not as harmful as kind of tension which arises from a state of persistent unsatisfied wants and desires. Physiologically and psychologically as long as a person's wants are unsatisfied he remains in a state of tension.

4. Aggression :

Aggression, in its broadest sense, is behaviour, or a disposition, that is forceful, hostile or attacking. It may occur either in retaliation or without provocation. In narrower definitions that are used in social and behavioural sciences, aggression is an intention to cause harm or an act intended to increase relative social dominance. Predatory or defensive behaviour between members of different species may not be considered aggression in the same sense. Aggression can take a variety of forms and can be physical or be communicated verbally or non-verbally. Aggression differs from what is commonly called assertiveness, although the terms are often used interchangeably among laypeople, e.g. an aggressive salesperson.

Aggression is defined as threats or harmful actions directed toward another individual and can include threat displays, lunging, growling, snarling snapping and biting. In animals, aggressive behaviors are a means of communication. Dogs and cats use aggressive displays, threats and attacks to resolve competitive disputes over resources (territory, food) or to increase their reproductive potential, or to escape threatening situations. "Aggression" describes the behavior, but does not give any information about underlying motives or causes. Aggression can have multiple motivations.

3.3 ACHIEVEMENTS AND MOTIVATION IN SPORTS

Motivation and achievement are inter-related. If there is proper motivation then achievement or performance is better. If motivation is less then there is poor performance. In competitions, achievement is very much required that's why the motivational factors must be considered for getting good results. A high level of performance can be achieved and bring good winning results with the help of motivational factors like:



1. Good Health : The good health of a player always a motivating factor. It encourages an athlete/sports person to participate to maximum level in sports activities. Thus achievement is high.



2. Apparatus and Play Fields : Good quality apparatus, equipments and good play fields improve the performance of a player.

3. Environment : Healthy, clean and hygienical environment motivate the players to participate to the maximum. Thus increases performance.

4. Practice/Coaching/Guidance : If a player is very well aware about how to perform or how to do that activity, then his performance is better. This can be achieved if player had sufficient practice in past. Good coaching skills improve the performance. Guidance during activity has an important role in performance.

5. Punishment and Reward : If player is aware that what he gets from it or if he fails to do so then what he loses or gets punishment then performance is better.

6. Interaction Between Own Teammates : A interaction between own teammates improves performance during competition.

7. Organization and Officiating : Good organization, impartial officiating, good judgment etc. encourage the players towards the better performance.

MOTIVATION

DEFINITION : Motivation is the process in which the learner's internal energies or needs are directed towards various goal objects in his environment. In other words, Motivation is the condition which increases the desire to perform better.

The word motivation is derived from the Latin language word named as "Motum" which means move, motor and motion.

According to Alderman : Motivation is the general level of arousal to action in an individual.

According to Elizabent : Motivation is the direction and intensity of behaviour.

According to Johnson : Motivation is the influence of general pattern of activities indicating and directing the behaviour of the organism.

According to Goods : Motivation is process of arousing, sustaining and regulating an activity.

According to Singer : Motivation is the urge to push forward a specific goal.

According to Bernard H.W : Motivation refers to all those phenomena which are involved in the stimulation of action towards particular objectives where previously there was little or no movement towards those goals. In other words, motivation is the force which moves an individual's interest.

According to Murray : Motivation is an internal factor that arouses, directs and integrates a person's behaviour.

According to Crooks : Motivation is any condition that might energise and direct our actions.

According to Derver James : Motivation is an effective conative factor which operates in determining the direction of an individual behaviour towards an end or goal consciously apprehended or unconscious.

According to Stage : Motivation can be defined simply as the direction and intensity of one's effort.

According to Morgan and King : Motivation refers to a state within a person or animal that drives behaviour towards some goal.

According to Crow & Crow : Motivation is considered with the arousal of the interest in learning and to the extent is the basis of training.

According to Maslow : Motivation is constant, never ending and complex and is almost universal characteristic of particularly every organic state of affairs.

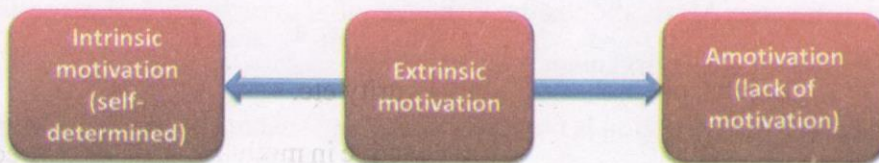
According to P.T. Yong : Motivation is the process of arousing action, sustaining the activities in progress, and regulating the patterns of activity.

3.3 (i) TYPES OF MOTIVATION AND METHODS TO MOTIVATE PLAYERS

The types of motivation are given below :

1. Internal motivation : Internal motivation is also known as natural motivation.

In this type of motivation, a person does not require an external help for motivation. Instead, the motivation comes from within the person. So it is referred to as Internal Motivation. Internal motivation depends upon following factors :



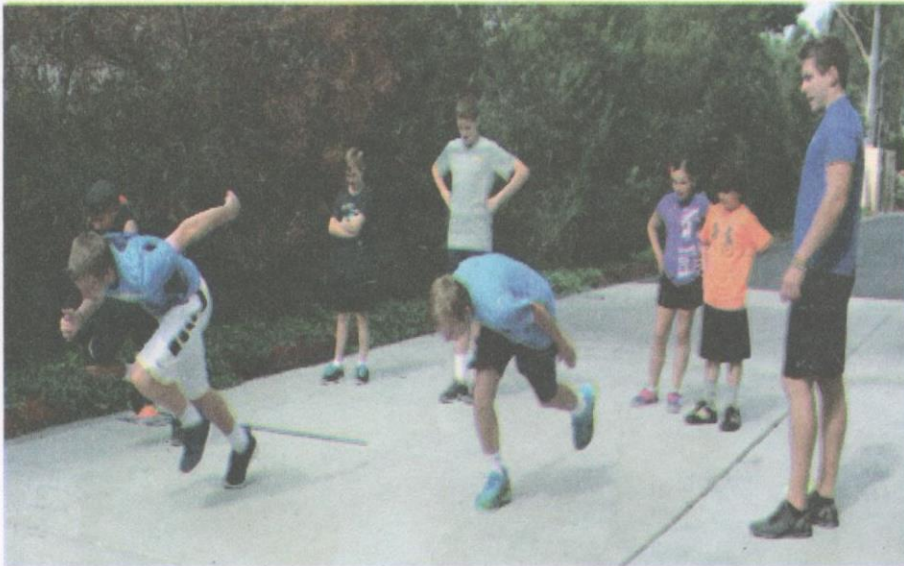
(i) Positive attitude : Positive attitude means to have good interest to learn new things and try to improve them with one's own experiences. These persons have high intrinsic motivation.

(ii) Goal Setting : The individual who has a clear goal is set or has decided what to do in future has high internal motivation.

(iii) **Self appraisal :** The individual who tries to improve for self and not for others, has self appraisal and as there is no pressure or restriction, he will have high intrinsic motivation.

(iv) **Auto suggestion :** Auto suggestion is employed by persons who correct and rectify their actions. They try new methods to progress. They have high intrinsic motivation.

2. External Motivation : This type of motivation is provided by some external medium. Generally a coach, a teacher, a friend or parent motivate a person to fulfill a particular task. They inspire the individual to continue with more determination.



External motivation depends upon following factors :

(i) **Active participation :** Active participation develops leadership qualities which encourages the individual to continuous progress.

(ii) **Rewards :** Rewards are of various types and help in achieving the goal, like, honour, recognition, social status, jobs, prize, professional security etc.

(iii) **Audio-visual aids :** Audio-visual aids are effective in motivation, since in effective learning there is more clarity of goal which involves large number of sensory organs.

(iv) **Punishments :** Punishments are of various types like social withdrawal, physical punishment, blame, etc.

(v) **Goal Setting :** The individual whose goal is clear will have high motivation and there are more chances of his progress.

(vi) Teaching methods : Teaching methods directly influence for a high performance if they are effective

(vii) Equipments and Surroundings : Modern equipments and healthy surroundings are important motivating factors for high performance.

Methods of motivation : Methods of motivation are given below :

(i) Healthy Environment : Healthy, clean and hygienic environment is helpful to motivate the individual to participate to maximum level.

(ii) Positive talk : Positive talk by the teachers or coaches motivates an individual. It helps the individual to change his thinking and behaviour during the game, it has also a great role for players and athletes at international level.



(iii) Prize : Prize also motivates an individual. Jobs, cash prizes and scholarships can be given to the winners.

(iv) Punishment : Punishment should be given to the players for wrong things. It can improve their performance.

(v) Active participation : Active participation of a player as well as trainer helps in the improvement of performance. If any one of them is lacking it will affect the player's performance.

(vi) Healthy competition : Healthy and good sports competition motivate the individual improve performance.

(vii) Role of mass media : Media plays an important role in motivating the players. Coverage of performance of the sportspersons gives boost to their self confidence.

(viii) Coaching and Guidance : Good coaching skills improve the performance of the players. It should involve good teaching methods.

(ix) Jobs : Outstanding sportspersons can be offered good jobs according to their achievement and educational qualifications. There are various departments which provide jobs to good sportspersons e.g. Police departments in various states, Indian railways, Banks, Air India, etc.

(x) Role of Spectators : Spectators play an important role in motivating the players. Good and positive response of spectators encourage the try to players and they give their best.

3.4 SPORTSMANSHIP AND SPORTS ETHICS

Sports ethics mean morality in the field of sports. It means to be moral specially at the sportsfield, If the players have these moral values, it will be beneficial: for them not only on the playground but outside also. In fact, sportsmanship and sports ethics are deeply interrelated.



Generally, sports and games occupy a good amount of time in the lives of many people. The effect of sports participation may be negative, positive negligible and sometimes very significant. It gives ample opportunities to learn ethical values and-sportsmanship qualities but it does not mean that participation in sports will definitely develop sportsmanship and ethical values. On the contrary, there are many opportunities in sports for children to learn rude or unsportsman like behaviour. Sports are no different from other activities in life with opportunities for individuals to show good or bad behaviour. Much depends on the goals, philosophy of the training programme, the coach and on the outlook of the parents. But with proper direction they can develop desirable qualities such as leadership, discipline, determination, hard work, fair play, cooperation and mutual respect. If the coaches and parents encourage cheating and winning at all costs, that's what the children will learn.

3.5 METHODS TO DEVELOP OF SPORTSMANSHIP AND SPORTS ETHICS

Following methods can be helpful in developing the sportsmanship and sports ethics :

1. Encouragement to Positive Actions : Before, during and after the game positive actions of the players should be encouraged. The coach should never forget this part because this will be helpful in inculcating ethical values among the players. If any player makes a good comment or a right approach, he should be encouraged at the same time. Such approach of a coach will certainly have a good affect on other players. They will learn to show a real concern for each other, cooperate and share, to make fair and honest decisions and to play by the rules.



2. Discussions About Right and Wrong : The coach or physical education teacher should have some discussion about right and wrong. Such discussion can be done after the game. But it is not easy to say, what is right and what is wrong. An action may be right for a player but may be wrong for other player. As it is said, “Nothing is good and nothing is bad, only thinking makes it so.” Even then, a coach if he himself has right approach can differentiate between right and wrong actions through healthy discussions. This type of discussion will be valuable for developing ethical values and sportsmanship qualities among the players.

3. Sportsmanship Award : Most of the coaches, who lay stress on sportsmanship qualities as well as ethical values, are of the opinion that sportsmanship award should to given to the players. During the competition, the sportsmanship qualities as well as ethical values of the players should be observed vividly so that this award could be given to such a player who shows high level of

sportsmanship. This trend will enhance the chances of fair play, cooperation, honesty, mutual respect and courtesy among players.

4. Punishment for Negative Actions : For developing sportsmanship qualities and ethical values, punishment should be given for negative actions. Such punishment should be in right form but it should be given immediately at that time, when negative actions take place. The player should be discouraged from making any negative comments to opponents, spectators or to officials before, during and after the play.

5. Reward and Praise : Reward and praise the player when he/she shows sportsmanship. Quite often we tend to comment, only on poor behaviour that attracts our attention. Do not take good behaviour for granted. So, If a player shows good sportsmanship qualities and ethical values he/she should be appreciated after the game. Sometimes, praise can be more effective than reward,

6. Use of Positive Examples : If a coach plays with a team during the training, he should also use some positive examples before the players. They also watch vividly the positive and negative behaviour of the coach. If you break the rule in order to win, they will assume that it is all right. It will show a unethical and poor sportsmanship. So, the coach also needs to reinforce correct behaviour. He should not make any negative action before the players, otherwise, it will have a negative effect on the players. Rather he should use positive examples before players. The development of sportsmanship qualities and ethical values depends a great deal on quality of leadership. Some coaches may encourage the players to cheat and break the rule in order to win, others do not encourage cheating but turn a blind eye to it; this will teach the players that poor sportsmanship is acceptable. If the coach stresses on fair play and honesty, the player will likely develop the ethical values and qualities of sportsmanship.

No doubt that sports and games provide a number of opportunities for the development of positive ethical values and sportsmanship qualities, but it does not mean that merely participation will enhance these qualities in the players. In fact, it requires persistent endeavours for developing these qualities among sportspersons.

EXERCISE**❖ Very Short Answer Type Questions :**

1. What do you mean by sports Psychology ?
2. Write about the role of motivation in sports.
3. Mention the types of motivation.
4. Define sportsmanship.
5. What is meant by sports Ethics ?
6. Explain any one methods of development of sportsmanship and sports Ethics.

❖ Short Answer Type Questions :

1. Write a note about Psychology and Sports Psychology.
2. Explain any three Psychological factors affecting in performance in games and sports.
3. Define motivation.
4. What is the role of motivation in sports ?
4. Describe any three methods to motivate players.
5. Write the methods of development of sportsmanship and sports Ethics.

❖ Long Answer Type Questions :

1. What is sports psychology ? Describe the Psychological methods effecting the performance in sports.
2. Write in detail about the achievements and motivation in sports.
3. What is sportsmanship and sports ethics ? Describe the methods of developing sportsmanship and sports ethics.