

**“MAA” OMWATI COLLEGE OF EDUCATION
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Notes

B.P.Ed.- Semester-3rd (2021-22)
SPORTS PSYCHOLOGY

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UNIT-I
INTRODUCTION
MEANING, NATURE AND SCOPE OF SPORTS PSYCHOLOGY

What is sports psychology

Sports psychology means applying psychological theories and concepts to aspects of sports such as coaching and teaching. Sports psychology is concerned with analyzing human behavior in various types of sport settings. It is individual behavior acting individually and acting in a group. The sports psychologist uses psychological assessment techniques and intervention strategies in an effort to help individuals to achieve their optimal performance. Sports psychology is an applied psychology with three major activities such as clinical, educational and research.

Sports psychology focuses on learning and performance; and training and performance. Sports psychology considers both participants and spectators. Emotional factors like anxiety, stress and motivation play an important role in sports psychology.

Definition of Sports Psychology- Mr. Coleman Griffith was first person, who use the word sports psychology and known as the father of the sports psychology, also use laboratory for sports person.

1. Alderman (1980)- Sports Psychology is the effects of sports itself on human behavior.
2. Cox (1985)- Sports Psychology is a field of study in which, the principles of Psychology are applied in a sports setting.
3. Cratty (1989) Sports Psychology is a sub-category of Psychology focusing on athletes and athletics. Divide in various parts- Experimental sports psychology involve research on the psychological variables that effect athlete and his performance, through field and experimental studies. Educational sports Psychology, clinical Sports Psychology, developmental Sports Psychology

PSYCHOLOGICAL BENEFITS / IMPORTACNE IN PHYSICAL ACTIVITIES

1. It improve psychological and physical well being
2. It improve mood state, is an outlook of life, emotions, behavior, thought process etc.
3. It provide mental Therapy to relax physically and decrease chronic/severe depression
4. It decrease the state of anxiety or feeling of tension, apprehension, fear of difficult situations
5. Managing mental Stress
6. It develop self concept, self-esteem, self-efficacy and self confidence
7. The social development, a psychological human need
8. It help to achieve Peak moment/peak flow
9. Recreation, feel refresh mentally and physically
10. Sense of Achievement, by taking risk, provide excitement and achieve mastery
11. Offer Aesthetic and creative experience in dance and rhythmic activities

PSYCHOLOGICAL FACTORS EFFECT PHYSICAL PERFORMANCE

1. Individual Differences of the Athletes- in terms of physiological, physical-height, weight etc., anthropometrical differences, psychological-extrovert, introvert, withdrawn, level of perception, tough minded, emotional arousal etc.
2. Personality- It is totality of human being-experiences, memory, perception, imagination, instinct, habits, thought, sentiments etc. constitute personality, which can not be same in peoples. These personality traits determine sports out put.
3. Intelligence- It is aggregate of mental capacity or energy to think rationally / logically, deals effectively with environment / situations. Also effect complex skill activities.
4. Attitude- it is about thoughts and feeling, the responses decide the learning, like-dislike etc. to the sporting activities.
5. Motivation- it is a force, to drive promptly, compulsion, energy in action, to get goal at fix time, learning effects, interest, set right attitude.
6. Aggression- it is a behavior of the struggle for high goal, supremacy, dominance and excellence in sports, but not hostility, helps to achieve optimal arousal and play as per rules.
7. Arousal and Activation- it reflects varying degree of readiness, energy mobilization. It is a type of bodily states feeling with better activation
8. Anxiety- it is a disturbed state mind, emotional reactivity, arousal nervousness and unrealistic state of mind, so for optimum performance need optimum anxiety.
9. Attention and Concentration- it is for to concentrate on one object+++, which help alertness and preparedness, so effective efforts as per abilities. The PSTs helps to improve the attention and concentration.
10. Mental Imagery-It is mental ability to deal with emotional state of mind or mind set. It is mental rehearsal for smooth free flow movement of technique. It improves the execution capacity of skill.
11. Group Dynamic- it is related with the merging with team efforts, adjustment with in team or group, feeling of togetherness, mutually influentially stability of teamwork.

2. LEARNING

Learning-It related or defined as a change, a modification or an adjustment in the behavior of a individual as a result of learning new responses in the form of new knowledge, skills, experience, change attitude and the changes are permanent in nature, social values and behavior. According to Carry, the learning in the broadest sense is the organization of behavior according to the performance demands of some assigned task.

There are Three Types of Learning / Training-

1. Positive Transfer of Learning- The old skill help to learn new skill responds to new stimulus is easy. So positive transfer depends upon intelligence, assistance of teacher / coach leads to positive in leaning.
2. Negative Transfer of Learning- It can due to incorrect past learned skill, permanent habit to do particular movement / autoimmunization.

3. Zero Transfer of Learning- In case of new skill can be zero transfer for some time or lack of mental and physical abilities, interest, attitude etc.

Theories of Learning-

1. Trial and error theory

This theory was given by Edward L Thorndike. His experiment was on cat and fish, the experiment sums the following stages in the process of learning:

Drive: In the present experiment cat was hunger and was intensified by the site of the food.

Goal: To get at the food by getting out of the box.

Block: The cat was confined in the box with a closed door.

Random movements: The cat persistently tried to come out of the box without knowing how.

Chance Success: As a result of these striving and random movements the cat, by chance, succeeded in opening the door.

Selection (of proper movement): Gradually the cat recognized the correct way to manipulate the latch. It selected the proper way of manipulating the latch out of its random movements.

Fixation: At last the cat learned the proper way to open the door by eliminating all the incorrect responses and fixing only the correct response. Now it was able to open the door without any error.

2. Laws of Learning- E.L. Thorndike suggest three laws learning -

1. Law of Readiness- whether the learner is ready to learn the particular skill/task or not, by the use of force with out readiness will not be effective. This law is indicative of the learners state to participate in the learning process. Readiness, according to Thorndike, is preparation for action. It is essential for learning. If the child is ready to learn he learns more quickly, effectively and with greater satisfaction than if he is not ready to learn.
2. Law of exercise- the lot of numbers of repetitions of learning skill is required to learn the skill and perform it. This law has been classified into two parts:
 - a) **Law of use:** When a modifiable connection is made between a situation and response, that connection's strength is, other things being equal, increases.
 - b) **Law of disuse:** When a modifiable connection is not made between a situation and response, during a length of time, that connection's strength is decreased.
3. Law of effect- there must be some positive or negative effect of the learning process on the individual. Learning can be said to have taken place properly when it results in satisfaction and the learner's drives pleasure from it. In the

situation when the child meets failure or is dissatisfied, the progress of learning is blocked. Therefore, the satisfaction and dissatisfaction, pleasure or displeasure resulting from a learning experience decides the degree of effectiveness.

3. Learning by Insight Theory

Wolfgang Köhler (1887-1967), a German psychologist, studied anthropoid apes and became convinced that they behaved intelligently and were capable of problem solving. In one experiment, Köhler hung a bunch of bananas inside the caged area but overhead, out of reach of the apes; boxes and sticks were left around the cage. Köhler observed the chimps' unsuccessful attempts to reach the bananas by jumping up or swinging sticks at them. Eventually the chimps solved the problem by piling the boxes one on top of the other until they could reach the bananas. In another experiment, one chimp was given one short stick; beyond reach outside the cage were a longer stick and a bunch of bananas. After failing to reach the bananas with the short stick, Sultan used it to drag the long stick within reach. Then, finding that the long stick did not reach the bananas, Sultan finally solved the problem by fitting the two sticks together to form one long stick. With this stick, he successfully retrieved the bananas.

Köhler observed that the chimps sometimes wanted to give up their attempts. However, after an interval, they returned and came up with the solution to the problem as if it had come to them in a flash of **insight**. Köhler insisted that insight, rather than trial-and-error learning, accounted for the chimps' successes, because they could easily repeat the solution and transfer this learning to similar problems. In human terms, a solution gained through insight is more easily learned, less likely to be forgotten, and more readily transferred to new problems than solutions learned through rote memorization.

4. Theory of classical conditioning

Russian Psychologist I. Pavlov gave this theory; he was the only psychologist who was given the noble price in the field of psychology.

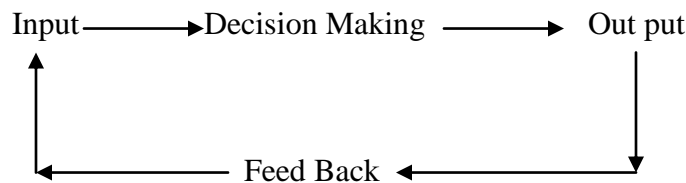
In one of his experiments, Pavlov kept a dog hungry for a few days and then tied him to the experimental table. The dog was made comfortable; the observer himself remained hidden from the door but was able to view the experiments. Arrangement was made to give food to the dog through an automated mechanism. He also arranged for a bell to ring every time food was presented to the dog. When the food was put before the dog and the bell was rung, there was automatic secretion of saliva from the mouth of the dog. The activity of presenting the food accompanied with the ringing of the bell was repeated several times and the amount of saliva secreted was measured.

After several trials the dog was given no food but the bell was rung. In this case also the amount of saliva secreted was measured, it was found that even in the absence of food, ringing of the bell caused the dog to secrete the saliva.

THREE TYPES OF LEARNING

1. Cognitive Stage- It improves the knowledge, problem solving capacity and mental process become efficient and more effective. It increase abilities, clarifying the understanding, develop and identifying new concept
2. Affective Learning- It includes positive, proper attitudes, Appreciations and values / sports values.
3. Psychomotor Learning- It enhance motor skills, automatisation of skills

A modal



STAGES OF LEARNING-

1. Cognitive Stage- Learn mentally or basic learning
2. Associate Stage- Refining of the skills.
3. Automatisation Stage-

THE FORCES INFLUENCING THE LEARNING

1. Readiness and Motor Learning- both physical and mental readiness is required.
2. Motivation and Motivation level- The condition with in to initiate or external conditions.
3. Reinforcement and Motivation Level- A continuous encouragement, praise or pat on back are required.
4. Individual Differences and Motivation Level- It effect all the above said factors, social and economic background, extrovert-introvert, difference in physical and mental abilities, personality, eagerness, interest etc.

MOTOR LEARNING CONCEPT

1. The practice session should be structured to promote optimal conditions for learning like- mindset, facilities, equipment etc.
2. Learner must understand the task to be learned
3. The nature of the task/skill to be learned should be considered, when designing practice

4. The nature and task and background of learner to teach the skill as a whole or part method
5. The requirements of the skill- like physical and mental abilities
6. The transfer of learning can facilitate learning of motor skills
7. Learner may face/experience plateaus in performance
8. The self analysis should be develop
9. Leadership determine the degree of learning

Transfer of Learning

Transfer of learning means **the use of previously acquired knowledge and skills in new learning or problem-solving situations**. Thereby similarities and analogies between previous and actual learning content and processes may play a crucial role

There are three types of transfer of learning:

- Positive transfer: When learning in one situation facilitates learning in another situation, it is known as positive transfer. ...
- Negative transfer: When learning of one task makes the learning of another task harder- it is known as negative transfer. ...
- Neutral transfer:

3. Motor skill learning is defined as the process by which movements are executed more quickly and accurately with practice. Motor skills are acquired over multiple training sessions until performance reaches a plateau. Motor skill learning occurs rapidly at first and then levels off with increased practice. Motor learning is the study of the processes involved in acquiring and refining skills. It offers techniques and strategies that work for coaches on a daily basis. Knowing basic concepts takes much of the guess work out of finding the best instructional sequences and progressions to learn sport skills. Motor learning allows us to develop new skills, such as mastering a tennis serve, and also ensures the accuracy of simpler reflex behaviors

Nature

cognitive phase	In the first stage , movements are slow, inconsistent, and inefficient, and large parts of the movement are controlled consciously.
Associative	In this phase Movements are more fluid, reliable and efficient Less cognitive activity is required
Autonomous	Movements are accurate, consistent and efficient. Little or no cognitive activity is required.

Principle of motor skill learning

1. **PRINCIPLE OF INTEREST** ·
 2. **Principle** of Practice ·
 3. **Principle** of Distributed Practice ·
 4. **Principle** of **Skill** Specificity ·
 5. **Principle** of Whole-Part **Learning**.
- Factors affecting Motor Learning:**

- Verbal instructions.
- Practice.
- Active participation and motivation.
- Possibility of errors.
- Postural **control**.
- Memory.
- Feedback.

UNIT-II

1 ATTENTION AND CONCENTRATION

Attention is the ability to focus on a task or subject. • Concentration is the ability to maintain this attention for a certain amount of time. Concentration is an attentional process that involves the ability to focus on the task at hand while ignoring distractions. ... Next, the relationship between people's attentional focus (i.e., whether they “shine” their mental spotlight externally or internally) and skilled performance is investigated.

What is the difference between Attention and Concentration? Attention is an on and off activity and we can choose to pay attention to something or not. ... The process of paying attention for any length of time on an activity or object is referred to as concentration

Types of Attention

- Arousal: Refers to our activation level and level of alertness, whether we are tired or energized.
- Focused Attention: Refers to our ability to focus attention on a stimulus.
- Sustained Attention: The ability to attend to a stimulus or activity over a long period of time.

Improve Your Concentration

Environment

Your personal work environment plays a large role in your ability to concentrate. The more comfortable and welcoming your environment is, the easier it will likely be for you to stay there and focus.

Here are some ideas for improving your physical environment:

- Make sure you're comfortable – Start by ensuring that your chair and desk are at the right height for you to work comfortably. If your chair is too high or your desk is too low, you'll be uncomfortable, and you'll be tempted to use this as an excuse to get up and walk away.
- Put up pictures – Viewing a natural scene or watching wildlife can help improve concentration. If you're able to put up pictures in your office or work area, then choose landscapes or natural images that you enjoy. This can help your focus, especially if you can see the pictures from your desk.
- Shut out distractions as much as possible – Listening to music can help, especially if it's instrumental music. Some people even use "white noise" apps – these produce a steady, undistracting sound like ocean waves or falling rain. This steady background noise can drown out other noise, helping you focus better and ignore distractions.

Nutrition

Follow some simple nutritional tips:

- Drink water – Many of us don't think about drinking water while we're at work, yet dehydration can make us feel tired, irritable, slow, or even sick. When our brains don't have enough fluid, they can't operate at peak performance. Staying hydrated is an easy way to help improve your concentration during the day.
- Eat breakfast – Start your day with a healthy breakfast. It's much harder to concentrate when you're hungry, so eat a well-rounded meal before you go to work. You can also help your concentration throughout the day by keeping healthy snacks at your desk. Almonds, wholegrain crackers, fresh fruit, and vegetables are good choices.
- Get up and move around – Do you walk around during the day? If you're like many people, you probably don't move around enough. Research has shown that regular walking can help increase your focus during the day.

Mindset

Constant distractions, and the low productivity that's associated with these distractions, have become so commonplace in today's offices that doctors have even given it a name: Attention Deficit Trait, or ADT. And, they say that entire organizations can suffer from it.

2 Motivation and Emotion

Motivation- The motivation is the one of the most important factor in sports psychology. It drives from a Latin word – ‘ movere’ means to change or to move or to drive / moved / driven by inner urge or force to achieve the goal. One inspired, stimulated, stirred to act in a particular way / manner to a goal. It compels, prompts and energizes with motive. It process in a specific manner as – desire, wish, aim, drive, urge, action and achieve the goal. The need is required for motivation, which inspired to do the act. The motive work as energetic force to get the goal, such as hunger motive, thirst, sex, combative, affiliation, achievement, urge to escape, personal, social motives, play / compete for sports excellence etc. When we ask why a person is behaving in a particular way, we are often talking about motivation. Motives are factors that are active rather than inactive and lead us to do one thing rather than another. Some motives are based upon the survival need of the body such as hunger, other are psychological such as achievement.

What is Motivation and Meaning of Motivation?

Definition-

Murry- It is an internal factor that arouses, direct and integrates a person's behavior.

Sage- It is the direction and intensity of one's efforts.

Crooks and Stein- It is any condition that might energize and direct our actions.

Richard Alderman- It is the tendency for behavior to be controlled by its connections to consequences and tendency to this behavior to persist until goal is achieved.

Morgan and King- The motivation refer to state with in a person or animal that drives behavior towards some goal.

-Motivation refers to those factors that activate behavior and give it direction.

-Motivation is a state within a person that pushes or pulls a person toward some goal.

- In sports the motivation drive and urge to learn skill, hard sports training and win the match/event to defeat the opponent.

-So motivation has three aspects

- a. The driving state
- b. The driving state arouses and directs behavior
- c. The goal toward which the behavior is directed.

Motivation has the following characteristics

- a. Motivations are never observed directly, they are inferred from behavior
- b. Motives are powerful tools for the explanation of behavior
- c. Motives enable us to make predictions about what an organism will do in the future

There are two Types of the Motivation

- A. Intrinsic Motivation-It refer to the sense of belonging naturally or inherent / innate, the natural urge, inner appetite, inherent interest such as athlete / player play for pure enjoyment and satisfaction in a physical activity. It is the inwardly competitiveness and self-determining for mastery of task or enjoy the task, excitement, have fun in competition. It includes physiological and psychological motives come by satisfaction and fulfilment of needs. The coach or teacher better motivates the health and sporting activities conscious individuals. Intrinsic Motivation can be divided in three parts- 1. Intrinsic Motivation towards the knowledge of the new skill to be learned. 2. Intrinsic Motivation towards accomplishment means the mastery of the skill. 3. Intrinsic Motivation to experience the stimulation of the assigned task.
- B. Extrinsic Motivation- It refer to the drive by the external pulls, forces, attractions, incentives etc. called the extrinsic motivation, such as prize glory, recognition, position/status, medal, trophy, job, near-dear person etc.

But the both the types motivation works better in combination or some times replaced by each other. The intrinsic motivation is better for general health and physical fitness, leads to life long process.

Methods / Factors of Motivation-

1. Know the athlete, his behaviour, interest etc.
2. Apply innovative curriculum,
3. Teacher work as Motivator,
4. Freedom to the beginner,
5. Begin with whole technique or work,
6. Proper equipment,
7. Friendly environment,
8. Variation in activity,
9. Optimum length of activity,
10. Assigning well-defined roles,
11. Incentive factor,
12. Level of Aspiration,
13. Reinforcement-position/rewards and negative punishment,
14. Praise, appreciation and criticism,
15. Scholarships,
16. Competition,
17. Successes and failure,
18. Feedback,
19. Social setting or social pressure,
20. Shared responsibilities,
21. Grading,
22. Mass media.

In the competitive sports, the key factors of motivation for the accomplishment are- better performance, select difficult and challenging task, the elite athletes remain highly motivated, enhance physical and mental abilities, the high motivation reduced the emotional arousal on a crucial time of sports performance, high level of motivation achieve by long process of sports competition experience.

R.N. Singer define sports performance as-

Sports Performance = Learning + Motivation.

Therefore, the motivation gives energy, select task, set tough goal, but different in athletes. So, the motivation should be applied very carefully and efficiently.

Motivational Causes / Cycles

Many, but not all, motives have a cyclical nature: they are aroused, they trigger behavior, which leads to a goal, and finally, after the goal is achieved the cycle is completed.

1. **Drive**- the needs are biological or physiological pushes or an aroused state that usually arises from an underlying need. The needs drive as arouses awareness to satisfy the need. The strength of drive depend upon the strength of the need
2. **Behavior**- instigated by drive state. Such as hunger drives an animal to search for food.
3. **Goal**- the satisfaction or reduction in drive state by reaching a goal.
Example- thirst: a lack of water in body produces need of drive state (first stage), arousing an exploratory behavior (second stage), to find water is goal (third stage).
4. Personality Effected **Interest**, which is refer as personal goal, interest in the activity, sense of direction and enthusiastic to set the life. The interest is permanent tendency or a mental structure for action, a motivating force. It is an interest, which are the disposition / traits in its dynamic aspects or driver.
5. **Attitude**- In the beginning, it is tendency to seek or avoid something. It is merely liking / disliking, approval / disapproval, but all things are not real; it changes in due course of time. **Mr. Stagner, define** as the attitude means that one associate with a certain object / idea, which influence his acceptance of it. An element of acceptance / avoidance is present in any attitude, but changes time to time.
Mr. Stagner, define it as, the attitude is a belief that predisposes one to act and feel in certain ways. It learned by a process of interpretation, responses and confirmation. The learned attitude of a child with the experiences of dog, snake, sports skill etc. It is realistic summary of experiences, responses that one likes what works out well and avoids the bad works and vice versa.

Concept of Need, Drive and Motive-

The needs are generated by the wishes / desires, to satisfy the needs one has improve his/her abilities. The needs are infinite or in greater number, Mr. Murry, enlisted 37 needs and divide in two category-

1. **Biological Needs**- They are referring as organic or bodily need or called fundamental/Primary needs like- a) O₂, water, foods, b) Rest / sleep, action / work, excrete waste product of body, fix body temperature, avoid pain, protection from hard weather and natural calamities, wild animals etc. c) Satisfying of sex need / urge / experience, which meant for proper growth and development, adjustment, well being, happy life, continuity and survival of human being. d) The demand of senses for total welfare and optimum growth.

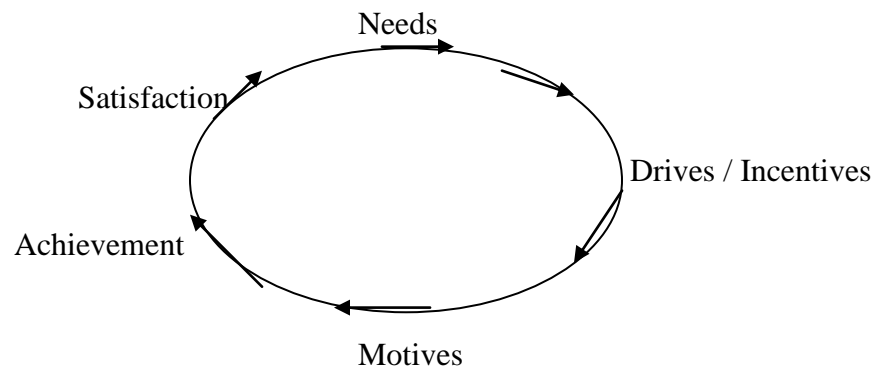
2. **Socio-Psychological Needs-** These are for socio-cultural environment known as secondary needs such as- fear, anxiety, social struggle, aggression and dependence as a result of social interaction. The biological and its mechanism called 'homeostasis' was first time used by W.B. Cannon (1932) that our body system constantly function and maintaining a normal state of balance between input and output to fulfill the need of the system and organs. This maintaining of overall physiological balance is called 'Homoeostasis'. When, there is an imbalance, need to restore the balance, so drive arises to work as instigate the behavior of the human being.

The needs classified as- a) Need for freedom / independence, b) Social and economic security, c) Need for love and affection towards members of family and near and dear, d) Need to achieve goals of life and self satisfaction, e) Need for recognition and social approval, f) Need for company as human being is social animal, g) Need for self assertion for dominate the others, h) Need for self expression or actualization as per their potentiality / talent and interest.

The Drives and Incentives- The drives are influenced and guided by incentives, like praise, appreciation, rewards, bonus, fulfillment of one's needs and achievement of desired objectives. The incentives works as reinforcing agent, add force to drive to satisfy the need and work hard for that.

The Motives- they are similar to the drive, but it works as basic activation force behind a particular behavior. Rosen, Fox and Gregory (1972) proved that a motive could be defined as readiness or disposition to respond in some ways and in variety of situation.

The motives is an energetic force / tendency –learned or innate, working with in the individual to compel, persuade or inspire him to act for satisfaction of his needs or attain specific goal or purpose.



Biological Motivation-

The biological drive is mostly rooted in the physiological state of the body. There is many such drive, including hunger, thirst, sex, temperature regulation, sleep, pain avoidance etc. The following discussion will cover three major biological motives i.e. hunger, thirst and sex.

1. The Arousal of biological motives

The Role of Homeostasis: - Imbalance in physiological conditions, such as loss of water in body tissue, is balanced by triggering drives (thirst) or motives. This balance is called homeostasis.

The Role of Automatic Mechanism: - Many automatic mechanisms maintain the balanced condition of homeostasis such as body temperature. This mechanism is supplemented by Regulatory or motivated behavior such as closing the window, putting on sweater so that temperature goes down.

The Role of Certain Hormones: - Some hormones circulating in blood, especially sex hormones, are also important in the arousal of some biological motives. But they are more applicable to lower animals.

The Role of Sensory Stimuli: - such as smell of food.

Cognitive factors: - play an important role in arousal of some biological drives, such as thinking about physical intimacy with one's partner and getting aroused.

Some Biological Motivations

- a. Hunger- Biological regulation of hunger- hunger is regulated by two systems
- b. Activating or initiating system
- c. Satiety system

The two parts of the hypothalamus, lateral and ventromedial, play a role in this two-hunger control system. This role has been demonstrated through experiments on rats when lateral hypothalamus was electrically stimulated a well-fed rat began to eat. When ventromedial hypothalamus was stimulated even a starved rat stopped eating.

Hypothalamus uses the following information from body to regulate eating behavior.

- a. **Stomach Contractions-** the stomach contractions signal the activating or initiating system, while the full stomach activates the satiety system.
- b. **Blood Sugar Levels-** eating is also regulated on a short-term basis by the amount of sugar (Glucose) in the blood. When glucose level falls below the needed level, it activates the appetite. When eating has raised the concentration of glucose to a sufficient level, the satiety system makes the organism to stop eating.

Psychological factors in Hunger –

- Role of external incentives
- Role of learning
- Role of emotions.

1. **Thirst-**The thirst drive and drinking are mainly triggered by two conditions of the body:

- a. Loss of water from body cell- dehydration.
- b. Reduction of blood volume (Blood pressure).

The replacement of water/fluid makes us to stop drinking and receptors from stomach sends the signal to the brain to stop drinking.

2. **Sex-** Since the sexual drive has its basis in physiological condition the sex is considered as biological motive especially in lower animals. But for humans and higher primates sex drive involves lot of psychological factors. So sex is considered partially biological. The sex drive differs from hunger and thirst in the following ways:

- a. Sexual drive is not triggered by homeostasis because sex is not a response to a lack of some substance in the body.
- b. Sexual drive, at least in humans, does not arise from an excess of hormones in the blood.
- c. While hunger, thirst and other primary motives are necessary for the survival of the individual the sexual motive is essential to the survival of the species.

The Biological Basis of Sexual Motivation-

A. **The Role of Hypothalamus-** hypothalamus and related brain structures play a role in initiating sexual behavior

B. **The Role of Sex Hormones-** Testosterone in males, Estrogens in females.

C. **The Sexual Response Cycle** – 1.Excitement, 2. Plateau phase, 3.Orgasmic phase, and 4.Resolution phase.

In the higher primates and humans sexual drive is primarily triggered by external stimuli, may it be visual or auditory. Sexual motivation has an individual difference.

Psychosocial Motives- Learning plays an important role in motivation. Social motives are complex and learned. They are called social because they are learned in social groups, especially in the family and because they often involve other people. As social motives are learned and their strength varies from individual to individual, they persist and are never fully satisfied over the years. So social motives are:

1. General
2. Persisting
3. Complex
4. Learned.

Some Psychosocial and Biological Needs / Motives / Types of Motives

1. **The Need/Motive for Achievement-** to accomplish things and to be successful in performing tasks.

-Studies have shown a positive correlation between high achievement need and better job performance.

-A high achievement need in an adult is rooted on the way his/her parents have treated him/her.

2. **Need Motive for Affiliation-** Motive to be with other people.

-People who are high on this need are motivated to seek the company of others and to maintain friendly relations.

-In order to overcome many fears, this need arises.

3. **Motives/Need for Power-** Important social motive and expressed by

- i. Identifying with powerful people

- ii. Gaining control over others
 - iii. Seeking to have personal influence over other people.
 - iv. Influencing others through the organization to which the person belongs
4. **The Motive to Explore-** Need to explore the environment is influenced by our curiosity (what will happen if) and sensory stimulation.
 5. **Achievement Motive / Needs-** The need or motive to achieve the set goal in the competition.
 6. **The Competence Motivation-** Motivation to master the challenges in the environment.

There are two types of motivation that are closely related to competence.

- a. **Intrinsic Motivation-** the desire to be effective and to perform behavior for its own sake.
 - b. **Extrinsic Motivation-** a desire to perform behavior due to promised rewards or threats of punishment.
7. **The Motive of Self-Actualization-** The motive of self-actualization refers to an individual's need to develop his/her potentialities, in other words to what he/she is capable of doing. Self-actualizers, then, are people who make fullest use of their capabilities.
 8. **Hunger / thirst / Sex** (hormones- testosterone & estrogens), **Maternal Motives-** refer to as biological motives
 9. **Aggression Motives-** to harm others, but in sports use to defeat opponents.

Frustrations and Conflict

-The motives are not always achieved or fulfilled. Things happen that prevent us from reaching the goals toward which we are motivated.

-Frustration refers to the blocking of an attempt or behaviour to achieve some goals, and it often generates negative emotion such as anger, fear, anxiety etc.

Sources of Frustration- the causes of frustration are to be found in

- 1) Environmental forces that block motive fulfillment.
- 2) Personal inadequacies that make it impossible to reach the goals.
- 3) Conflicts between and among motives.

Conflict- is the state in which two or more motives cannot be satisfied as they interfere with each other.

Types of Conflict

1. **Approach-Approach Conflict-** conflict in which the individual must choose between two positive goals of approximately equal value.
2. **Avoidance-Avoidance Conflict-** conflict in which the individual must choose between two negative outcomes of equal value.

3. **Approach-Avoidance Conflict**- often the most difficult because in this type of conflict a person is attracted and repelled by the same goal or motive. In this conflict, achieving a positive goal will produce a negative outcome as well.

UNIT-III

1.PERSONALITY

The personality derived from root word of Latin –'persona', means masks that actor use in theatre / plays. But now, it signifies the physical make up, way of walking, talking, dressing etc.

Definition of Personality-

1. Allport (1961) defined as 'the personality is the dynamic organisation with in the individual of those psychophysical system that determine his characteristics, behaviour and thoughts.
2. Guilford (1959) 'It is a person's unique pattern of traits.'
3. S.R. Maddi (1976) 'It is stable set of characteristics and tendencies that determine those commonalities and differences in the psychological behaviour (thoughts, feeling and actions) of the peoples that have continuity in time and that may or may not be understand in terms of the social and biological pressures of the immediate situation alone.'

4. .'

Characteristics of personality:

- **Personality** is something which is unique in each individual.
- **Personality** refers particularly to the persistent **qualities** of an individual.
- **Personality** represents a dynamic orientation of an organism to the environment.
- **Personality** is greatly influenced by social interactions.

Dimension of personality

The five broad personality traits described by the theory are extraversion (also often spelled extroversion), agreeableness, openness, conscientiousness, **and** neuroticism. **Trait theories of personality have long attempted to pin down exactly how many personality traits exist.**

Openness

This trait features characteristics such as imagination and insight. People who are high in this trait also tend to have a broad range of interests. They are curious about the world and other people and eager to learn new things and enjoy new experiences.

People who are high in this trait tend to be more adventurous and creative. People low in this trait are often much more traditional and may struggle with abstract thinking.

Extraversion

Extraversion (or extroversion) is characterized by excitability, sociability, talkativeness, assertiveness, and high amounts of emotional expressiveness.¹ People who are high in extraversion are outgoing and tend to gain energy in social situations. Being around other people helps them feel energized and excited.

People who are low in extraversion (or introverted) tend to be more reserved and have less energy to expend in social settings. Social events can feel draining and introverts often require a period of solitude and quiet in order to "recharge."

High

- Enjoys being the center of attention
- Likes to start conversations
- Enjoys meeting new people
- Has a wide social circle of friends and acquaintances
- Finds it easy to make new friends
- Feels energized when around other people
- Say things before thinking about them

Low

- Prefers solitude
- Feels exhausted when having to socialize a lot
- Finds it difficult to start conversations
- Dislikes making small talk
- Carefully thinks things through before speaking
- Dislikes being the center of attention

How Extroversion in Personality Influences Behavior

Agreeableness

This personality dimension includes attributes such as trust, altruism, kindness, affection, and other prosocial behaviors.¹ People who are high in agreeableness tend to be more cooperative while those low in this trait tend to be more competitive and sometimes even manipulative.

High

- Has a great deal of interest in other people
- Cares about others
- Feels empathy and concern for other people
- Enjoys helping and contributing to the happiness of other people
- Assists others who are in need of help

Low

- Takes little interest in others
- Doesn't care about how other people feel
- Has little interest in other people's problems
- Insults and belittles others
- Manipulates others to get what they want

Neuroticism

Neuroticism is a trait characterized by sadness, moodiness, and emotional instability.¹ Individuals who are high in this trait tend to experience mood swings, anxiety, irritability, and sadness. Those low in this trait tend to be more stable and emotionally resilient.

High

- Experiences a lot of stress
- Worries about many different things
- Gets upset easily
- Experiences dramatic shifts in mood

The Big Five Personality Traits

- Overview.
- **Openness.**
- **Conscientiousness.**
- **Extraversion.**
- **Agreeableness.**
- **Neuroticism.**
- Universality.
- Influential Factor
- feels anxious
- Struggles to bounce back after stressful events

2. MENTAL HEALTH:

A person's condition with regard to their psychological and emot

ional well-being. Mental health refers to cognitive, behavioral, and emotional well-being. It is all about how people think, feel, and behave. People sometimes use the term "mental health" to mean the absence of a mental disorder. Mental health can affect daily living, relationships, and physical health.

Types of mental illness

- mood disorders (such as depression or bipolar disorder)
- **Anxiety disorders.**
- Personality disorders.
- psychotic disorders (such as schizophrenia)
- Eating disorders.
- trauma-related disorders (such as **post-traumatic stress disorder**)
- Substance abuse disorders.

DIMENSION OF MENTAL HEALTH:

The Seven Dimensions include Physical, Intellectual, Environmental, Vocational, Social, Emotional and Spiritual health.

Poor mental health: Simply put, this is when our mental health is not what we would want it to be. Finding it difficult to manage how we think, feel, act with respect to daily stresses could be a sign of poor mental health

Causes

For example, the following factors could potentially result in a period of poor mental health: childhood abuse, trauma/shock, or neglect. Social isolation or loneliness. Experiencing discrimination and stigma/shame/dishonor.

Improve

Discover a positive self-concept

Learn to love and parent yourself

Start caring for yourself

1. Value yourself: Treat yourself with kindness and respect, and **avoid** self-criticism.
2. Take care of your body: Taking care of yourself physically can improve your **mental health**. ...
3. Surround yourself with good people: ...
4. Give yourself: ...
5. Learn how to deal with stress: ...
6. Quiet your mind: ...
7. Set realistic goals: ...
8. Break up the monotony:

3.Goal setting: Goal orientation is **the** degree to which **a** person or organization focuses on tasks and **the** end results of those tasks. Strong **goal orientation** advocates **a** focus on **the** ends that **the** tasks are made for instead of **the** tasks themselves and how those ends will affect either **the** person or **the** entire company. involves the development of an action plan designed in order to motivate and guide a person or group toward a **goal**. **Goals** are more deliberate than desires and momentary intentions. Therefore, **setting goals** means that a person has committed thought, emotion, and behavior towards attaining the **goal**.

Benefits of Goal Setting

- Provides **Direction**. First and foremost, goals give you a **direction** and destination. ...
- Clearer Focus on what is important. ...
- Clarity in Decision Making. ...
- Gives you control of your future. ...
- Provides Motivation. ...
- Gives you a sense of personal satisfaction. ...
- Gives you a sense of purpose in life.

Goal orientation is an "individual disposition towards developing or validating one's ability in achievement settings". Research has examined **goal orientation** as a motivation variable that is useful for recruitment, climate and culture, performance appraisal, and choice.

Types of goal setting

Goal-Setting

- Process **goals** are specific actions or 'processes' of performing. ...
- Performance **goals** are based on personal standard. ...
- Outcome **goals** are based on winning.

Take a look at the steps below to get started.

1. Think about the results you want to see. ...
2. Create SMART goals. ...
3. Write your goals down. ...
4. Create an **action** plan. ...
5. Create a timeline. ...
6. Take **action**. ...
7. Re-evaluate and assess your progress.

Mistake in making goal setting

1. Setting Unrealistic goals – They are vague or so far in the future you aren't overly motivated to accomplish them. Maybe you've set goals that are too challenging or too easy.

2. Focusing on too few areas – You only took the time to set a few goals. You could be thinking too narrowly. Maybe you didn't even aim at all.

3. Underestimating completion time – Did you remember to set an end date? Deadlines are essential to staying motivated. If you set a completion date maybe it needs to be re-evaluated.

4. Not appreciating failure – What can you learn from the last three weeks and how can you turn this failure into a win? Failure can motivate us to action just as much as success can – as long as we appreciate it and move on.

5. Setting other peoples goals – ‘Nuf said, you knew from the beginning that it was just for appearances!

6. Setting negative goals – This goal setting thing is all about how you feel about it. So, instead of setting a goal to “lose weight”, which has a negative feel (because it focuses on what you don’t want – your weight), change it to a positive statement like “get healthy.”

7. Setting too many goals – You have so many goals that you can’t keep them straight.

8. Quantity-vs-Quality – Not focusing on your most important and audacious goal. You find that you are picking and choosing the easy ones, but not necessarily the most important.

9. You’ve spent your time planning, instead of committing to a real goal – All the planners and good intentions in the world won’t work if you fail to *put it in gear*.

10. Failure to come to terms with the fears associated with the goal – Sometimes we are our own worst enemy. Did you define the challenges? What is getting in your way? Make sure you understand your environment and the challenges you are facing.

11. Not understanding the big picture – Have you defined your reason for doing the goal? Wanting to accomplish a goal because of our values can be more motivational than doing it for material reasons. So what is your big picture, value-vs-material?

12. Not setting short term goals as a way to reach the big one – It helps to break it down into smaller parts and review the progress. What are the measurements for your goal at 1 month, 3 months, 6 months?

13. Setting all or nothing goals – If you’re not enjoying the process, you’ve set the wrong goals!

UNIT-IV

1. **INTELLIGENCE:** the ability to acquire and apply knowledge and skills: Human intelligence is the intellectual power of humans, which is marked by

complex cognitive feats and high levels of motivation and self-awareness. Intelligence enables humans to remember descriptions of things and use those descriptions in future behaviors. It is a cognitive process.

2.

2. GROWTH AND DEVELOPMENT

GROWTH- The growth means to increase in size and weight i.e. the Growth of the muscles, skeleton system, brain and the body as whole in general. It refers to the physical changes take place. The mental and physical growth and development may be defined as the processes of becoming sensitive to problems, deficiencies, gaps in knowledge, missing elements and disharmonies, and identifying the difficulty, searching for solutions, making guesses, or formulating hypothesis about the deficiencies, and then testing and retesting those hypotheses and possibly modifying and retesting.

DEFINITION- Meredith define as “It is the entire series of anatomic and physiological changes taking place between the beginning of the pre-Natal life to death”

DEVELOPMENT- The growth and development both are interchangeable, but development is different, it indicates advancement, more enfoldment, progressive changes and greater maturity. The progressive changes occur in an orderly manner. It can be a predictable pattern as a result of maturation and experience. It is a more than physical changes, refer to qualitative and quantities changes. It is a complex process of integrating many structure and functions, involving both positive and negative changes-gains or loses, occurring in every phase of life. According to Piaget, people have an innate need to understand how the world works to find order, structure and predictability in their existence. This need is called as drive for equilibrium or a state of balance. This is the corner stone of Piaget’s theory. Ways of thinking as equilibrium is changes because of new experiences.

The growth in early life, the stability occurs in early adulthood and decline with aging in later life. The life starts with tiny single cell indifferent stages as under –

1. In the first stage the life starts with tiny single cell ZYGOTE, called a prenatal stage, then develop known as EMBRYO, then FETUS stage.
2. The second stage called Postnatal develops in tow sub stage- Parturate and Neonate.
3. Babyhood or Infancy- birth to two years
4. Early childhood- from 2-6 years and later childhood, from 6-13/14 years
5. Adolescence- 13-14 to 18-19 years and puberty considered for male-11-15 years and for female 10-14 years
6. Adulthood- from 19 to 60 years
7. Old age- 60 years and onward till death

PRINCIPLES OF GROWTH AND DEVELOPMENT

1. Principles of continuity- it is for that there is continuity in the once growth and development from birth to completion of adult hood

2. Principles of lack of uniformity in growth and development rate- sudden spurt, may not visible from birth to youth
3. Principles of individual differences- no two person having the similar types of growth and development, there is individual differences in development.
4. Principles of uniformity of the pattern- a definite or specific pattern of advancement in various stages of life of all species
5. Principles of proceeding from general to specific responses-
6. Principles of integration- Gradual integration of various movements i.e. part whole, easy to difficult, combination etc.
7. Principles of inter-relation- health + brain + emotions + social etc. inter dependence of all round total personality
8. Principles of interaction- in-betweens forces with in the individual and forces of environment / social. Heredity X/+ Environment.
9. Principles of predictability- the various stages of growth and development, vital in sports talent.
10. Principles of spiral versus advancement in growth and development-
11. Principles (Cephalocaudal mean longitudinal axis from head to foot) of Proximodistal Tendencies means from near to distance like from hips first and than legs and hands.

1. The principle of spiral advancement of G & D. help us to prepare and arrange for progress and consolidation of the proper progress during each stage for optimum development of the individual.
2. The natural tendency of the child should give due weight-age for proper G & D with optimal positive use of the environment to the individual.
3. The principle of interaction between heredity and environment develop all round personality, but with in the genetic make up. So arrange the best possible environment setting and experiences for a child during all the stages of human life.

Factors Affecting Growth and Development

There are certain factors, which affected the G & D of the individual. These factors can be divided in to two categories-

1. Internal Factors-

- Heredity Factors- the genes and chromosomes has the real contribution in the weight, height, color, muscles composition etc. The qualities and efficiencies of the physiological factors decided by the genes.
- Biological and Constitutional Factors- At the time of the birth, there may can be some internal deformities and the efficiencies of the various system like nervous system, blood circulation, respiratory system etc. affected the G & D of the individual.
- Endocrine or Ductless Glands also influence the G&D by means of hormones excretory system or the activities of the all such glands. The

excretion of the hormones should be in balance, i.e. if the pituitary gland excretes imbalance hormone leads to abnormal height.

- Defective Bodily Make-up- as handicap, deaf and dumb, short height etc provide a sense of inferiority complex.
- Intelligence Level- The high level of intelligence helps to take decision at crucial time. It affects the behavior; solve the problems, creative, imaginative and inventive ability, which helps proper G&D.
- Emotional Factor- The emotional adjustment, maturity in emotions, avoids negative emotion as – fear, anger, jealousy etc. So, keep the control over various types of emotions.
- Social Nature- One should be more extroverts, well socially adjusted and cope up with social environment leads to better G&D.

2. External Factors-

- The environment in the womb of the mother- the health of the mother, single or twins, nutrition in womb, any radiations / rays etc. the kind of the delivery- normal or surgery, any damage in womb etc.
- The Environment after the Birth- Any accident and incident in the life, qualities of the physical environment, medical care and nourishment, of the educational and vocational facilities. Quality or type of government, laws and organization of the society, quality of power and status of the country and family etc.

Different stages of development:

The key components of Erikson's model of human development include stage one, infancy, trust versus mistrust; stage two, toddlerhood, autonomy versus shame and doubt; stage three, preschool years, initiative versus guilt; stage four, early school years, industry versus inferiority; stage five, adolescence, identity

The Development by Maturation

The changes produced in behavior by maturation are definitely linked with the unfolding and ripening of inherited traits that is the process of natural growth. They are quiet independent of activities, practice or experience. The maturation does not fall in the category of acquired or learned behavior. However, maturation is closely linked with the result of learning and with the process of development. Before certain kinds of learning may take place, one has to have achieved a certain level of maturation. When a swan's chick swims in water it cannot be called learning as it is inherited. If a two-year baby holds a glass it cannot be called as learning as due to maturation he holds.

Development by Exercises and Learning

1. It develops the motor abilities like speed, strength, endurance, flexibility and coordinative abilities. With the help of the regular doing and learning of

physical exercises, one can develop all the motor abilities as per the requirement of the individual.

2. Physique- The physique of the individual can be very strong, robust and attractive with exercises. The body became muscular and increases the working capacity.
3. The cardiac working efficiency will increase.
4. It also develop the capacity and efficiency of the various physiological systems of the body like- respiratory, blood circulation, excretory,
5. 'A sound body, ahs the sound', means increase the mental capacity.
6. It helps to learn and mastery over the new technique and skill.
7. It makes mentally tough and increase confidence
8. It develops all round personality or sports personality for high level sports performance.

3. EMOTION

Nature of Emotion / what is Emotion?

Definition- Emotions are positive or negative feelings generally in reaction to stimuli that are accompanied by physiological arousal and related behavior. In general emotion is a hard term to define. Emotions are psychological responses of the organism that involve an interplay among the following:

- Physiological arousal
- Expressive behavior
- Conscious experience

When we speak of emotions, we usually refer to:

- | | | |
|--|------------------|----------------------------------|
| a) Subjective feelings | b) bodily states | c) expressions of the emotion by |
| language, facial expressions, and gestures and | | d. motivational drive. |

The Physiology of Emotions

1. **Arousal-** when we are emotionally aroused, our body is physically aroused. Some bodily responses are so obvious that we easily notice them. These bodily responses are activated by the sympathetic nervous system by directing the adrenal glands to release the hormones epinephrine (Adrenaline) and nor epinephrine (nor adrenaline) that in turn increase heart rate, blood pressure and blood sugar level. When the emergency passes the parasympathetic neural centres become active, calming the body.
2. **Physiological States Accompanying Specific Emotions-** fear, anger, sexual arousal, and sadness certainly feel different. Scientists increasingly agree that different brain regions and distinct patterns of brain activity may underlie different emotions. In general, emotions as different as fear and anger involve a

similar general autonomic arousal and the differences we feel or experience are regulated by the activity of various brain regions and hormones.

Expression and Perception of Emotions

When we perceive emotional responses in others, we respond in appropriate ways perhaps with an emotional expression of our own. We perceive emotions in others from the following resources:

- a. The **voice**- the voice is one channel of emotional expression. Scream denotes fear or excitement; groans, pain or unhappiness; sobs, sorrow; laughter, enjoyment.
- b. The **content**- what is actually being said is also an important cue for perception of an emotion in others.
- c. The **facial expression** – we also perceive a great deal about emotions from facial expressions.
- d. The **context**- the situation in which the facial expression occurs gives us additional information for judging the emotion.

Learning plays an important role in expression of emotions such as jealousy, sadness, etc. as people learn to express these emotions in different ways. Blending of many emotions at a time is also an important factor, which affects perception of emotions.

Experiencing Emotions – among various human emotions the following three emotions have been researched more closely:

1. **Fear**- fear is an adaptive emotion, even though it can be traumatic. Although we are biologically predisposed to acquire some fear, such as fear of darkness, the variety of human fears are learned.
2. **Anger** – anger is more often aroused by events that are not only frustrating or insulting but also interpreted as unjustified. Expressing anger can actually arouse more anger.
3. **Happiness** – a good mood boosts people's perceptions of the world. The moods triggered by the day's good or bad event do not last for more than a day. However, some people are usually more happier than others, and some of the predictors of happiness such as high self-esteem, having satisfactory marriage or love relationship, having a meaningful religious faith, socially outgoing, good sleep, exercise and employment could be identified by researchers.

Theories of Emotions- Three main theories have been proposed to understand emotional process.

- (1) **James-Lange Theory of Emotion**- states that we experience emotion due to physiological reactions, feedback from cerebral cortex, and behavior.
- (2) **Cannon-Bard Theory of Emotion**- states that conscious emotional experience; physiological reaction and behavior are relatively independent events.

- (3) **Cognitive Theory of Emotion**- states that the cognitive interpretation of events in the outside world and stimuli from our own bodies are key elements in emotions.

Stress:

Stress is any event or a circumstance that strains or exceeds an individual's ability to cope. It can be positive as it works as a pushing force for betterment. But when stress is prolonged and brings a negative result, it is termed as distress.

Stress Reactions- The General Adaptation Syndrome-

When we are under stress, we react to it, both physiologically and psychologically. A Canadian medical Researcher Hans Selye found from his research that regardless of the source of stress the body mobilizes its defence to ward off the threat in a pattern, he referred as General Adaptation Syndrome (GAS). This syndrome has the following three stages. For example, if you suffer a physical or emotional trauma, then:

1. The 1st stage of “**Alarm Reaction**”– you will experience an alarm reaction due to the sudden activation of your sympathetic nervous system.
2. The 2nd stage “**Stage of Resistance**”- your body responds with an outpouring of stress hormones and by doing this your body resources are mobilized to cope up with the stressor.
3. The 3rd stage “**Stage of Exhaustion**”- if the stress persists, your body's reserves may become depleted and you enter into the 3rd stage. During this stage, you are especially vulnerable to diseases or even in extreme cases, collapse and die.

Anxiety-

1. Trait Anxiety- It is the integral part of an individual personality. The each individual has the tendency of threat
2. State Anxiety- the emotional responses to specific situation, which leads to feels fear, tension or apprehension. The psychological arousal in form of sweaty-clumsy hands sense of urine, increased respiration rate, HR, muscles tension, over excited, fear etc. The high level arousal leads to deterioration in coordination, distractibility, lack of flexibility, muscles tension, less attention etc.
3. The low arousal means low motivation, lack of attention-concentration, inappropriate actions / movements lack of reflection / reaction etc.

Therefore, the optimal arousal is essential for best possible sports performance. It can be achieved by means of pep talks, proper motivation, positive slogans, bulletin boards, relaxation training, regular use PSTs etc.

- Stress, in psychology and biology, any environmental or physical pressure that elicits a response from an organism. In most cases, stress promotes survival because it forces organisms to adapt to rapidly changing environmental conditions.

Stress is a type of psychological pain. Small amounts of stress may be desired, beneficial, and even healthy. Positive stress helps improve athletic performance. It also plays a factor in motivation, adaptation, and reaction to the environment. Excessive amounts of stress, however, may lead to bodily harm. Psychological Stress Measure (PSM-9)

- Impulsive Aggression: Also known as affective aggression, impulsive aggression is characterized by strong emotions,...
- Instrumental Aggression: Also known as predatory aggression, instrumental aggression is marked by behaviors that are