SPORTS PSYCHOLOGY

(PART – II)

PSYCHOLOGY SYLLABUS

- ☐ Meaning , Definition, Scope of Psychology
- ☐ Emotions (By Richard Lazarus)
- ☐ Learning (Laws, Curve, Theories)
- ☐ Transfer of Training
- ☐ Motivation
- ☐ Personality
- ☐ Leadership
- ☐ Blooms Taxonomy
- ☐ Psychological Tests

Psychology

Psychology is an academic and scientific study of mental processes and behavior. Psychologists study such concepts as perception, cognition, emotion, personality, behavior, interpersonal relationships, and the individual and collective unconscious.

Psychology also refers to the application of such knowledge to various spheres of human activity including issues related to daily life—e.g. family, education, and work—and the treatment of mental health problems.

Psychology includes many sub-fields of study and application concerned with such areas as human development, sports, health, industry, media, law.

Psychology is the science of the intellects, characters and behavior of animals including man. Human education is concerned with certain changes in the intellects, characters and behavior of men, its problems being roughly included under these four topics: Aims, materials, means and methods.

Meaning of Psychology:

- **Psyche = <u>soul</u>, mind.**

- **Logos = word, <u>science</u>, study, discourse.**

- **Psychology as the science of *<u>soul</u>*.**

- **Psychology as the science of *<u>mind</u>*.**

- **Psychology as the science of *<u>consciousness</u>*.**

- **Psychology as the science of *<u>behaviour</u>*.**

Definition of Psychology:

W. B. Kolesnik:

"**Psychology is the science of <u>human   behaviour.</u>**"

C.V. Good defines :

"**Psychology is the study of <u>adjustments of organism</u>,   especially the human organism <u>to changing environment</u>.**"

STRESS, AROUSAL, ANXIETY, AGRESSION

And their theories

- **Richard Lazarus (1991)** defines an emotion as " an organized psychophysiological reaction to ongoing relationships with the environment, most often, but not always, interpersonal or social".

- He identifies 15 different emotions.

What is stress?

In psychology, **stress** is a feeling of emotional strain and pressure. Stress is a type of psychological pain.

According to **Lazarus,** stress is regarded as a relational concept, i.e., stress is not defined as a specific kind of external stimulation nor a specific pattern of physiological, behavioral, or subjective reactions. Instead, stress is viewed as a relationship (`transaction') between individuals and their environment.

According to **Hans selye (1983)** defines stress as the "non-specific response of the body to any demand made upon it".

Excitement can lead to tension. Tension can then lead to tight muscles that will in turn effect performance (this is a form of stress).

Hans Selye (1974) proposed four variations of stress. On one axis he locates **good stress (eustress) and bad stress (distress).** On the other is **over-stress (hyperstress**) and **understress (hypostress).**

Arousal

"The level of readiness of an individual to perform a task".

- What happens to your performance if your not 'up for it?'
- What happens if you are too 'up for it?'.
-Arousal is co-related with both anxiety and stress, but is not the same as either. A high level of stress and anxiety is associated with a high level of physio-arousal.
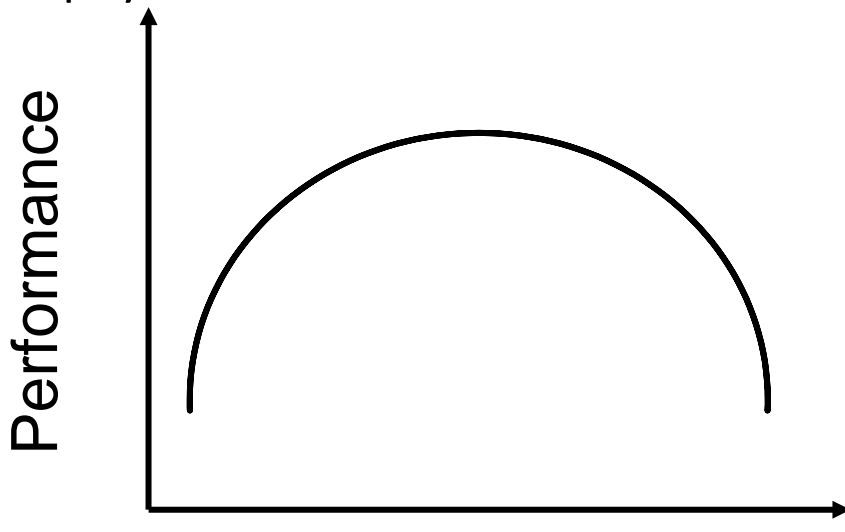
Inverted U Theory
As arousal increases you get better - up to a certain point, after which you get worse

Theories of Arousal

1) Drive theory (developed by clark Hull 1943 & Spence 1966) –

It helps to explain the relationships between learning and arousal, and between performance and arousal.

performance = Arousal * skill level

2) Inverted U theory – (by Yerkes and Dodson 1908). Arousal is inversely proportional to performance.

Anxiety

- 'When a person is uneasy or troubled, often caused by fear of underperforming'

- All performers experience some degree of anxiety before or during a performance. The level of anxiety will depend on the nature of the activity (if the stakes are high or if the crowd is large) and the personality of the individual.

- One of these emotions is anxiety, which he defines as "facing uncertain, existential threat".

- How do you feel before competing for your team in a PE lesson?
- When competing for the school?
- If you were competing for the county?
- If you were representing the country?

Types of Anxiety -

- Anxiety is multidimentional in different ways –

1) **State Anxiety** – It is an immediate emotional state that characterized by apprehension, fear, tension and an increase physiological arousal.

2) **Trait anxiety** – it is pre-disposition to percieve certain environmental situations as threatening and to respond to these situations with increased state anxiety. Trait anxiety is a long process. Trait anxiety is a part of personality.

3) **Cognitive anxiety** – it is the mental component of anxiety caused by such things as a fear of negative social evaluation, fear of failure, and loss of self-esteem.

4) Somatic anxiety – it is the physical component of anxiety and reflects the perception of physiological responses as increased heart rate, respiration and muscular tension.

5**) Compititive state anxiety** – (explained by Endler) prior to competition.

Theories of Anxiety -

1. Multi-Dimentional Anxiety Theory – By Martins et al., 1990) – This theory based upon motion that anxiety is multi-dimentional in nature, composed of a cognitive anxiety component and a somatic anxiety component.

2. Catastrophe theory – By Fazey and lew Hardy (1988 - 1991)
Complex interaction of arousal and cognitive anxiety. As more as you thought anxiously you perform poorer. There is a breaking point when performance decreases dramatically.

3. Directionality Theory – By Jones and Swain (1995).
Relationships between the intensity and directional aspects of competitive state anxiety.

4. Social Physique Anxiety – The degree to which people become anxious when others observe their physique.

Aggression

What is aggression? Discuss this with you partner.

"Aggression is defined as behaviour aimed at causing harm or pain, psychological harm, or personal injury or physical distraction."

or

"Acting with intent to injury someone"

When does this occur in sport?
Do we really want players to play with more aggression?

There are 2 ways of aggression:

- **Direct** – players make contact with each other
- **Indirect** – aggression directed towards a ball/other object

Aggression

Controlled and uncontrolled aggression

Extroverted people are often involved in sports which require a degree of aggression. Aggression can be a negative, although as long as it is **controlled**, it can also become a positive.

Aggression can sometimes be the same as being assertive and determined, in non-contact sports especially, this is usually a good thing. In contact sports, aggression, if **uncontrolled**, can lead to rule breaking and injuring the opponent.

Types of aggression -
1) Hostile
2) Instrumental
3) Assertiveness

Theories of Aggression -

- There are four main theories of aggression –

1) Instinct theory – Sigmund Freud (1950)

He viewed aggression as an inborn drive similar to hunger, thirst and sexual desire. According to freud, aggression is unavoidable since it is innate.

2) Social learning theory by Albert bandura(1977)– **Social learning theory** states that individuals become **aggressive** by imitating role models. SLT states that observational **learning** takes place, and that this **learning** is reinforced vicariously.

SPORTS PSYCHOLOGY

DIFFERENT THEORIES AND THEIR NAMES –

LEARNING –

Learning is a complex process. **It** is the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes, and preferences.

Laws of learning (Edward Lee Thorndike)–

One of the pioneers of educational psychology, E.L. Thorndike formulated three laws of learning in the early 20th century. Thorndike developed the first three "Laws of learning:" **Readiness**, **Exercise** and **effect**.

Primary Laws

Three primary laws of learning are:

- Law of readiness
- Law of exercise (Also known as Law of Use and Disuse)
- Law of effect (Also known as Law of Satisfaction)

Law of effect.

- learning is strengthened when accompanied by a pleasant or satisfying feeling..
- School activities should be organized in increasing difficulty order so that the students may progress without any failure..

The law of exercise

- This principle states that the S-R connection is strengthened by use and weakened with disuse.
- It has two parts: law of use and law of disuse.
- Things most often repeated are best remembered.

Law of readiness

- This principle states that motivation is needed to develop an association or display changed behavior.
- Individuals learn best when they are physically, mentally, and emotionally ready to learn, and they do not learn well if they see no reason for learning.

Thorndike also gave the following Secondary laws also:

1. Law of Primacy:
'Learning that takes place in the beginning is the best and lasting'. The learning on the first day is most vivid and strong.

2. Law of Recency:
'Recent acts are lasting'. We remember those things better which are recent.

3. Law of Intensity of stimulus:
'If a stimulus is strong, the response will be strong, and vice-versa.'

4. Law of Multiple Response:
Confronted with a new situation the organism responds in a variety of ways arriving at the correct response.

5. Law of Set Attitude:
The learner performs the task well if he has his attitude set in the task.

6. Law of Analogy and assimilation:
The organism makes responses by comparison or analogy and assimilation. When learner finds the similarities and dissimilarities in the lesson with daily experiences he earns better. Hence teaching must be correlated with life experiences.

7. Law of Associative Shifting:
According to this law we can get any response, from the learner of which he is capable, associated with any situation to which he is sensitive.

8. Law of Partial activity:
This law states that teaching should be done in parts. It is more true in the case of children's education.

WHAT IS LEARNING CURVE?

The learning curve concept was created by German psychologist Hermann Ebbinghaus in 1885.

A learning curve is a correlation between a learner's performance on a task and the number of attempts or time required to complete the task; this can be represented as a direct proportion on a graph.
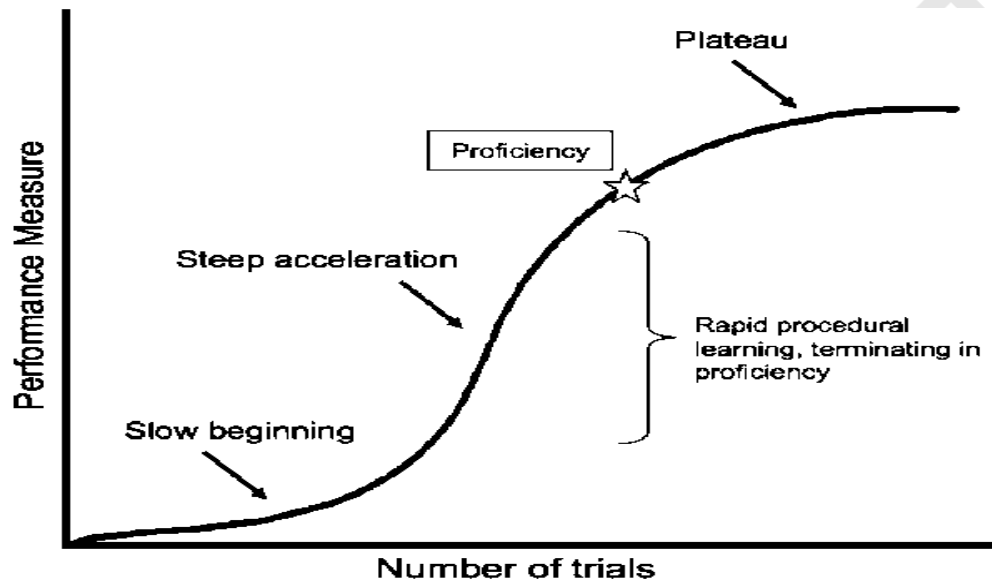
The typical plotting of a learning curve shows the time (or experience) for learning on the x axis and the percentage of learning on the y axis.

TRANSFER OF TRAINING –

Transfer of training is applying knowledge and skills acquired during training to a targeted job or role.

Theoretically, transfer of training is a specific application of the theory of transfer of learning that describes the positive, zero, or negative performance outcomes of a training program.

There are three types of transfer of training:

1. **Positive Transfer**: Training increases performance in the targeted job or role. Positive transfer is the goal of most training programs
2. **Negative Transfer**: Training decreases performance in the targeted job or role.
3. **Zero Transfer**: Training neither increases nor decreases performance in the targeted job or role.

BLOOM'S TAXONOMYOF LEARNING

The Three Levels of the Mind

Learning is everywhere. We can learn mental skills, develop our attitudes and acquire new physical skills as we perform the activities of our daily living. These domains of learning can be categorized as **cognitive domain (knowledge), psychomotor domain (skills) and affective domain (attitudes).** This categorization is best explained by the Taxonomy of Learning Domains formulated by a group of researchers led by **Benjamin Bloom in 1956.**

A. COGNITIVE DOMAIN

The cognitive domain involves knowledge and the development of intellectual skills (Bloom, et al, 1956).

Bloom's Taxonomy of Cognitive Development

Bloom identified six levels within the cognitive domain, <u>from the simple recall or recognition of facts, as the lowest level, through increasingly more complex</u> and abstract mental levels, to the highest order which is classified as evaluation. A description of the six levels as well as verb examples that represent intellectual activity are listed here.

Knowledge is defined as **remembering of previously learned material**.

Comprehension is defined as the ability *to grasp the meaning of material.*

Application refers to the ability to *use learned material in new and concrete situations*.

Analysis refers to the *ability to break down material into its component parts* so that its organizational structure may be understood.

Synthesis refers to the ability to *put parts together to form a new whole*. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information).

Evaluation is concerned with the *ability to judge the value of material* (statement, novel, poem, research report) for a given purpose.

Cognitive domain was revised in 2001 (By LORIN ANDERSON, DAVID KRATHWOHI) with some different steps –

They removed the step **Synthesis.**

Blooms Taxonomy - Revised

- Creating
- Evaluating
- Analyzing
- Applying
- Understanding
- Remembering
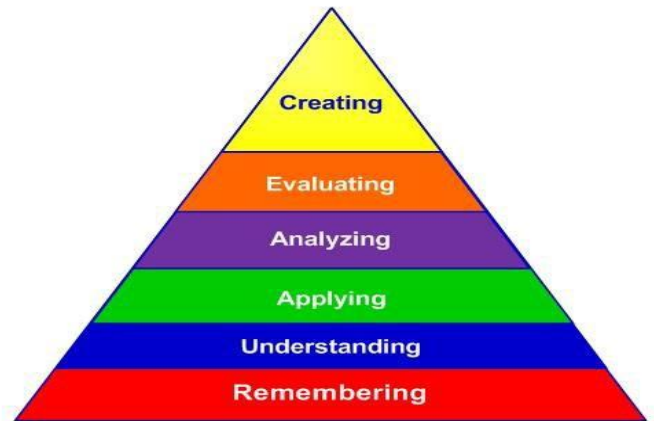
B. AFFECTIVE DOMAIN

Skills in the affective domain describe the way people react underline emotionally and their ability to feel other living things' pain or joy. Affective objectives typically target the awareness and growth in underline attitudes, emotion, and feelings. This domain is categorized into 5 subdomains, which include:

1. **Receiving Phenomena:** the awareness of feelings and emotions as well as the ability to utilize selected attention.
   Example: Listening attentively to a friend.

2. **Responding to Phenomena:** active participation of the learner.
   Example: Participating in a group discussion.

- Characterizing
- Organizing
- Valuing
- Responding
- Receiving

3. **Valuing:** the ability to see the worth of something and express it.
   Example: An activist shares his ideas on the increase in salary of laborers.

4. **Organization:** ability to prioritize a value over another and create a unique value system.
   Example: A teenager spends more time in her studies than with her boyfriend.

5. **Characterization:** the ability to internalize values and let them control the person`s behaviour.
   Example: A man marries a woman not for her looks but for what she is.
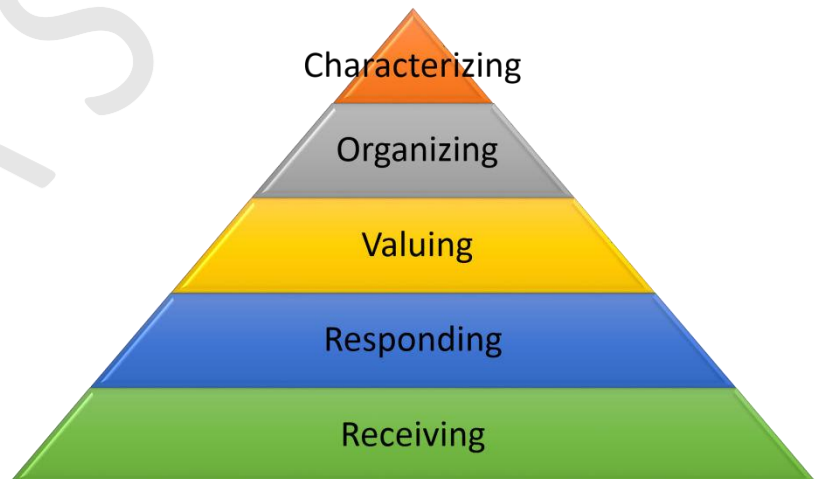
C. PSYCHOMOTOR   DOMAIN

The psychomotor domain (Simpson, 1972) includes *physical movement, coordination, and use of the motor -skill areas* . Development of these skills requires practice and is measured in terms of *speed, precision, distance, procedures, or techniques in execution.* The psychomotor domain is comprised of utilizing motor skills and coordinating them. The seven categories under this include:

1. **Perception:** the ability to apply sensory information to motor activity.

2. **Set:** the readiness to act.

3. **Guided Response:** the ability to imitate a displayed behavior or to utilize trial and error.

4. **Mechanism:** the ability to convert learned responses into habitual actions with proficiency and confidence.

5. **Complex Overt Response:** the ability to skilfully perform complex patterns of actions.

6. **Adaptation:** the ability to modify learned skills to meet special events.

7. **Origination:** creating new movement patterns for a specific situation.

THEORIES OF LEARNING –

Theories of learning divided into –

➢ **BEHAVIORISM -**

The two learning theories form the basis of **applied behavior analysis** –

1) **Classical conditioning (also called Learning by conditioned response, Respondent conditioning and Stimulus-response theory) – By Ivan Pavlov (A Russian Psychologists)**, in classical conditioning, it explains there is a response to an antecedent stimulus. Example – a dog secretes saliva over the bell.

A stimulus is presented
in order to get a response:

S   R

2) **Operant Conditioning theory also called "Instrumental conditioning"** *and Radical Behaviourism* - **by B.F.Skinner**.

This theory means *changes in behavior a*re the result of an individual's response to stimulus that occurs in environment.

Operant conditioning emphasizes voluntary behaviours. *Operant conditioning has a greater impact on human learning.*

Strength of behavior is modified by its consequences, such as ***reward and punishment***. *It reinforces the behavior with reward or punishment.* There are *four types of operant conditioning – positive, negative (**both strengthening behavior**) and punishment and extinction (**both weakens theory**).*

Also known as Feedback/Reinforcement (Skinner's Pigeon Box) - If you want to **teach a pigeon** to turn in a circle to the left, you give it a reward for any small movement it makes in that direction

<u>**FOUR CONDITIONS OF OPERANT CONDITIONG –**</u>

In discussing operant conditioning, we use several everyday words—**positive, negative, reinforcement, and punishment**—in a specialized manner. In operant conditioning, positive and negative do not mean good and bad. **Instead,** *positive* **means** you are adding something, **and** *negative* **means** you are taking something away. *Reinforcement* means you are increasing a behavior, and *punishment* means you are decreasing a behavior. Reinforcement can be positive or negative, and punishment can also be positive or negative. **All reinforcers** (positive or negative) *increase* the likelihood of a behavioral response. **All punishers** (positive or negative) *decrease* the likelihood of a behavioral response.

	Reinforcement (Increase / maintain behavior)	**Punishment** (Decrease behavior)
Positive (add stimulus)	**Add** pleasant stimulus *to* **Increase / maintain** behavior	**Add** aversive stimulus *to* **Decrease** behavior
Negative (remove stimulus)	**Remove** aversive stimulus *to* **Increase / maintain** behavior	**Remove** pleasant stimulus *to* **Decrease** behavior

3). Hull's Drive - reduction behaviorism theory –

Hull was one of the first theorists to try to create a theory designed to explain all behavior. This learning theory, **developed by Hull in 1943,** is known as **drive reduction theory.**

A drive, such as thirst, hunger, or cold, creates an unpleasant state or a tension. To reduce this state of tension, humans and animals seek ways to meet these biological needs (drinking, eating, finding shelter). In this sense, Hull suggested that humans and animals repeat any behavior that reduces these impulses.

➢ COGNITIVISM –

- Knowledge is stored cognitively as symbols.
- Learning is the process of connecting symbols in a meaningful & memorable way.
- Studies focused on the mental processes that facilitate symbol connection.

1) Insight learning - By Wolfgang Kohler (1925).

The theory of Insight Learning was first proposed by German-American psychologist, one of the founders of Gestalt psychology, Wolfgang Köhler.

His tests in Tenerife in the 1910s with chimpanzees (known as chimpanzee and the banana test) suggested that these animals solved problems by understanding – like human beings. instead of going through

- **trial and error process**
- **stimulus response association**

Insight learning refers to the sudden realization of the solution of any problem without repeated trials or continuous practices.

Insight learning occurs when a new behavior is learned through cognitive processes rather than through interactions with the outside world.

➢ SOCIAL APPROACH (Albert Bandura) –

1) **Social learning theory**- by Albert Bandura in 1973. Learns by seeing and watching.

In social learning theory, Albert Bandura (1977) agrees with the behaviorist learning theories of classical conditioning and operant conditioning.

However, he **adds two important ideas:**

1. Mediating processes occur between stimuli & responses.
2. Behavior is learned from the environment through the process of observational learning.

➢ HUMANISTIC APPROACH (Carl Rogers) –

- Humanism rejected the assumptions of the behaviorist perspective which is characterized as deterministic, focused on reinforcement of stimulus-response behavior and heavily dependent on animal research.

  The humanistic approach emphasizes the personal worth of the individual, the centrality of human values, and the creative, active nature of human beings.

  The approach is optimistic and focuses on the noble human capacity to overcome hardship, pain and despair.

Other theory of learning are -

1. **Trail and Error theory – By E.L. Thorndike**
   According to Thorndike learning takes place by trial and error. Some people call it, "Learning by selection of the successful variant," accordingly when no ready-made solution of a problem is available to the learner, he adopts the method of trial and error. He first, tries one solution. If it does not help him, he rejects it, then, he tries another and so on. In this way he eliminates errors or irrelevant responses which do not serve the purpose and finally discovers the correct solution.

Important points –

- **Self-concept** is generally thought of as our individual perceptions of our behavior, abilities, and unique characteristics—a mental picture of who you are as a person.[1] For example, beliefs such as "I

- As people age, **self-perceptions** become much more detailed and organized as people form a better idea of who they are and what is important to them.

- **Self-image**, or how you see yourself. Each individual's self-image is a mixture of different attributes including our physical characteristics, personality traits, and social roles. Self-image doesn't necessarily coincide with reality. Some people might have an inflated self-image of themselves, while others may perceive or exaggerate the flaws and weaknesses that others don't see.

- **Self-esteem**, or how much you value yourself. A number of factors can impact self-esteem, including how we compare ourselves to others and how others respond to us. When people respond positively to our behavior, we are more likely to develop positive self-esteem. When we compare ourselves to others and find ourselves lacking, it can have a negative impact on our self-esteem.

- **Ideal self,** or how you wish you could be. In many cases, the way we see ourselves and how we would like to see ourselves do not quite match up.

- **Self-actualization** refers to the achievement of one's potential while self-realization refers to the achievement of one's personality. The self in self-actualization is a conscious self and it relates mainly to the outside physical world.

- **Self-realization** traces its roots to eastern philosophy and thought and has found its way to the western world as a psychological concept but still retains its spiritual aspect. The self in self -realization includes an unconscious and operates in and relates to an inner metaphysical world.

THEORIES OF PERSONALITY-

The **word** '**personality**' derives from the **Latin word** '**persona**' which means 'mask'. The study of **personality** can be understood as the study of 'masks' that people. wear.

The sum total of ways in which an individual reacts and interacts with others. A relatively stable set of characteristics that influences an individual's behavior.

"**Personality** as that which tells what man will do when placed in a given situation". It is the sum of characteristics which make the person unique.

PERSONALITY DETERMINANTS

• Heredity

• Environment

• Situation

• Culture

• Family and social background

Personality traits - A personality traits is a personality characteristics that endures over time and across difference situations. Focusses on measuring, identifying and describing individual difference in personality in terms of traits.

Personality types are sometimes distinguished from **personality traits.**

A) TRAIT THEORY OF PERSONALITY – (Gordon Allport, 1960-70)

Trait theories of personality focus **on measuring, identifying and describing individual differences in personality in terms of traits.** Traits are the descriptors of the personality. Traits psychologists believe that behaviour is determined by relative stable traits that are fundamental units of personality. These traits known to be *more or less permanent characterisitcs or building blocks of personality.*

Modification of Trait theory or Nomothetic Approach – Cattell's approach to personality traits was just opposite to that of a Allport. Cattell's study group of people, not individuals

Raymond Cattle and Hans Eysenck cattle (1965) identifies 35 different traits that he believed describes a personality by the 16 PF measurement. He called them primary or surface traits and considered them as at the centre or core of personality.

Cattell's sixteen factors of personality (16PF)

	1	2	3	4	5	6	7	8	
reserved									outgoing
less intelligent									more intelligent
affected by feelings									emotionally stable
submissive									dominant
serious									happy-go-lucky
expedient									conscientious
timid									venturesome
tough-minded									sensitive
trusting									suspicious
practical									imaginative
forthright									shrewd
self-assured									apprehensive
conservative									experimenting
group dependent									self-sufficient
uncontrolled									controlled
relaxed									tense

CARL JUNG TYPOLOGY

The theory of psychological type was introduced in the 1920s by **Carl G. Jung**.

One of the more influential ideas originated in the theoretical work of **Carl Gustav Jung** and the theory developed by him was Carl Jung typology. He grew from his desire to reconcile the theories of **Sigmund Freud** and **Alfred Adler**, and to define how his own perspective differed from theirs.

Personality Types

Extroverted vs. Introverted (E or I)

Sensing vs. Intuitive (S or N)

Thinking vs. Feeling (T or F)

Judging vs. Perceiving (P or J

MYERS BRIGGS QUESTIONNAIRE -

The questionnaire was developed by **Isabel Myers** and her mother **Katherine Briggs** based on their work with **Carl Jung's theory of personality types**. Today, the MBTI inventory is one of the most widely used psychological instruments in the world.

The original research was done in the 1940s and '50s.First published in 1962.

The questionnaire itself is made up of four different scales.

- People and things **(Extraversion or "E"),** or ideas and information **(Introversion or "I").**
- Facts and reality **(Sensing or "S"),** or possibilities and potential (**Intuition or "N").**
- Logic and truth **(Thinking or "T")**, or values and relationships **(Feeling or "F").**
- A lifestyle that is well-structured **(Judgment or "J"),** or one that goes with the flow **(Perception or "P").**

The MBTI Types

Each type is then listed by its four-letter code:

- **ISTJ - The Inspector**
- **ISTP - The Crafter**
- **ISFJ - The Protector**
- **ISFP - The Artist**
- **INFJ - The Advocate**
- **INFP - The Mediator**
- **INTJ - The Architect**
- **INTP - The Thinker**
- **ESTP - The Persuader**
- **ESTJ - The Director**
- **ESFP - The Performer**
- **ESFJ - The Caregiver**
- **ENFP - The Champion**
- **ENFJ - The Giver**
- **ENTP - The Debater**
- **ENTJ - The Commander**

Most researchers now believe that it is impossible to explain the diversity of human personality with a small number of discrete types. They recommend trait models instead, such as the **five-factor model.** You might find it helpful to use the acronym **OCEAN** (openness, conscientiousness, extraversion, agreeableness, and neuroticism)

The BIG FIVE theory –

❖ Extroversion

This trait includes characteristics such as excitability, sociability, talkativeness, assertiveness, and high amounts of emotional expressiveness. Sociable, gregarious, and assertive

I love excitement and am a cheerful person.

❖ Agreeableness

This personality dimension includes attributes such as trust, altruism, kindness, affection, and other prosocial behaviors. Good-natured, cooperative, and trusting.

People find me warm and generous and selfless

❖ Conscientiousness

Common features of this dimension include high levels of thoughtfulness, with good impulse control and goal-directed behaviors

Responsible, dependable, persistent, and organized.

People find me reliable and I keep my house clean

❖ Emotional Stability

Individuals high in this trait tend to experience emotional instability, anxiety, moodiness, irritability, and sadness.

calm, self-confident, secure (positive) versus nervous, depressed, and insecure (negative).

I am very moody I often feel sad and down

❖ Openness to Experience

This trait features characteristics such as imagination and insight, and those high in this trait also tend to have a broad range of interests.

I am a very curious person & enjoy challenges

Imaginativeness, artistic, sensitivity, and intellectualism.

B) PSYCHOANALYTIC THEORY-

- Sigmund Freud's psychoanalytic theory of personality (1933) argues that human behavior is the result of the interactions among three component parts of the mind: **the id, ego, and superego.**

- Freud's ideas have since been met with criticism, in part because of his singular focus on sexuality as the main driver of human personality development.
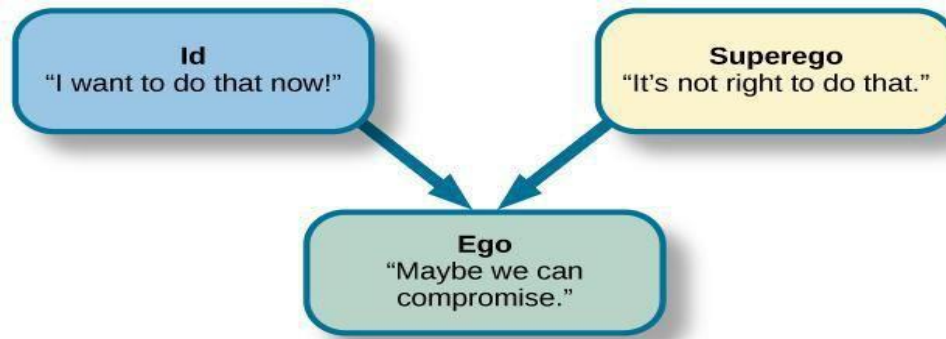

According to Freud, the job of the ego is to balance the aggressive/pleasure-seeking drives of the id with the moral control of the superego.

Much of behavior is motivated by inner forces, confliots and memories of which person has little awareness of control. Freud used the analogy of the iceberg to depict the consciousness and unconscious mind. Freud believed that only 10% of personality is available to consciousness awareness.

Divided into three -

ID- Instinctual energy (unconsciousness) - *Satisfaction is the ultimate goal*

- Raw, unorganized, inborn part of personality

- Primitive desires of hunger, sex, and aggression

- **Pleasure Principle**

- **Reality Principle**: *Instinctual energy (ID) is restrained in order to maintain the safety of the individual and keep him/her within societies norms*
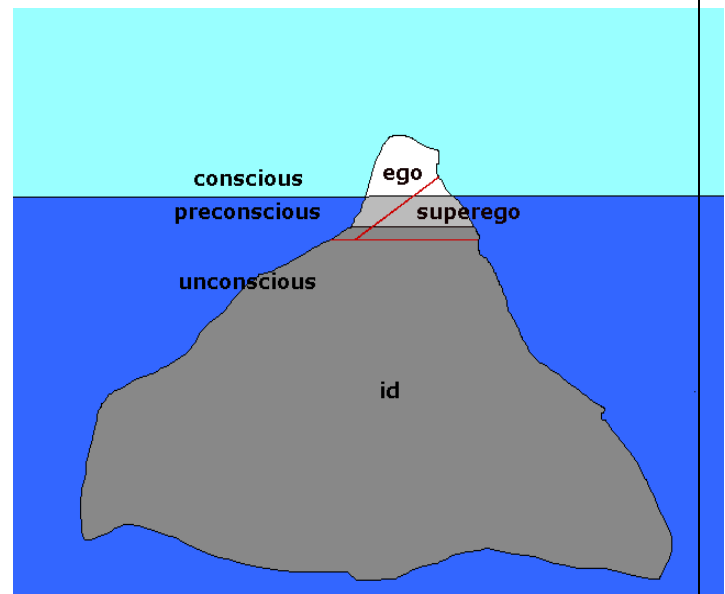
EGO - The conscious personality

      Example - Freud compared the id to a horse and the ego to the horse's rider. The horse provides the power and motion, while the rider provides direction and guidance. Without its rider, the horse may simply wander wherever it wished and do whatever it pleased.

SUPEREGO - Moral Consciousness

- Right and wrong

- Develops at age 5 or 6

- Learned from others

- The superego provides guidelines for making judgments.

Freud's theory outlines three mental components:

1. Id : Hedonistic

2. Ego: Realistic

3. Superego: Moralistic

MOTIVATION

- **The process that initiates, directs, and sustains behavior to satisfy physiological or psychological needs or wants**

- **Psychologists generally break motivation down into three processes: activation, persistence, and intensity.**

- **Motives**

- Needs or desires that energize and direct behavior toward a goal

- **Intrinsic motivation**

- The desire to perform an act because it is satisfying or pleasurable in and of itself

- **Extrinsic motivation**

- The desire to perform an act to gain a reward or to avoid an undesirable consequence

- **Incentive**

- An external stimulus that motivates behavior

THEORIES OF MOTIVATION -

1) NEED THEORY -

Maslow's hierarchy of needs is a theory by **Abraham Maslow**, which puts forward that people are motivated by five basic categories of needs: physiological, safety, love, esteem, and self-actualization.

According to him, there are **two types** of need –

1) **Primary or Biological need** – they are inborn and inherent.
2) **Secondary need-** they are environmental orientation and are learnt.
Overall struggle is to satisfy the needs of the human being.

2. ALDERFER'S ERG THEORY -

– Clayton Paul Alderfer is an American psychologist who developed Maslow's hierarchy of needs into a theory of his own in the year 1972. **Alderfer's ERG theory** suggests that there are three groups of core needs: **existence** (**E**), **relatedness** (**R**), and **growth** (**G**)—hence the acronym *ERG*.
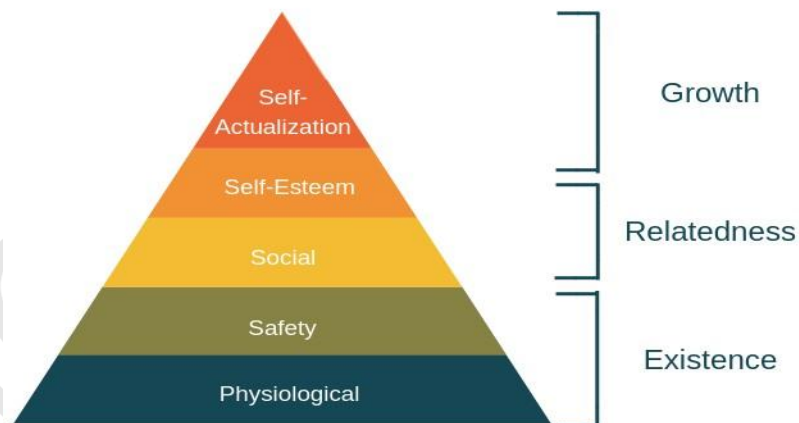
1. **Existence Needs**

   Include all material and physiological desires (e.g., food, water, air, clothing, safety, physical love and affection). Maslow's first two levels.

2. **Relatedness Needs**

   Encompass social and external esteem; relationships with significant others like family,

friends, co-workers and employers . This also means to be recognized and feel secure as part of a group or family. Maslow's third and fourth levels.

3. **Growth Needs**

Internal esteem and self actualization; these impel a person to make creative or productive effects on himself and the environment (e.g., to progress toward one's ideal self).

3. ACQUIRED NEED ACHIEVEMENT THEORY – McClelland in the year 1961 and Atkinson in 1974.

Acquired needs theory studies individuals' needs and classifies them into three motivating drivers, need for achievement, power or affiliation.

McClelland suggested that regardless of our gender, culture, or age, we all have three motivating drivers, and one of these will be our dominant motivating driver.

1. The desire to have an impact, to be influential, and to control others.
2. The desire for friendly and close interpersonal relationships.
3. Some people have a compelling drive to succeed.

4). **REINFORCEMENT THEORY –Motivated by** behaviorist B.F. Skinner, Charles Skinner derived the reinforcement theory, one of the oldest theories of motivation, as a way to explain behavior and why we do what we do.

The theory states that "an individual's behavior is a function of its consequences".

Two types of reinforcement –

a) **Positive reinforcement** is "Any pleasant or desirable consequences that follows a response and increases the possibility that the response will be repeated"

b) **Negative reinforcement** is a "psychological reinforcement by the removal of an unpleasant stimulus when a desired response occurs"

5). SELF-EFFICACY THEORY – By Bandura (1997)

He defines self-efficacy as "belief in one's capabilities to organize and execute the course of action required to produce given attainment.

6). ATTRIBUTION THEORY OF MOTIVATION – fritz Heider (1958)

- This theory is concerned with ways in which people explains or attribute the behavior of others. Changes would be internal and external is concerned with the ways in which people explain (or attribute) the behaviour of others. The theory divides the way people attribute causes to events into two types. *External* or "situational" attributions assign causality to an outside factor, such as the weather. *Internal* or "dispositional" attributions assign causality to factors within the person, such as ability or personality.

LEADERSHIP AND GROUPS DYNAMICS –
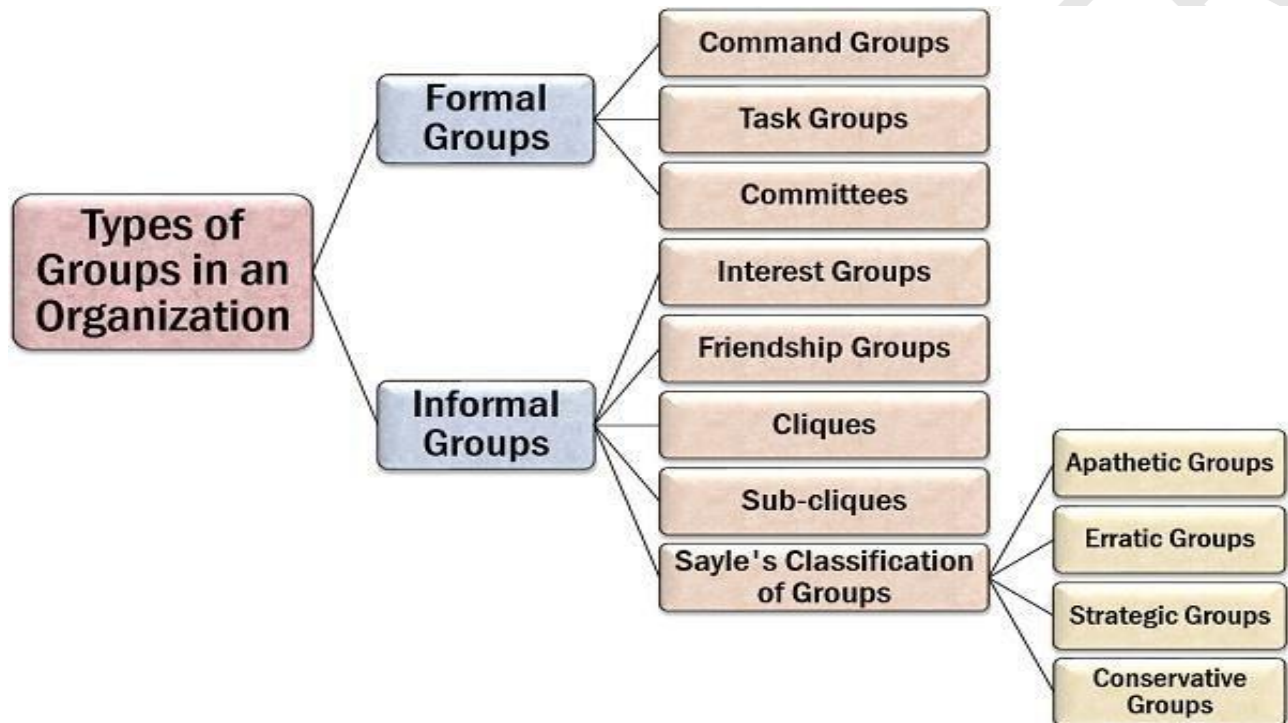
GROUP DYNAMICS -

The term 'group dynamics' means the study of <u>forces</u> within a group. Group dynamics deals with the attitudes and behavioral patterns of a group. It can be used as a means for problem-solving, teamwork, and to become more innovative and productive as an organization. The concept of group dynamics will also provide you with the strengths, success factors and measures along with other professional tools.

Stages of Group Development

Bruce Tuckman created a model in 1965 outlining four steps - Forming, Storming, Norming, Performing which was later completed in 1977 by adding a fifth Adjoining, that outlines group development in order to develop as a group.

1. Forming: is the first stage is creating a team, it is the selection process. Individuals ask questions of one another to figure out whether a select number of people would be beneficial to the group.

2. Storming: at this point group members confront each other with ideas and of the way that tasks need to be completed, leadership is tested amongst each other to gain recognition of which individual has the aptitude to lead. Members try to look for a position that suites their identity.

3. Norming: is a result of understanding each others needs to complete the project and members come to agreements to move towards a common goal. The leader at this point usually reassure each members position and creates a consensus amongst each other to keep on track.

4. Performing: at this stage members realize their individual roles and group goals. The leader has directed well enough to allow members to become self-reliant to complete the tasks necessary for the project to come together in its entirety. Meetings become productive and individual work afterwards is consistent with the goals and tasks assigned.

5. Adjourning: is the final stage and is when the group comes together to celebrate the efforts of one another for completing the project. Adhesive groups will always come together at the end of a project and commend each other for their efforts, because each understands that parts of the project could not be completed without the other.

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.

According to **Carron (1980),** these groups all exhibit the following characteristics:
- A collective identity
- A sense of shared purposes
- Structured patterns of communication

Carron identifies 4 factors that affect the development of cohesion:

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

LEADERSHIP STYLES -

1. **Participative or Democratic Leadership**: Leaders invite opinions and suggestions from the subordinates while making decisions.

2. **Autocratic or Authoritative Leadership**: Leaders have the complete hold over the subordinates and do not entertain opinions, suggestions, questions and complains. They take all the decisions solely without the participation of subordinates.

3. **Charismatic Leadership**: Charismatic Leader has an extraordinary and powerful personality and acts as a role model for his followers who follow him blindly.

4. **Laissez-faire or Delegative Leadership**: Leaders are lenient and assign authority and responsibility to the subordinates. The subordinates are free to work as they like to and take their own decisions with the minimal interference of the management. Laissez-faire is one of the least effective styles of leadership.

5. **Transformational Leadership**: Transformational Leaders initiates a revolutionary change in the behaviour, perception and attitude of the subordinates. They motivate and inspire the subordinates to develop their own skills to perform better and ultimately accomplish the vision of the organisation.

6. **Transactional Leadership**: Transactional Leaders believe in motivating subordinates through rewards and incentives and discouraging them through punishments.

7. **Bureaucratic Leadership**: Bureaucratic leaders use their position to exercise power and strict control over the subordinates.

THEORIES OF LEADERSHIP –

1). Trait theory (Thomas Carlyle's **"great man" theory** in mid **1800s**) **–** One of the oldest theory which states that leaders have certain traits that make them effective. The trait include - drive, integrity, tenacity, empathy, self-confidence

2). Path goal model (developed by Robert House, in 1971 and revised in 1996) – Suggest that a leader can affect the motivation and performance of a group.

3). Charismatic Leadership theory (developed by the German sociologist Max Weber).**–** This theory states that people would attribute heroic or extra-ordinary qualities of the charismatic leaders who had an idealized goal and a strong commitment.

4). Transactional leadership theory(Max Weber in 1947 and then by Bernard Bass in 1981)– This theory bases leadership on a system of rewards and punishments that are contingent upon the performance of the followers.

5). Transformational leadership theory ((James McGregor Burns 1978).– Those leaders are able to inspire followers with their vision and personality to change expectations, perception, and Motivations for working towards goals.

SOCIOMETRIC TECHNIQUE

◆ =Quantitative tools which are designed to measure social relationships, typically used in education studies to understand group clusters and characteristics and for evaluating the extent and types of students' popularity within classrooms.

◆ A systematic method for graphically representing individuals as points/nodes and the relationships between them as lines/arcs.

Sample Sociograms
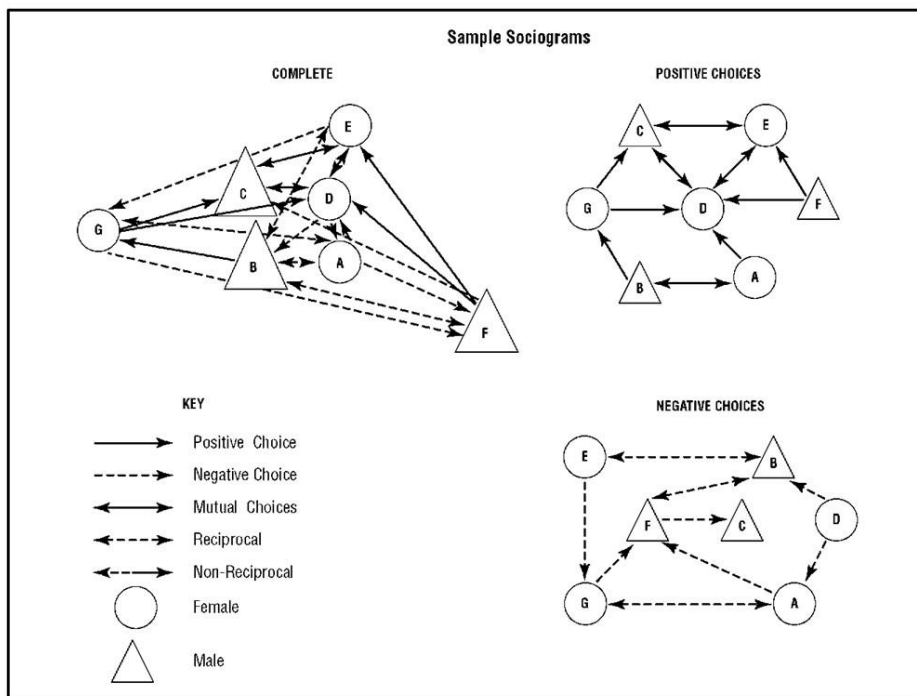
PSYCHOLOGICAL TESTS

How to measure Attitude ?

Two ways →

a) Direct → i) Thurstone Scale (1928)
ii) Likert Scale (1932)
iii) Osgood's Semantic Differential Scales (1957)

b) Indirect → i) Projective self reports
ii) Behavioral observations (Eye-contact, Body Lang.)
iii) Physiological measure → (facial electromyogram (EMG))

Attitude measure for sports

1) Makethan Student attitude Inventory
2) Children's attitude towards physical activity (CATPA)
3) Lillie's Sports Attitudes Inventory
4) Attitude towards physical activity Inventory (Kenyon)
5) Wear Attitude Scales.

How to measure Anxiety ?

→ First scale TMAS (Taylor Manifest Anxiety Scale) -1951,53
→ STAI → State Trait Anxiety Inventory
→ SCAT → Sports Competitive Anxiety Test
→ SCAI II → Competitive State Anxiety Inventory-2
By spielberger, Martens
→ CSAQ → Cognitive Somatic Anxiety Questionnaire (by Schwartz 1978)

→ Who introduced Autogenic training ?

Ans — Dr H·H Sultz (A German Neurologists)
and Luthe

→ Test known as T A I S (Test of Attentional
and Interpersonal style)
(by Robert Nideffer 1976)

IMPORTANT QUESTIONS

1) Progressive relaxation —

2) Autogenic training → Dr· Johannes Heinrich
methods   Schultz.
                               1920s.

3) Behavioural rehersal → " " "
training

4) Mental Imagery → Richard M· Suinn

5) Mental training → R· Mathew Neideffer

6) State Trait Anxiety → Charles spielberger
Inventory

7) Mental strategies → ⎫ Bernard
8) Attribution theory of motivation → ⎭ Weiner (1974)
& emotion

9) Group Dynamics model. → Dr· Bruce Tuckman
(formig, storming, Nermig, ———.)

10) Group Cohesion → Carron 1982.