

UNIT IX PSYCHOLOGY AND SPORTS

Overview

- ◆ Personality; its definition & types (Jung Classification & Big Five Theory);
- ◆ Motivation, its type & techniques;
- ◆ Exercise Adherence: Reasons, Benefits & Strategies for Enhancing it;
- ◆ Meaning, Concept & Types of Aggressions in Sports;
- ◆ Psychological Attributes in Sports - Self Esteem, Mental Imagery, Self Talk, Goal Setting
- ◆

LEARNING OUTCOMES

At the end of the unit, students will be able to:

- ◆ Classify different types of personality and its relationship with sport performance.
- ◆ Recognise concept of motivation and identify various types of motivation.
- ◆ Identify various reasons to exercise, its associated benefits and strategies to promote exercise adherence.
- ◆ Differentiate between different types of aggression in sports.
- ◆ Explain various psychological attribute in sports.

Discussion

Read an excerpt from a leading newspaper regarding news for requirement of sports psychology in Indian Sports.

BCCI for hiring psychologists to arrest stress





TNN | Mar 11 NEW DELHI: The Indian Cricket Board has discussed plans to ask its state units to hire good sports psychologists who can help young players handle pressure better and ensure lesser drop-outs from the game. With India losing several talented Under-14 and Under-16 level players every year due to family and academics pressures, BCCI also wants to make the hiring of psychologists compulsory at state academies for age group players.

According to a board official, "India is losing a lot of talent at the age-group levels, The stake-holders of the game are all concerned and they want a system in place to tackle this problem. It is common these days to see talented players leaving the game after one or two bad seasons. As you go higher, the talent pool is reduced. "This shouldn't happen," thus the idea of hiring psychologist was discussed. adding that the cricket drop outs should stop at all levels.

<https://timesofindia.indiatimes.com/sports/cricket/news/bcci-for-hiring-psychologists-to-arrest-stress/articleshowprint/57587522.cms> 1/1

Discuss in your group

- ◆ What causes a person to persist or to give up?
- ◆ What is the person thinking and feeling while engaged in the activity?
- ◆ What can be the reasons for drop-out of talented athletes from sports?
- ◆ How can a Sports Psychologist help young players handle pressure better?
- ◆ Can different motivation techniques help athletes towards continued sports participation?

Present your ideas to the class

9.1 Personality: Concept and Definitions

Reading the news clipping, did you wonder why a psychologist would be required to prevent athletes from dropping out, even though they have achieved success? Are we able to identify athletes who have the talent or skill to continue with sports participation but still lack the determination to continue in sports? If we were asked to analyse reasons why some sportspeople succeed despite all odds, surely, we will come up with adjectives like determined, persistent, courageous, dynamic, robust, etc. Is there something more which can be added to describe these athletes - eg., consistent or possessing a stable pattern of behaviour? Sports psychologists have tried to answer these by relating them with various theories of personality. Understanding personality has been an area of interest which is as old as our civilization. Even





before the present day scientific and systematic research to explain personality developed, philosophers across the globe tried to analyse characteristics which were unique to an individual and why people differed in various ways. However, the concept of personality is still evolving and covers such a large range of phenomenon, that it is very difficult to include all the aspects of personality in one definition.

The word *personality* is derived from the Latin word *persona*, the mask used by actors in the Roman theatre for changing their appearance for performing in front of their audience according to the given role. The actor performed as per the script or story wearing a particular mask. The audience also expected them to act in a particular manner on seeing the mask. However, it didn't mean that the actors possessed the desired qualities of the character in themselves. Therefore, the concept of personality came to refer to an individual's characteristic way of responding to other individuals and situations. When we observe people around us, we are able to describe their actions and responses to different situations based on the combination of their individual thoughts, characteristics, behaviour, attitude, ideas and habits. We may represent them as shy, happy, courageous, aggressive etc. These characteristics are a representation of different components of personalities. Therefore, we can view personality as the relatively stable and unique characteristics of an individual across different situations and varied period of time.

Personality, thus, can be defined as the characteristic set of behaviours, cognitions and emotional patterns that evolve from biological and environmental factors. It is the integration of those systems and habits that represent an individual's characteristic adjustment to his environment. According to Robert A Baron, "Personality is an individual's unique and relatively stable pattern of behaviour, thoughts and feelings." Matt Jarvis (2006) in his book presented a general definition of personality offered by Pevin (1993) "Personality represents those structural and dynamic properties of an individual or individuals as they reflect themselves in characteristic responses to situations". It is the integration of those systems and habits that represent an individual's characteristic adjustment to his environment."

Carl Jung (1933)¹: Personality as an attitude refers to a predisposition to behave in a certain manner.

William Herbert Sheldon (1942)²: offered a topology of personality based on three major morphologies or body types (Endomorph, Ectomorph, Mesomorph), each associated with a different temperament of an individual.

Cattell (1950)³: Personality is "that which permits a prediction of what a person will do in a given situation."





Guildford (1959)⁴: Personality is an 'individual's unique pattern of traits.'

Allport (1961)⁵: Personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustment to his environment.

Eysenck (1953)⁶: Personality is defined as more or less stable and enduring organization or a person's character, temperament, intellect and physique which determine his unique adjustment to the environment.

Robert A Baron (2008)⁷: Personality is defined as individual's unique and relatively stable pattern of behaviour, thoughts and feelings.

In sports also, it is important to understand athletes and their unique and relatively stable characteristics in different situations and conditions. It is essential to know how a particular athlete responds to the situational demands of the training as well as competitions. No two athletes behave in a similar manner; they may behave differently in a common situation. Some athletes may not like to take a command from a coach but may respond positively towards acceptable alternatives like cooperative learning from coaches. Sports psychologist may also be interested to learn which type of people opt for a particular type of sports or exercise program. To understand this, let us overview personality from various approaches and theories propounded by eminent psychologists from across the world. These theories represent various contrasting views and perspectives on the origin and nature of human uniqueness. Each theory may have vast differences but offers wide range of insight that can add towards effective understanding of personality of an individual.

9.1.1 PERSONALITY TYPES

Over the years, with the progress of research and development of literature in the field of personality by various psychologists, it is essential to understand the various approaches for getting a better perspective and understanding of personality.

Personality type refers to the psychological classification of different types of people. Personality types are distinguished from personality traits, which come in different degrees. There are many theories regarding personality types, and each theory contains several and sometimes many sub theories. For example, according to type theories, there are two types of people, introverts and extroverts. According to trait theories, introversion and extroversion are part of a continuous dimension with many people in the middle. The major theories include dispositional (trait) perspective, psychodynamic, humanistic, biological, behaviourist, evolutionary, and social learning perspective. However, many researchers and psychologists





do not clearly subscribe to any one particular perspective, but instead take an heterogeneous approach. There is also a substantial emphasis on the applied field of personality testing. In psychological education and training, the study of the nature of personality and its psychological development is usually reviewed as a prerequisite.

Since no one particular theory or approach covers the complete aspects of personality, the approach for explaining 'personality' includes mainly, the 'Type' approach which consists of classification or comprehending of personality type based on a set of behaviour characteristics with similarities as done by Myers and Briggs type indicator, Friedman and Rosenman Type A personality behaviour etc., as well as on the basis of body type classification by Kretschmar, or somatotype by William Sheldon, and the fluid type classification as explained by Hypocrites.

Trait approach, on the other hand, focusses on specific psychological attributes based on the concept of individuals differing in 'unique' and 'stable' characteristics. Trait refers to a characteristic that is unchanging and predictable. For example, shyness is a trait that is usually stable in an individual's personality. Some traits are innate - the infant possesses a basis for developing the trait at birth, while others are acquired through learning, such as the tendencies toward tidiness or untidiness. Some researchers like Eysenck, Cattell as well as Allport and others support inherent traits as "cardinal" and proposed a theory of personality based on biological factors, arguing that individuals inherit a type of nervous system that affects their ability to learn and adapt to the environment. Sigmund Freud and Neo-Freudians like Jung, who described the structure of personality in three part-id, ego, super ego, put forward the psycho-dynamic theory of personality that assumes there is an interaction between nature (innate instincts) and nurture (parental influences).

In modern sports, inter-action perspective regarding personality is an extremely popular and widely adopted approach towards understanding of behaviour. It defines behaviour as function of personality and situational factors acting together. According to the interaction theory behaviour in any situation is a function of both personality and external factors. For example, an player with high hostility trait may not indulge in aggressive behaviour if he or his team is winning with a large margin, or an athlete with composed traits may reflect neurotic tendencies of anxiety if faced with the challenge of scoring the winning run of the last ball of a knockout round match.

9.1.2 JUNG'S CLASSIFICATION OF PERSONALITY TYPES

Carl Gustav Jung, a Swiss psychiatrist and a disciple of Sigmund Freud, was once





a great admirer of Freud's view on psychoanalysis and worked with him for five years. However, he started developing contradictory views on some of the major assumptions or findings of Sigmund Freud and later followed a separate professional path. Therefore, many times, Carl Jung is referred to as a Neo-Freudian also.

Characteristics of Introverts & Extroverts	
Introvert	Extrovert
Interested in their own self Reserved Self-aware and introspective Take pleasure in reading, writing Tend to shy away from public Think before acting	Highly socialized Broad-minded Expressive and enjoy centre of attention Meet unknown people easily Bold, outgoing and optimistic person Action oriented

Later he published a book *Psychology Typen* (Psychology Types) in 1921 and presented his own theory of personality by classifying personality based on two important aspects.

First is personality attitude (introvert and extrovert) and second is personality functions (Sensing, Intuitive, Thinking, Feeling). He can be credited for being the first to introduce the concept of introversion and extroversion to the world of psychology. It was not a designed to label type of people, instead the purpose was to demonstrate the complexity of human typology and its consequences. Let us understand Jung's topology based on personality attitude and personality functions:

1. Personality Attitude: which is distinguished as Extrovert or Introvert.
2. Personality Functions: which can be classified as four distinct function namely; Feeling, Intuiting; Judging or Sensing. The four functions are divided into what Jung called rational (or judging) and irrational (or perceiving) functions. Thinking and sensations are rational, according to Jung, while intuition and feeling are irrational.



Introvert: In Jung's theory, introverts are people who are predominantly interested in their own mental self. They are typically seen as more reserved or reflective and prefer to be withdrawn from external reality. They opt to live in their own inner





world of feelings and thoughts and often take pleasure in solitary activities such as reading, writing, or meditating. They prefer to create their own virtual and imagery world, due to which they tend to shy away from in public interactions and social connects and are less vocal with people around them, due to this, they like to be reserved and within themselves. They are more analytical before speaking.

Extrovert: In Jung's theory people with an extrovert personality are the total opposite of those with an introvert personality. They prefer the outer world of things, hence are found to be more broad-minded, are highly socialized, hence can meet unknown people easily. They are very bold, outgoing and optimistic person.

The Eight Preferences				
<i>Where you prefer to focus your attention</i>	E	EXTRAVERSION People who prefer extraversion tend to focus their attention on the outer world of people and thin	I	INTROVERSION People who prefer introversion tend to focus their attention on the inner world of ideas and impressions.
<i>The way you prefer to take in information.</i>	S	SENSING People who prefer sensing tend to take in information through the five senses and	N	INTUITION People who prefer intuition tend to take in information from pattern and the big picture and focus on future possibilities.
<i>The way you prefer to make decisions</i>	T	THINKING People who prefer thinking tend to make decision based primarily on logic and on objective analysis of cause and effect.	F	FEELING People who prefer feeling tend to make decision based primarily on values and on subjective evaluation of person-centered concern.
<i>How you prefer to deal with the outer world</i>	J	JUDGING People who prefer Judging tend to like a planning and organized approach to life and prefer to have things settled.	P	PERCEIVING People who prefer perceiving tend to like a flexible and spontaneous approach to life and prefer to keep their options open





Extroverts tend to enjoy human interactions and to be enthusiastic, talkative, assertive, and gregarious. They take pleasure in activities that involve large social gatherings, such as parties, community activities, public demonstrations, and business or political groups. They also tend to work well in groups.

Personality Functions: Whether a person is an introvert or extrovert, she/he has a preferred pattern to deal with the situations. There can be four basic way or function used by people:

1. **Feeling:** Feeling is a preference for making decisions based on values and effects on people rather than logic. People use their emotional aspects to understand the situation and deal according to it.
2. **Thinking:** The capacity to decide objectively based on the evidence and applicable principles is defined as thinking. People evaluate the information received with logic and rationale for dealing with outer world.
3. **Sensing:** Sensing refers to a preference for perceiving the world through facts, evidence, data and details. People use their senses to seek information. They are good at looking and listening to understand the world around them.
4. **Intuitive:** Intuition refers to a preference for perceiving the world through concepts, theories and abstractions. People use their perception and intuitions to understand the situation, people around them, sometime its referred as sixth sense of an individual.

According to Jung, the two attitudes of extraversion and introversion cannot be demonstrated in isolation. It need to be associated with one of the four functions. When the two attitudes (Extrovert and Introvert) combine with four functions (Sensing, Intuition, Thinking, Feeling), they form eight mental functions-in-attitude or personality types. Let us briefly view each of the eight combinations of personality types.

Extroverted Thinking	<p>Extroverted thinking involves segmenting; organizing for efficiency; systematizing; applying logic; structuring; checking for consequences; monitoring for standards or specifications being met; setting boundaries, guidelines, and parameters; deciding if something is working or not.</p> <p>Sorting out different colours and styles; thinking about the consequences. Extroverts who are thinkers are able to see the world through complex and solid ideas but these complex ideas are often handed down or moved on by others. These people often work in fields related to Math and Science.</p>
----------------------	---





Introverted Thinking	<p>Introverted thinking involves analysing; categorizing; evaluating according to principles and whether something fits the framework or model; figuring out the principles on which something works; checking for inconsistencies; clarifying definitions to get more precision; analysing options for using principles.</p> <p>Introverts who think see how the world works in a subjective and creative way. This analysis is based on internal knowledge. These people often work in science fields as well.</p>
Extroverted Feeling	<p>Extroverted feeling refers to connecting; considering others and the group- organizing to meet their needs and honor their values and feelings; maintaining societal, organizational, or group values; adjusting to and accommodating others; deciding if something is appropriate or acceptable to others.</p> <p>These people base their judgements on factual, known information. They form their assessments on social values and beliefs. These people often work in business fields and politics.</p>
Introverted Feeling	<p>Introverted feeling means valuing; considering importance and worth; reviewing for incongruity; evaluating something based on the truths on which it is based; clarifying values to achieve accord; deciding if something is of significance and worth standing up for.</p> <p>They base their feelings on emotions, feelings and beliefs. These people often work in the art field.</p>
Extroverted Sensing	<p>Extroverted Sensing refers to experiencing the immediate context; taking action in the physical world; noticing changes and opportunities for action; accumulating experiences; scanning for visible reactions and relevant data.</p> <p>These individuals look at the world and interpret reality. They see what is going and go with it. They are not influenced by other opinions. These people often work as taste-testers or proof-readers.</p>
Introverted Sensing	<p>Introverted Sensing involves reviewing past experiences; “what is” evoking “what was”; seeking detailed information and links to what is known; recalling stored impressions; accumulating data; recognizing the way things have always been.</p> <p>Introverts at times look for a hidden message or meaning to something. They do not just look at something and see it being there without a reason. These meanings are based on internal reflection. These people often work in the art field as well.</p>



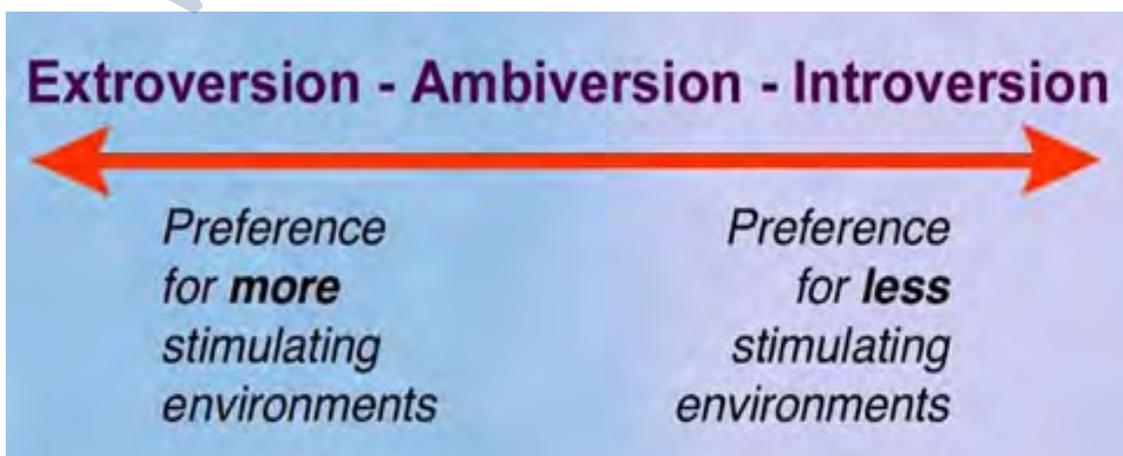


Extroverted Intuitive	<p>Extroverted Intuition refers to interpreting situations and relationships; picking up meanings and interconnections; being drawn to change “what is” for “what could possibly be”; noticing what is not said and threads of meaning emerging across multiple contexts.</p> <p>These people base their meanings of things on facts rather than feelings. They are usually inventors.</p>
Introverted Intuitive	<p>Introverted Intuition leads people to foreseeing implications and likely effects without external data; realizing “what will be”; conceptualizing new ways of seeing things; envisioning transformations; getting an image of profound meaning or far-reaching symbols.</p> <p>Introverted Intuitives usually base their decisions on their inner desires. They find warmth through subjective ideas. These people usually work as artists or religious figures.</p>

Ambivert

While explaining personality through the term Introvert and Extrovert, there is reference of a third term called Ambivert which is a relatively new term. Jung did not use the word to explain that there is no such thing as a pure introvert or extrovert. This concept was supported by many other later psychologists. Ambiverts reflect a blend of traits from the introvert as well as the extrovert along with having some specific strengths. Thus, an ambivert can be defined as someone who falls in the middle of the introvert/extrovert continuum.

9.1.3 BIG FIVE THEORY OF PERSONALITY



Another important trait approach which can provide essential insights into the key elements of personality is of the Big Five Factor personality model offered by Paul Costa and Robert McCrae. The five personality traits also known as the Five Factor Model of Personality and sometimes referred as OCEAN. The five domains or traits represented by the acronym OCEAN, are Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism.



Let us try to understand the attributes of each of the five personality factors on a continuum leading from high reflected characteristics at one end to low reflected characteristics at the other .

Openness to Experience (Imaginative vs Narrow Interest):

Openness refers to dimension of personality which ranges from being imaginative, humorous, intellectual, creative, curious, having broad interests, open to ideas at one end to being closed to experience, suspicious and rigid at the other. In sports, athletes or Individuals scoring high on Openness are characterized by reflection of demonstrating new ideas and skill execution initiatives along with wide variety in ideas.

EXTRAVERSION (Enthusiastic vs Reserved)

Extraversion refers to dimension of personality which ranges from having enthusiasm, energy, positive emotions, talkativeness, assertiveness at one end to being reserved, sober and cautious at the other. An individual who scored high on extraversion is characterized by high sociability, is outgoing and has a tendency to seek stimulation in the company of others. Those who score low on extraversion prefer solitude or smaller groups, prefer activities alone, and avoid large social situations. Not surprisingly people who score high on both extraversion and openness are more likely to participate in adventure and risky sports due to their curious and excitement seeking nature.





CONSCIENTIOUSNESS (Organized vs Easy-going)

Conscientiousness refers to well-organised, careful, responsible, hardworking and dependable individuals at one end to being relaxed and easy going, spontaneous, disorganized and careless. Numerous studies have found to have a positive correlation between conscientiousness and cognition, individuals high on conscientiousness have been found to perform better in academics as well as in the sports arena wherever planning, organising skills and decision-making abilities are essential to the task.

AGREABLENESS (Friendly vs Un-Cooperative)

Agreeableness refers to compassionate behaviour of an individual. Dimensions of agreeableness range from being good-natured, cooperative, trusting at one end to being suspicious, irritable and uncooperative at the other. It is also a measure of a person's helpful and friendly behaviour nature and reflects whether that person is generally friendly and nurturing or not. People who score low on agreeableness tend to be antagonistic towards others and are described as rude and unkind.

NEUROTICISM (Composed vs Nervous)

Neuroticism focusses on the emotional stability on an individual. This trait refers to dimensions of personality which range from being poised, calm and composed at one end to nervous, anxious and excitable at the other. Individuals reflecting high neuroticism are characterized by the tendency to experience unpleasant emotions, and are often found to demonstrate impulsive and hostile behaviour. In contrast, people who score low in neuroticism tend to be calm and even-tempered. Athletes' sports performances are highly influenced by neurotic characteristics and modern findings supports exercise and physical activity as an alternate therapy to manage neurotic behaviours.

BIG 5 Traits	Behaviour for High Score	Behaviour for low score
OPENNESS	Curious, Imaginative, Intellectual, Creative, Open to trying new things, Focused on tackling new challenges, Thinks about abstract concepts	Dislikes change, Does not enjoy new things, Resists new ideas Not very imaginative, Dislikes abstract or theoretical concepts
CONSCIENTIOUSNESS	Well-Organised, careful, responsible, self-disciplined	Disorganised, careless, relaxed, easy going





EXTRAVERSION	Active, optimistic, sociable, interactive , affectionate	Sober; reserved , cautious
AGGREEABLENESS	GoodNatured, friendly, helpful, trusting, cooperative	Irritable, suspicious, rude, uncooperative
NEUROTICISM	Insecure, nervous, anxious, excitable	Calm, composed, poised, Hardy, Secure

I. Tick the correct answers

1. Personality is derived from a latin word 'persona' meaning
 - a. Shape
 - b. Mask
 - c. Stage
 - d. Philosophy
2. Which can be a suitable concept related to personality in sports?
 - a. Stable but not unique characteristics
 - b. Stable and Unique characteristics
 - c. Unstable characteristics
 - d. Dynamic behaviour pattern
3. A person who is bold and outgoing is an
 - a. Introvert
 - b. Extrovert
 - c. Ambivert
 - d. Somatotype

II. Answer the following questions briefly.

1. Define Personality?
2. What does OCEAN represent according to Big Five Theory of Personality?
3. Comment upon Allport's Theory of Personality.

III. Answer the following questions in 150-200 words.

1. Differentiate between Introvert and Extrovert personality?





2. What are the types of personality traits according to the Big Five Theory? Explain with their importance in physical education and sports.

9.2 Motivation

Let us re-visit our initial discussion once again. Why did some athlete keep playing without worrying about pain, discomfort of training, injury or even academic pressure? On the other hand, why did many talented athletes stop participating after initial failures?

Let us consider the two important questions.

1. What motivates a player to behave in a certain way?
2. How to motivate an athlete to perform better?

To answer the questions above, let us start from understanding of the concept 'motivation'. The term 'Motivation' is derived from Latin word *Movere* meaning 'to move'. The basic reason for any human activity is nothing else but motivation. Motivation is the driving force that spurs a person to action. It can be explained as a process to initiate, guide and maintain behaviour over time as defined by Robert Baron (2008). Motivation can also be defined simply as the direction and intensity of effort. Truly, motivation is a process of inspiring, guiding the organism to move in a particular direction.

From the above definitions, we can understand motivation is influenced by two factors: Objective and Direction. The first factor 'objective' explains the 'why' of an action or behaviour, whereas the second factor 'Direction' explain 'what' of an action or behaviour. The 'why' or objective for a behaviour helps to find the reason for initiating a behaviour. The direction is about 'what' an individual wants to do, 'what' they plan to achieve. If either objective or direction is lacking for an action or behaviour, ultimately the quality of action or achievement suffers. It means, to achieve the desired goal you need to have a purpose or desire which activates you towards initiating a task in a particular direction and seeking behaviours to be persistent with enough fuel and energy till the goal is achieved. When one of the random activities leads to a goal, it reduces the drive, and the organism stops being active.

What is it, then, that arouses the organism to action? How does one get this drive? The answer can be found in the two terms 'Intrinsic' and 'Extrinsic' motivation. Intrinsic motivation involves doing something because it's personally rewarding to you. It emerges from within and is directly linked with the natural instincts based





on feelings of joy and satisfaction. Extrinsic motivation, on the other hand, involves doing something because you want to earn a reward or avoid punishment. Thus, extrinsic motives involve outside forces. Let us find out more about the type of motivation and see how motivation is an important aspect in sports and exercise psychology.

Do you know?

A motivation A state of lacking any motivation to engage in an activity, characterized by a lack of perceived competence and/or a failure to value the activity or its outcomes.

Intrinsic Motivation When you pursue an activity for the pure enjoyment of it, you are doing so because you are intrinsically motivated.

Extrinsic Motivation refers to behaviour that is driven by external rewards such as money, fame, grades, and praise.

9.2.1 INTRINSIC AND EXTRINSIC MOTIVATION

Intrinsic Motivation: The word intrinsic is derived from the French word 'intrinseque' which means inward. Intrinsic is also referred as internal motivation which drives an individual from within to naturally pursue actions that provide fun, pleasure, fulfilment or challenge. If an individual's behaviour reflects a desire to pursue an action for enjoyment, or the individual continues the activity in a consistent manner because it provides a feeling of satisfaction, these can be identified as intrinsic motivation factors towards the directed behaviour. Intrinsic motivation includes satisfaction of needs felt by the individual which comes from inside or within and is directly linked to the individual's instincts or urges.

Extrinsic Motivation: The word extrinsic is derived from the Latin word 'extrinsecus' which means outward. Just as its meaning suggests, extrinsic motivation is that in which the source of satisfaction does not come from within and the behaviour is not due to natural urges or impulses. Instead, the behaviour or action is influenced by external forces or drives. The reasons for action are not part of an individual's character, but are due to urges from outside such as prize, money, praise, or even punishment.





Extension Activity

Talk to a friend who is an athlete and try to find what motivated him to participate in sports. Read the below mentioned responses and identify the statements which most closely suit your friend's reason to participate:

1. Doesn't know why he plays and that he doesn't see any particular benefit associated with it.
2. To learn new skill of the sports.
3. To gain skill mastery and perfection.
4. Find joy and happiness in participation.
5. Perform to obtain a reward or trophy in the championship.
6. To make the coach happy for getting the best athlete ward in school.
7. Participate to avoid pressure from the family.

The response of your friend reflects the following about his motivation.

If YES to:

Item 1: Reflects Amotivation

Item 2, 3, 4: he/ she is Intrinsically motivated. Item 5,6,7: he/ she is Extrinsically motivated.

Difference between Intrinsic and Extrinsic Motivation

	Intrinsic Motivation	Extrinsic Motivation
Definition	Driving force to pursue an action for fun, joy or any other inner satisfaction	Driving force to pursue an action due to reward, trophy, money, promotions or praise
Factors	Internal factors like joy, enjoyment	External factors like reward, promotion, praise
Method	Goal Setting strategies, Family and Community support	Associating success with future benefits, awards, promotions and avenues.
Benefits	Long term benefit of maintaining a behaviour	Helpful to initiate or create a drive towards a desired behaviour when internal factors are missing.

9.2.2 MOTIVATION TECHNIQUES

Motivation is the process in which the learner's internal energies or needs are directed towards various goal objects in his environment. In other words, it is the driving





force which increases the desire to perform better. Every individual has certain basic motives or needs that she/he tries to satisfy. As long as one is satisfied with one's present behaviour and knowledge and finds it adequate to satisfy all her/his needs, she/he will not try to change his behaviour or acquire new knowledge. Let us try to understand some of the techniques used in sports to motivate athletes by helping them to maintain their inner urges to continue training as well by utilizing external factors to supplement their drive to prolong with the desired athlete behaviours essential for sports performance.

The motivational techniques are based on the following mentioned approaches. Understanding of each approach will help in developing unique strategies to motivate athletes towards desired behaviours.



1. **Cognitive Approach:** The active processing and interpretation of information influences the persistent and purposive drive for action by an individual. It is based on the notion that desired motivation can be achieved by an individual through active processing and interpretation of information. Expectancy theory and Goal Setting theory is widely used as a cognitive approach for motivation. Expectancy theory explains that people are motivated for the task where the probability of success is higher in comparison to failure. Whereas the goal-setting concept maintains that a stronger drive for actions and behaviour is fuelled by quality of information on time set for task attainment along with task difficulty level and specificity of the task.
 - (a) **Time Bound:** The task should be time bound
 - (b) **Set Complexity level of task:** Task should be neither too difficult nor too easy
 - (c) **Make task Specific:** Task instructions should be precise about what is to be done
 - (d) **Define Purpose of task:** Outcome of the task should be clear and defined.





2. **Pedagogical Approach:** Teaching coaching pedagogies used in sports training for planned outcome is largely responsible in guiding and maintaining the desired behaviour of athletes. Adequate communication and maintenance of positive relationship during training is an essential component influencing the motivation of athletes towards a consistent action or behaviour. Making training enjoyable, engaging athletes in decision making and providing valuable feedback to athletes are essential components to motivation. Let us discuss few techniques of motivation using a pedagogical approach.
 - (a) **Guided Discovery Method:** Athletes are highly motivated if allowed to find solutions to the problems by themselves rather than if they are just made to do things as per instruction. Lack of independence in decision making and non- promotion of cohesive training environment for athletes are major reasons affecting motivation. Cooperative learning with opportunities for athletes to engage in decision making is an effective strategy towards motivation.
 - (b) **Valuable Feedback System:** To persuade athletes to push harder for a longer period of time, they must be provided with a strong support system. Assisting athletes with feedback which can provide them with specific direction to move in is an effective means towards effective motivation.
 - (c) **Fun-based Training:** Training should be challenging and task-oriented for optimal performance. However, for providing athletes with enough drive and energy to sustain them, training methods should involve fun and enjoyment for athletes. Adding creativity and innovation to training and the teaching-learning system helps in adding motivation for athletes to persist with continuous demands of training load.
 - (d) **Individualized Training Program (ITP/IEP):** All athletes are unique and respond differently to the vast variety of training demands. Each athlete is a unique individual and should have a training programme designed for their abilities and capabilities and which is within attainable limits of the athletes. Individualized training programmes or individualized education programmes are very essential in sports to help athletes to set their own targets, challenges and difficulty levels which will not only help them to avoid burnout, but also keep them motivated.
3. **Social Support Strategy:** Participation in sports and taking up exercise is greatly influenced by an understanding of the social networking and perception of people around them. Conducive exercise environment, creating drive among people to initiate and maintain sporting behaviour is deeply affected by the societal pressure or support provided to the individual. Positive social support





from peer group, family members, and friends helps in developing healthy habits and enough drive to maintain the act of exercising. Initiating group activities and engagement of family and peers in sports participation helps in increased participation in sports and exercise.

4. Facilitation Approach:

- (a) ***Incentives and Rewards:*** Drive towards an action to maintain it for a long term may sometimes need external support. Awards and rewards work effectively as a motivation force for athletes to pursue sports with consistency and continuity.
- (b) ***Valance of Reward:*** Many time prizes and awards are used extrinsic sources of motivation to maintain a desired action or behaviour. But, at times, even these may prove to be ineffective. It is essential to understand that external factors like prize money or medals do motivate athletes, but the most important aspect is to understand the need and expectation of the individual athlete, this is known as 'valance' of the reward or valuing the award. To be motivated, athletes must be awarded by considering what is desired or expected by an individual so that he or she can value that reward. An athlete may like to be rewarded by being made the captain of the team and may value it more than being rewarded with a pay hike.
- (c) ***Performance appraisals:*** Motivation or the driving force for any desired behaviour to last over a long period of time may need support of being recognised and praised for the current and past endeavours. It creates the drive for future action and pursuit of excellence with confidence among athletes. It encourages them to plan their directions and actions. Regular appraisal of performance should be provided to athletes and appropriate rewards given.
- (d) ***Quality Support and Facilitation:*** Motivation for an action is influenced by the amount of facilitation made available for athletes, but the impact is larger only if the quality of support is of a high standard. Factors influencing or impacting the desired behaviour of athletes need to be studied, diagnosed and appropriate support needs to be provided to ensure maintenance of behaviour of highest standards.

9.2.3 MOTIVATION AND SPORTS

Motivation as a guiding force to initiate, guide and maintain a behaviour desired for sports participation and performance is well understood but still motivation remains as a challenging task in sports.





Researchers around the world have discussed the methods to maintain or increase motivation of athletes, but little has been done to understand the reasons about why we participate in an exercise or indulge in s activities. Summarizing the conclusions of different research, four motives towards sports and exercise behaviour can be identified.

1. Physical wellbeing;
2. Psychological wellbeing;
3. Performance achievement;
4. Status and Power (assertive achievements).

All the motives mentioned above are intrinsic in nature and point towards the reason for sports participation and exercise as being largely intrinsic in nature. People participate in sports and exercise for various intrinsic motives but external motives can be added wherever or whenever intrinsic motive is reduced.

I. Tick the correct answers.

1. Motivation that drives individuals to naturally pursue actions that provide fun, joy, pleasure or challenge is called
 - a. Extrinsic Motivation
 - b. Amotivation
 - c. Intrinsic Motivation
 - d. Cognitive Motivation
2. Motivation through reward or praise is known as
 - a. Intrinsic Motivation
 - b. Extrinsic Motivation
 - c. Pedagogical Motivation
 - d. Facilitation Motivation
3. Which of the following is NOT a feature of Intrinsic Motivation?
 - a. goals
 - b. feedback
 - c. needs
 - d. attitudes





II. Answer the following questions briefly.

1. Define Motivation.
2. Differentiate between Intrinsic and Extrinsic Motivation.
3. Write a short note on any two techniques of motivation.

III. Answer the following questions in 150-200 words.

1. How can a coach strategize in motivating an athlete to keep performing?
2. How does motivating a sports person affect games and sports and how do games and sports influence a player's motivation?

9.3 Exercise Adherence

"If exercise could be packed into a pill, it would be the single most widely prescribed and beneficial medicine in the nation" - Dr Rober Butler, Former Director, National Institute of Ageing.

In the simplest term exercise adherence refers to *the extent to which the individual maintains an active involvement in physical exercise and acts in accordance with the advised interval, exercise dose, and exercise dosing regimen despite opportunities and pressures to withdraw*. Exercise adherence, therefore, refers not just initiation but also maintenance of physical activity and exercise behaviour according to individualized need and requirement. It is associated to the 'stickability' factor which is related with quality of any athlete or participants to continue with sports, exercise or any other physical activity without losing the motivation to pursue it further. So, exercise adherence can also be referred as *a self-regulated, voluntary behaviour directed towards maintaining an exercise routine for a prolonged period of time after initial phase of adoption*. It is important as well as interesting to understand the reasons why people adhere to exercise and the forces that push athletes towards initiating sports participation.

9.3.1 REASON TO EXERCISE

Reason to exercise or exercise determinants point towards the importance of motives of an individual towards initiating and adopting exercise as a part of her/his lifestyle. We find many people around us with different behaviours towards exercise and physical activity and each behaviour can be associated with its own reason for adherence or non-adherence. We may find many people who have not initiated exercise or even thought of exercise and physical activity in near future, or those





who think of starting exercise in the near future but are not able to initiate the programme, and still others who started or initiated an exercise programme but were not able to continue or adhere to it for long and dropped out. Why people find a reason to exercise, participate in fitness and engage in recreation sports can be understood by the following aspects:

1. **Overcoming Social Physique Anxiety:** People in the society are influenced by how other perceive them in-term of their looks, fitness or body shape, weight and size. This leads to adoption of various means and methods to make them lean and fitter. Exercise combined with proper diet can help people attain their goal to be lean and fit thus helping overcoming social physique anxiety with the means of exercise, fitness and recreation sports program engagement.
2. **Reduced risk of disease:** Lifestyle factors does play an important role toward rise of various contemporary health issues. Hypertension, obesity are major health concerns in the modern day due to increase in facilities and urbanization leading to limited physical engagements, lack of physical activity and promotion of sedentary lifestyle. To overcome the sedentary lifestyle, adoption of exercise and fitness are considered to be essential and important.
3. **Recreation :** With change in lifestyle and devotion of more hours on table chair task, engagement in serious academics, focus on professional pathways, individuals are facing with the challenge of finding time and activity for recreation, fun and enjoyment. Recreation sports, fitness and exercise provide fun, enjoyment, recreation along with the physical benefits, thus recreation being considered as an essential reason to exercise.
4. **Mental Relaxation:** There are various means and methods adopted for stress reduction and mental relaxation by people of all segments, demography, age groups. Exercise is one of the most effective ways to cope with stress and depression more economically and with tremendous benefits to the society. Therefore, people participation in exercise for mental relaxation as a reason is relevant.
5. **Socialization:** Often people look for opportunities to engage with community and socialize with friends, peer groups, colleagues etc from their busy life. The engagement with society members are essential to overcome social isolation, tackle loneliness which can affect their mental health and prevent camaraderie spirit among peoples of the society. Especially in the modern lifestyle and with urbanization leading to less time available for social connect, the most effective way to connect socially is through participation in team sports, group exercises program and various other fitness programs. Thus socialization qualifies as a reason for people to engage and experience exercise and sports programs.





9.3.2 BENEFITS OF EXERCISE

1. **Health Benefits:** There has been evidence of humans working hard and putting in physical effort for their survival and better life since early times. Even today people across the world desire to lead a healthy life and consider health as the most essential aspect of life. With the change in living conditions and transformation in contemporary lifestyle, engaging in physical activity, exercise and sports has a prominence as a chosen activity or preferred behaviour among people to keep themselves healthy. Regular exercise can provide the following benefits:
 - (a) *Reduces risk of Cardiovascular Disease:* Exercise and a regular cardio-fitness regime has a significant role in preventing various cardiovascular diseases like hypertension and coronary heart disease. Exercise strengthens the heart and improves circulation. The increased blood flow raises oxygen levels in the body. This helps lower risk of heart diseases such as high cholesterol, coronary artery disease, and heart attack.
 - (b) *Weight Management:* Living in a society where physical appearance is important, individuals take to exercise from a desire to keep themselves in shape. Though they may experiment with other methods for losing weight like dieting and calorie control etc., but these methods alone not found to be effective for weight reduction unless regular exercise is not combined with diet control.
 - (c) *Strengthens Bones and Muscles:* Regular exercise helps build strong bones. Later in life, it can also slow the loss of bone density that comes with age. Doing muscle- strengthening activities can help you increase or maintain your muscle mass and strength.
 - (d) *Reduces risk of some Cancers:* Exercise reduces risk of cancers like cancers of the colon, breast, uterus, and lungs.
 - (e) *Reduces risk of Falls:* For older adults, research shows that doing balance and muscle- strengthening activities in addition to moderate-intensity aerobic activity can help reduce your risk of falling.
2. **Provides Stress Relief:** Modern lifestyle with its work pressure and competitive lifestyle leads to a lot of stress. The physical effects of prolonged stress are numerous, including a greater susceptibility to illness, a lack of energy, problems with sleep, headaches, poor judgment, weight gain, depression, anxiety, and a host of other ills.





3. **Increases Happiness:** It has been evident to find people engaged in physical activity for various extrinsic goals like weight loss, improving physical appearance etc. but there are people who prefer to exercise and engage in physical activities like recreation sports or adventure sports due to their innate nature to experience joy, happiness and satisfaction. During exercise, the body increases the production of endorphins which are known to help produce positive feelings and can improve the mood and make the individual feel relaxed and happy.
4. **Promotes Self-Efficacy:** Self-efficacy is the belief that one is capable of achieving a specific goal. Regular exercise and participation in sports is largely associated with an individual's belief in her/his abilities to complete physical tasks, achieve determined goals and produce challenging outcomes.
5. **Promotes Social Cohesion:** Human beings are social animals who prefer to engage in group activities because it given them opportunity to socialize and interact with other people. As a result, many people engage in exercise behaviour and sports participation. Sports and group exercise programmes also prevent boredom and social isolation by helping participants feel connected with the society and community around them as team mates, opponents or even as spectators. Group cohesion developed among participants of exercise group and sporting members acts as one of the important reasons for exercise.
6. **Enhances Value Orientation:** Knowledge and understanding about a healthy lifestyle and importance of regular physical activity creates a value orientation among individuals to initiate exercise and later continue with exercise behaviour. Value orientations represent philosophical beliefs. Values inculcated by physical activity and exercise include discipline, enhanced learning process, self-actualization, social responsibility and ecological integration.
7. **Cognitive Benefits:** Regular aerobic activities lead to a positive improvement in attention control and information processing speed. Exercise can improve brain function and protect memory and thinking skills. Exercise increases heart rate, promoting the flow of blood and oxygen to the brain. It can also stimulate the production of hormones that can enhance the growth of brain cells. This serves to increase the following mental function.
 - (a) **Attention Control:** Regular physical activity and exercise help improve attention and concentration among people of all ages. Physical exercise at a moderate level also revealed positive effects and benefits among the participants.





- (b) **Improves Memory:** Physical activities have been known to enhance intelligence especially among children. Even among the elderly, even a small amount of physical activity delays memory loss. Exercise has been shown to reduce changes in the brain that can cause Alzheimer's disease.
8. **Mental Health Benefits:** A session of jogging or any physical activity has the possibility of mood enhancement and increasing the feel-good factor. Issues associated with depressions, anxiety etc. can be resolved with regular physical activity and exercise.
- (a) **Exercise as therapy for emotional disorder:** Physical activity is an effective intervention for various mental disorders like depression and anxiety. Exercise therapy has been able to produce improved mood, enhanced self-esteem and thereby, increase productivity.
- (a) **Fitness as moderator of life stress:** Regular physical activity helps in creating a positive attitude towards work by developing higher ability to cope with stress and tension.
- (a) **Runners High:** Participating in regular physical activity promotes a high sense of mental alertness, mood upliftment, a feeling of liberation, suppressed discomfort and heightened well-being.
9. **Psychological Well-being:** Participation in regular physical activity, sports and exercise brings positive changes in the mental and physical well-being of an individual. Exercise leads to changes in blood flow to brain, increase in oxygen consumption, reduction in muscular tension, improved metabolism, creating a feeling of wellbeing.
10. **Personality Enhancement:** Participation in physical activity and exercise has revealed significant influence on personality. Regular participation and long-term engagement in physical activities especially at young age (before maturity) reflects greater extraversion and stability among participants, which are very important characteristics or traits of personality.
11. **Develops Leadership Qualities:** Engagement in an exercise programme and participation in sports provides opportunity for individuals to experience adversities and opportunities to learn from compensating various deficiencies like lack of space, inadequate logistics, adverse conditions and still persist with prolonged activities, so developing qualities of leadership.
12. **Special Population:**
- (a) **Clinical Population:** People with intellectual disabilities of all age groups and have found to derive significant benefits from regular participation in





physical activity. Psychomotor activities help them in enhancement their skills in activities related to daily living too.

- (b) **Elderly Population:** Ageing is a process which is observed to be delayed among the people who are regular participants of physical activity even of an acute nature. Even low intensity bouts of exercise prove to be helpful in slowing down of the ageing process among the elderly.

9.4 Strategies for Enhancing Adherence to Exercise

Psychologists and therapists around the world have widely professed the benefits of exercise. Although most people do understand the importance of physical activity and regular exercise, yet a large percentage of them have either not initiated exercise behaviour, or, if a few opted for exercise, they couldn't continue it and dropped out. Therefore, its essential to discuss the strategies for enhancing adherence to exercise.

1. **Goal setting:** A moderate bout of acute exercise (20-30 min) is considered to be beneficial for improving positive psychological effects of exercise. Exercise performed above lactate threshold (LT) is perceived as unpleasant and the participant may like to discontinue it due to overexertion and discomfort. Therefore, along with setting of SMART - Specific, Measurable, Attainable, Realistic, Time based - goals.
2. **Adding variety to exercise:** Lack of new variety of exercise may lead to boredom and dropping out. Boredom can be tackled with the addition of a variety of exercises and moves that address the same body issues, without loss of therapeutic benefits. Adding variety to the exercise program through adoption of new strategies, changing methods, using new equipment, re-inventing logistics and adding new members can induce fresh energy to the exercising activity, thus enhance adherence to exercise.
3. **Social support enhancement:** Increasing social support refers to engagement of friends or other members who can contribute towards positive participation in physical activity, exercise and sports because social interaction may help fuel goal achievement and thus produce good results. Creating of a system of buddy partner, youth leader, mentor where members of family, a classmate or a friend or relative can be engaged as a motivator and flag bearer for exercise.
4. **Contract:** While acute bout of exercise has been associated with positive effects, chronic exercise habits or regular exercise behaviour are important for maintaining these benefits. Therefore, promoting participants for signing an





- intent to comply through a written contract which has specified expectations, responsibilities and contingencies for behavioural changes have found to be more effective in exercise adherence among the participants.
5. **Reinforcement Interventions:** Positive as well as negative reinforcement approaches have found to be effective in exercise adherence. Use of incentives and rewards for appreciating attendance and participation or awarding with badges have been proved effective in maintaining exercise behaviour among participants as well as motivation from many to initiate and engage in physical activity.
 6. **Feedback:** Providing feedback to the participants in physical activity provides much needed direction and energy for prolonging and continuing exercise behaviour. Individualized feedback to the participants on the quality of progress and other positive aspects about them can create higher levels of motivation and prove effective towards exercise adherence.
 7. **Process Orientation:** Exercise programmes based on outcome goals or product goals like weight loss, physique and appearance etc. are found to be effective in the initial stages of exercise adoption, but it is difficult to maintain the drive with prolonged exercise behaviour. Helping people to shift from process goals to product goals which are more intrinsic in nature will be more helpful towards becoming lifelong exercisers.
 8. **Problem Solving:** This intervention is based around identifying the obstacles and barriers that stand between the participant and her/his physical activity goals. It is important to generate and implement solutions, evaluate the outcomes and choose different solutions if needed.
 9. **Health Risk Appraisals:** Health risk appraisals of participants provide them with relevant information about their current health, risk factors and level of fitness. This helps to enhance motivation and can be used to monitor changes over time. It can also help with regards to the goal setting process as areas they need to improve are identified.
 10. **Health Education:** It is important that participants seek information from experts on the benefits of exercise, proper exercise techniques and the results that should be expected during exercise. This will ensure that they truly understand why and what they are doing and it will give them the confidence and motivation required to participate in long-term physical activity as well as to prevent injury or discouragement. Research has also expressed the importance of health-care provider's and influence they have over participant's physical activity and the implementation of the aforementioned interventions.





I. Tick the correct answers.

1. Which of the following is effective for prevention of Coronary Heart Disease?
 - a. Regular exercise
 - b. Sedentary lifestyle
 - c. Medicine
 - d. Dieting
2. Which one of the following is NOT a result of regular exercise?
 - a. Increased bone density
 - b. Increased cholesterol level.
 - c. Strong immune system.
 - d. Increased longevity.
3. Normally people do not adhere to a regular exercising programme due to
 - a. lack of proper goals
 - b. adding a variety of exercises
 - c. social support enhancement
 - d. feedback from instructor

II. Answer the following questions briefly.

1. Briefly list the benefits of exercise.
2. Mention the strategies to enhance exercise adherence.
3. What are the psychological benefits of exercise? Explain.

III. Answer the following questions in 150-200 words.

1. Explain the various reasons to exercise.

9.5 Aggression

Players convicted of on-field violence

British boxer disqualified after biting opponent during heavyweight bout





We have to delve back to 1988 to find the first example in the English game of a footballer being convicted in a court of law over on-field violence. In this case, Sky Sports' excitable pundit Chris Kamara was the culprit; 'Kammy', then of Swindon Town, caught Shrewsbury Town's Jim Melrose with his elbow, breaking Melrose's cheekbone in the process.

A British heavyweight boxing match ended in chaos after a fighter bit his opponent and was disqualified on Saturday. The 10-round bout between David Price and Kash Ali at Liverpool's MandS Bank Arena came to its abrupt conclusion the 27-year-old Ali grabbed hold of his opponent before falling on top of him. He then bit Price near his rib cage.

Do try to remember any sports match where players have been highlighted in media, newspapers or by commentators for hitting the opponents or abusing the officials, spectators or their own team members and being referred to as displaying unsporting and aggressive behaviour. Surely, we can recollect various occasions when athletes' behaviour on the field has been aggressive. Why do athletes become aggressive on or off the field? What are the different behaviour outcomes associated with aggressive behaviour? How can these be reduced? These are the few important questions which most of the teachers, coaches and even parents, who deal with athletes of different age groups are worried about. Let us try to understand the concept of aggression as accepted by the world of psychology and used by sports professionals in the past several years.

Do you know?

Aggression - Aggression is behaviour that is hostile and violates other people's rights.

Reactive aggressive behaviour is unplanned and impulsive, and is usually a response to feelings of anger, fear, or a need to retaliate against someone.

Proactive aggressive behaviour is calculated and planned action that has some motive other than harming someone.

According to the American Psychological Association, aggression is a type of behaviour aimed at causing physical or psychological harm to another. Most psychologists refer to aggression as any behaviour intended to harm or injure any living being who is trying to avoid it. This definition includes three important features. First, aggression is a behaviour that can be seen. It is not an emotion that occurs inside a person,





such as anger. Second, aggression is intentional. Aggression is not accidental. It is a deliberate behaviour to harm or injure and can be either physical or psychological, i.e., hitting, pushing or abusing someone purposely, with an intent to hurt. Third, the victim wants to avoid the harm.

Sport psychologist Gill (2000) produced a four-part criterion which aimed to help us interpret whether an action is aggressive in sport. His criteria were:

- There must be physical or verbal behaviour.
- It must involve causing harm or injury whether it is physical or psychological.
- It must be directed toward another living thing.
- There must be the intention to cause harm or injury.

Few more definitions of aggression:

Behaviour that results in personal injury or destruction of property. (Bandura, 1973)⁸

Behaviour directed towards the goal of harming or injuring another living being who is motivated to avoid such treatment. (Baron and Richardson, 1994)⁹

The intentional infliction of some form of harm on others. (Baron and Byrne, 2000)¹⁰

During last many years much debate and deliberations have been made in the field of sports and exercise psychology as well as sports sciences towards an acceptable definition of aggression. An acceptable concept of aggression along with its two types of aggression has been cited by Husman and Silva in 1984 as 'hostile' and 'instrumental' aggression to differentiate between two types of aggression.

9.5.1 TYPES OF AGGRESSION

1. **Hostile Aggression:** The term 'hostile' refers to being 'opposed', therefore hostile aggression refers to violent and angry behaviour where the intent and primary goal is to harm the other. A boxer who punches the opponent below the belt with the primary aim of injuring him because he is losing or an athlete who uses abusive words to mentally harm another player who has angered him with better skills are examples of hostile aggression. *Hostile aggression is a type of aggression that is committed in response to a perceived threat or insult. It is unplanned, reactionary, impulsive, and fuelled by intense emotion as opposed to desire to achieve a goal. Aggressors typically*





have a sense of a loss of control during outbursts, and characteristically experience physiological hyperarousal. Thus, it is also sometimes known as *reactive aggression*. In the examples given above, the intent of action is to physically or mentally harm the other person due to dislike, enmity or due to the person being on the opposing team or side. Along with the intent, the goal is also to harm the other, therefore non-legitimate measures or illegal methods to physically or mentally harm the other person are employed.

Prospect of Losing Makes Me Aggressive, says Viswanathan Anand

India Today | 21 June 2012

Speaking at a function for young chess players, the world chess champion Vishanathan Anand said, “The insecurity of loosing made me aggressive. I don’t show it openly but the prospect of losing to some player is so horrifying your might want an extra bit.” “Against Topalov (in 2010 world championship) I was able to channel that feeling into a willingness to play long games. I was able to feel motivated.”

“The hunger is still there to go for the next one,” says Anand. “I am often asked how I maintain my motivation even after five world titles. Frankly, I never took to chess because it was on some kind o f a checklist. I will keep playing till I enjoy it. The desire is still there,” he said.

(<https://www.indiatoday.in/sports/other-sports/story/viswanathan-anand-chess-world-champion-niit-delhi-110525-2012-07-21>)

2. **Instrumental Aggression:** The term ‘instrumental’ refers to ‘serve as a means’ ie., aggression is being used just as an instrument to gain advantage or win and not because of anger or enmity. Therefore, instrumental aggression refers to aggressive behaviour meant or used to attain some non-aggressive goals like winning, getting money, prestige or gaining any other advantage. *Instrumental aggression is harmful behaviour engaged in without provocation to obtain an outcome or coerce others.* An instrumental aggression does consist of an aggressive intent to harm an opponent physically or psychologically without necessarily being angry. Instrumental aggression is a behaviour directed at the target as a means to an end. For example, elbowing and injuring a player to gain a competitive advantage, or late tackling to stop an opponent from scoring a goal.





Development of Relational Aggression

A science brief published in Psychological Science Agenda in August 2013 by APA deals with development of relational aggression associated with young children due to media exposure. The research work after examining different types of aggressive behaviour discussed the two types of aggression. Along with physical aggression like kicking, pushing, it mentions about second type of aggression known as Relational Aggression. According to the study, relational aggressive behaviour has an intent to hurt, harm and injure others using the relationship. It also uses threat of relationship against other individuals through social exclusion, friendship withdrawal, spreading rumours, false news etc. are used as goals for the intent of harming.

<https://www.apa.org/science/about/psa/2013/07-08/relational-aggression>

An important distinction between hostile and instrumental aggression is that instrumental aggression is learned behaviour, where hostile aggression is impulsive. In the majority of situations, neither is an ideal response or solution to your problem.

From the above concept of aggression, we reach a consensus that from the perspective of a sports psychologist, there is no 'good' aggression or 'bad' aggression. Any behaviour with an intent to physically or mentally harm another individual is aggression and is not acceptable on the sports field. An important concept mentioned by the sports psychologists is assertive behaviour. Most athletic events involve interaction between people. There is some interchange of words, feelings and behaviours. While confrontation is often manifest through assertion and aggression, these two approaches have distinguishing factors and lead to very different outcomes. Assertive behaviour is generally seen as a positive form of expression, whereas aggression is a negative form of expression. Assertive behaviour has its roots in respect for the other individual, while aggression does not; for example, if you voice your opinion through aggressive acts, you are conveying that your feelings are more important. Aggression also is often counter-productive, while assertive behaviour leads to a more positive resolution. Finally, assertive behaviour is all about standing up for yourself and your values in an unthreatening manner, while aggression puts others down.





	Hostile	Instrumental	Assertive
Intent	Harm or Suffering	Harm or Suffering	No harm
Primary Goal	Harm or injure	Win or advantage	Win or Advantage
Process	Non-Legitimate	Non-Legitimate	Legitimate
Emotion	Anger	No Anger	Unusual effort and energy expenditure
Explanation	Self-justification instead of apology	Offer apologies	

Aggression Management : A Challenge in Sports

Behaviour of aggression by players is an area of concern for coaches, parents across the society which need to be minimized if not stopped or curtailed completely. Few of the strategies which could be effective in managing aggression among athletes have been mentioned below:

1. *Social acceptable discharge medium:* Aggression is an inborn drive, according to the drive theory people have the innate instinct to be aggressive and it builds up till it is discharged (catharsis). There need to be opportunities and space for people to displace or express aggression through a socially acceptable means, for example bout of aerobics, swimming, martial arts kicking pads or punching bags.
2. *Positive Reinforcement:* Aggression has a circular effect, one act lead to another because the people especially athletes learn the way to release it. The circle need to be broken by positive reinforcement and not letting it continue. Providing space for players to speak and express their opinion is an effective example.
3. *Negative Reinforcement:* During competitions, any act of violence should not be tolerated or exempted and must have strict rules of punishment for offending players and the team, whereas fair play point can be awarded for players and teams showing restrains during aggressive situations.
4. *Modelling:* People emulate their heros and seniors, young players grow up watching them receive awards, prizes and recognitions, therefore try to copy their behaviour to a large extent. Hence aggressive behaviour should not be promoted or appreciated at the top level and by the seniors as it will help in reducing the trickle effect.





5. *Training and role playing:* Athletes can learn to control their hostile feeling along with anger through role play and training with experts. Training is effective in regulating the emotion of anger that leads to hostile behaviour.
6. *External Cues:* Stimulus which puts preference of winning over participation can lead to various hostile as well as instrumental aggression. Coaches, parents must focus and promote participation over performance, appreciate fair play than winning, discuss fun over results.

I. Tick the correct answers

1. Which of the following is a legitimate behaviour?
 - a. Hostile Aggression
 - b. Instrumental Aggression
 - c. Assertiveness
 - d. Proactive Aggression
2. In instrumental aggression, the main aim is to using aggression.
 - a. cause harm to the opponent
 - b. achieve a positive goal
 - c. express your feeling of jealousy
 - d. show your hostility to an opponent
3. Aggression is displayed in sports through
 - a. assertion of views
 - b. use of abusive words
 - c. walking away from the opponent
 - d. strictly following the rules

II. Answer the following questions briefly.

1. What do you understand by aggression in sports?
2. Define hostile aggression.
3. Define instrumental aggression.



III. Answer the following questions in 150-200 words.

1. Differentiate between Hostile aggression, Instrumental aggression and Assertiveness?
2. Describe various reactions of athletes which can be classified as aggression and assertive behaviours?

Answers to Personality Quiz

1. Extraversion (Q1, Q6R); Agreeableness (Q2R, Q7; Conscientiousness (Q3, Q8R); Emotional Stability (Q4R, Q9); Openness to Experiences (Q5, Q10R).
2. 'R' denote reverse-scored item, recode the reverse-scored items (i.e., recode a 7 with a 1, a 6 with a 2, a 5 with a 3, etc.). The reverse scored items are 2, 4, 6, 8, and 10.
3. Take the AVERAGE of the two items (the standard item and the recoded reverse-scored item) that make up each scale.
4. The maximal score can be 14 and minimum score 1.

Example using the Agreeableness scale: A participant has scores of 5 on item 1 (Extraverted, enthusiastic) and 2 on item 6 (Reserved, quiet). Start with recoding the reverse-score items (ie. Item 2 score was 5) replacing the 5 with 3. Second, take the average of the score for item 7 (eg.6) and the recoded score for item 2. So the Agreeableness score would be: $(6 + 3)/2 = 4.5$.

9.5 Psychological Attributes in Sports

Sports scientist from around the world have researched about unique attributes of successful athletes and elite sportsmen to understand factors enabling athletes to perform successfully and reach optimal level of performance in their athletic career. In sport psychology, much attention has been given to exploring and understanding the psychological attributes of elite athletes with the aim of influencing athlete talent and development. It is widely acknowledged that psychological attributes have an important role in athletes' lives and can influence athletes' performance, behaviour, and psychological well-being.

Attributes are perceived to be essential for performance effectiveness and athlete development, where athletes' abilities to perform, understand and manage training and competition environment and other important factors have many positive effects. From several attributes which are considered to be essential, self-esteem, mental imagery, self talk and goal setting is being discussed in this chapter.





9.5.1 SELF-ESTEEM

The concept of self-esteem generally refers to a person's evaluation of, or attitude toward, him- or herself. Self-esteem is centered around a belief in the self, respect for the self, and confidence in the self. An equally important component of self-esteem is esteem from others. That is, the respect and admiration others bestow on a performer is equally motivational. Because pursuit of excellence is a comparative process, esteem by others is reflective of one's performance. Hence, it is critical that the performer seeks esteem from others. According to American Psychological Association (APA), Self-esteem refers to the degree to which the qualities and characteristics contained in one's self-concept are perceived to be positive. It reflects a person's physical self-image, view of his or her accomplishments and capabilities, and values and perceived success in living up to them, as well as the ways in which others view and respond to that person. The more positive the cumulative perception of these qualities and characteristics, the higher one's self-esteem. A reasonably high degree of self-esteem is considered an important ingredient of mental health, whereas low self-esteem and feelings of worthlessness are common depressive symptoms.

The coach needs to instill in the performers the desire for esteem from others. "athletic participation is associated with increases in self-esteem and positive feelings about the body." William Russell's work suggests that this probably relates to one "dimension" or aspect of self-esteem—the physical (that is, how we judge our own bodies compared with others' bodies). Other dimensions of self-esteem might be intellectual, competitive, congenial (whether others like you, for instance), all, in some way, rating how we value aspects of ourselves. Research revealed that the pursuit of self-esteem is a powerful motive behind marathon runners, cyclists, and other exercisers. A great many studies have documented self-esteem's positive association with EXERCISE BEHAVIOR, while others have noted the RELATIONSHIP between low self-esteem and EATING DISORDERS, SELF-ESTEEM, OBESITY, and several forms of DEPENDENCE. Self-esteem is popularly used interchangeably with self-evaluation and high self-esteem with, among other terms, self-respect, self-assurance, and dignity, though its closest neighbor conceptually is PHYSICAL SELF-WORTH; for many scholars. Regular exercise has been shown to be related to increased self-esteem.



9.5.2 MENTAL IMAGERY

Mental Imagery is a psychological skill used widely in sports for enhancing performance of wide variety of motor skills. Mental Imagery may be defined as using one's senses to create or recreate an experience or visual image in the mind that at times may seem to be as real as seeing the image with our physical eyes. An expansion of this brief definition clarifies that:

- (a) an image can be created in the mind in the absence of any external stimuli,
- (b) an image may involve one or more physical senses, and
- (c) an image is created from information stored in the sensory store, working memory, or long-term memory.

The use of the 'mind's eye', or imagery, is considered important both in stress management and in focusing athletes on their task. Imagery, or the mental creation or re-creation of sensory experiences in the mind, is the most popular mental training technique used by athletes. Imagery can be used in various ways to aid relaxation and focusing. Sport psychologists distinguish between external imagery, in which athletes picture themselves from outside performing, and internal imagery, in which they view themselves performing from inside their own body. A good example of internal imagery is in the mental rehearsal of sporting techniques. When we imagine carrying out a sporting technique, the nervous system and muscles react in a similar manner to that expected if we were actually carrying out the technique. This means that imagery helps us to learn and practise techniques. Another reason mental imagery works is that it de-sensitises us to the anxiety of competitive situations. The more we are exposed to things that cause us anxiety - whether in real life or in our imagination - the less anxiety they cause. Coaches from around the world have also indicated that they use imagery more than any other mental training technique and felt that imagery was the most useful technique that they used with their athletes. All athletes have the potential to increase their imagery abilities through systematic practice, with increases in imagery ability enhancing the effectiveness of imagery training.

How to practice Imagery:

Mental imagery techniques have been implemented with various different models and strategies. One of the very popular model is PETTLEP framework. PETTLEP model for mental imagery intervention framework is an acronym representing a seven point





checklist of guidelines to be followed when devising an imagery intervention that can provide an effective execution of imagery interventions for athletes. These are Physical, Environment, Task, Timing, Learning, Emotion, and Perspective. Mental Imagery intervention and training can be effective in enhancing performance.

Benefits of imagery

Athletes use imagery for many different reasons, including skill learning and practice, strategy development and rehearsal, competition preparation, including familiarization with venues and mental warm-ups, mental skill development and refinement, and coping with various sport stressors or obstacles, such as injuries, heavy training, and distractions

- Acquisition and improved performance of skills and strategies
- Modification of attention focus and other cognitions.
- Regulation of arousal and anxiety.
- Effective in enhancing self-confidence, motivation and self-control

9.5.3 SELF TALK

Self-talk is defined as overt or covert personal dialogue in which the athlete interprets feelings, perceptions, and convictions and gives himself instructions and reinforcement. Self-talk is an effective technique to control thoughts and to influence feelings. Thoughts and feelings can influence self-confidence as well as performance. Sports scientists support the use of self-talk strategies to improve performance in exercise and sport tasks. Every athlete during any action or performance may have thoughts that come into their mind, especially during competition it can be either positive or negative, these thoughts are a form of self-talk. The athlete must learn to control his thoughts and to structure them to his advantage. This is effectively accomplished through self-talk, the athlete must carefully pre-select the actual words and phrases used during self-talk and consider them for maximum effectiveness. The coach or sport psychologist can assist the athlete in this regard.

For self-talk to be effective, it is suggested that self-talk statements be :

- (a) brief and phonetically simple,
- (b) logically associated with the skill involved, and
- (c) compatible with the sequential timing of the task being performed.





Types of self talk

Three primary categories of self-talk include task-specific statements, encouragement and effort, and mood words. These three categories are further clarified below:

1. **Task-specific statements relating to technique** category of self-talk refers to words or statements that reinforce technique. For example, in the tennis volley, the word “turn” might be used in association with preparation for stepping into the volley.
2. **Encouragement and effort** category of self-talk refers to words or statements that provide self-encouragement to persevere or to try harder. For example, the phrase “You can do it” might be used in preparation for an anticipated play at home plate in softball.
3. **Mood words** category of self-talk refers to words that precipitate an increase in mood or arousal. For example, the mood words “hard” or “blast” might be used in conjunction with a play in football or soccer.

Benefits of Self -Talk

1. **Building and developing self-efficacy** : Self- talk is effective in stimulating thoughts and feelings that lead to the belief that a person is competent and able to perform a task efficiently and effectively.
2. **Skill acquisition** : Learning a new skill requires persistence, effort, and dedication. Self-talk can be effective in helping the athlete to continue to work hard in order to achieve a worthwhile goal. In becoming proficient in a new skill, the athlete changes bad habits and learns new good habits.
3. **Creating and changing mood** : Effective use of mood words can either create a desired mood or change an undesirable one. Words are powerful motivators because of the meaning that they convey. In an effort to increase power needed to get out of a sprinter’s block quickly, the athlete might say the words “go” or “explode” as she powers forward.
4. **Controlling effort** : Athletes need to be able to sustain effort throughout long practices or competitions. Self-talk can suggest to the athlete the need to increase effort when it is needed or to sustain effort when it is deemed beneficial for performance learning or enhancement. During long practices, boredom can be a challenge that must be overcome. Self-talk words and phrases such as “pick it up,” “stay with it,” or “pace” can be effective in controlling effort.





5. **Focusing attention or concentration** : As with maintaining effort, it is often necessary to remind yourself to stay focused or to concentrate on the task at hand. Athletes often get tired, and when this happens, their concentration can easily wander. If the mind wanders when the coach is teaching an important concept relating to the athlete's role.

9.5.4 GOAL SETTING

Goal setting is a mental training technique that can be used to increase an individual's commitment towards achieving a specific standard of proficiency on a task within a specified time. It is a process of establishing a level of performance proficiency which should be reached within a prescribed time period is known as goal setting. It has proven effectiveness in enhancing performance and productivity in several contexts, including employee exercise programs, competitive sport, and industrial organizations, and provides a basis for both increasing a person's SELF-EFFICACY and for instilling a task with intrinsic worth. An aspiring athlete may set goals intuitively at the outset of a career, for example, to execute a decent pass, sustain a rally, or just finish a race. As a career progresses, athletes typically define specific goals, sometimes establishing a long-term GOAL SETTING. GOAL that can be broken into less ambitious short-term goals, setting up a kind of hierarchy of goals to be achieved one by one. An office worker might enroll in a company FITNESS program, setting goals related to a broad class of health-related behaviors, so exercise goals are related to complementary dietary aims and objectives such as walking instead of driving to work four times a week and taking the stairs every morning.

Goal setting works because it focuses attention on specific task demands, increases effort and intensity, encourages persistence when adversity is encountered, and promotes the development of strategies and problem solving to move toward goal achievement. When compared to 'no goals' or 'do-your-best goals', specific goal setting enhances athletes' performance. There are different types of goals and over-all effectiveness of goal setting depends on type of goal being selected by the athlete in different situation, and coaches can surely help them identify suitable goal types and persevere toward it. In sports, athletes focus majorly on three types of goals, Performance goal, Process goal and Outcome goals. The important distinction between outcome, performance, and process goals indicates that mental skills are enhanced when athletes focus on the right goals at the right time. Let's try to understand these different types of goals:





1. **Outcome Goal:** give priority and importance to the final outcome of a sporting event. They are uncontrollable, yet attractive and exciting, they are useful in enhancing motivation for the exhausting physical and mental preparation needed to achieve typical outcomes goals, such as winning championships or medals. Outcome goals are the successful implementations of process and performance goals. They keep us in perspective and help to stay focused on the bigger picture. Examples of outcome goals may include winning a sport, losing the desired amount of weight, or scoring a top rank in school.
2. **Performance Goal:** focus on achievements of athletes relatively independent of other competitors or teammates. Therefore, they are more flexible and controllable for athletes, which allows them to continually raise and lower goal difficulty levels to remain challenged and successful in their pursuit of exciting outcome goals. These goals help in tracking progress and give us a reason for continuing the hard work. For example, focus on striking a score of 100 in an innings or making 50 passes in a match rather giving importance on winning or losing is an example of performance goal. Performance goals may help us in quantifying our efforts and measuring the progress and also achieve outcome goals in the process.
3. **Process Goal:** focus on specific behaviour or task throughout a competition, training or specific task demands in productive ways, such as occupying their minds with key verbal cues that lock in optimal performance images and plans. These behaviours reflect proper and effective techniques for executing a specific athletic task and plans. For example, to focus on the defender rather than ball or focus on position of arm toward target while shooting, or focusing on toe positioning while jogging to avoid inward movement are process goals, when repeated for a period of time, it should help in attaining performance goal and outcome goals.

Principles of Goal Setting

1. Make goals specific, measurable, and observable.
2. Clearly identify time constraints.
3. Use moderately difficult goals; they are superior to either easy or very difficult goals.
4. Write goals down and regularly monitor progress.
5. Use a mix of process, performance, and outcome goals.
6. Use short-range goals to achieve long-range goals.





7. Set team as well as individual performance goals.
8. Set practice as well as competition goals.
9. Make sure goals are internalized by the athlete.
10. Consider personality and individual differences in goal setting.

Characteristic of effective goal:

The acronym SMART has been used by sport psychologists to help athletes remember five important characteristics of well-stated goals

Specific goal is one that focuses exactly on the goal to be achieved. For example, “shooting 80 percent accuracy in free- throw shooting” is specific, but “becoming a better basketball player” is not.

Measurable goal is one that you can quantify, in the sense that you know exactly how close you are to achieving the goal. The general goal “to become a better server in tennis” is not measurable, because you don’t know when you have achieved the goal.

Action-Oriented Goals are those things that we can do to make this happen. Action-oriented goals have action steps and action plans with detailing of what, when and how to do. Making clear the key actions required to achieve a goal helps everyone see how their part of the work is connected to other parts of the work and to a larger purpose. This information through action-oriented goals helps athletes stay focused and energized rather than become fragmented and uncertain.

Realistic goals focus on setting the target which are attainable and within the capability and capacity of the athlete. The goal set should be able to stretch athlete toward improvement, but it should not be out of reach or it will be not motivating enough for an athlete to strive for. Setting of goals that are too high are discouraging while setting goals too low leaves the athlete dissatisfied with the task.

Timely : A well-stated goal should be timely in the sense that it specifies time constraints associated with the goal, but also timely in the sense that it reflects an appropriate amount of time to accomplish the goal. We make the goals of athletes timely by creating deadline for the specific task and try to meet the deadline well on time.





Benefits of Goal Setting

It is important for the athletes and the coaches to understand how Goal Setting can be beneficial for performance enhancement process. Let's try to read few important benefits of Goal Setting.

1. Improved focus attention
2. Develop persistence
3. Mobilisation of efforts
4. Developing new learning techniques
5. Increased motivation

Answer the following questions

1. Which one of the goals focus on technique for executing a task?
 - i. Process Goal
 - ii. Product Goal
 - iii. Outcome Goal
2. Which type of goal focus on final result of an event ?
 - i. Outcome Goal
 - ii. Process Goal
 - iii. Product Goal
3. Process of recreating images in mind to improve performance in sports is referred as ?
 - i. Mental imagery
 - ii. Self-talk
 - iii. Self-esteem
 - iv. Goal setting
4. Define Self-Esteem?
5. Describe important of self-talk by athletes in sports ?





Case Study

Read the following Case Study carefully.

A state sports team was winning all the tournaments and was highly praised for its efforts. An interview with the team to find and explore the reasons for its continuous success highlighted the following reasons. As per the report, the team had many new players who were wellorganised, responsible, self-disciplined and precise in their task and contributed to the success of the team. The Captain had been selected by the team members themselves, and he was most interactive, sociable and optimistic on the field as well as off it. This made him a good leader.

The best part of the team was that, all its senior players were helpful and cooperative with their juniors and were always willing to listen to them. The team's coach mentioned few essential elements that had contributed to the team's success. According to him, the ability to motivate people plays a crucial role in the team's success more often than the technical skills, and this is what separates a good coach from an average one. The coach also referred to occasions when players went through the phase of lack of intrinsic motivation. The coach realised that while there are some athletes have an innate drive to constantly strive for success and enjoy their task, there are others who seem to lack internal motivation and need extrinsic factors like rewards, prize, money etc. to create the required drive or required behaviour. The team's psychologist spoke about the aggressive behaviour among the team players against the opponents. It was interesting to listen to various instances where the players had instigated opponents or charged at them violently, in anger, but had later tried to justify their actions.

Sometimes, players were found to be abusing opponents not in anger, but to get an advantage or for the sake of winning, though this behaviour is not acceptable and they were awarded punishments as per the code of conduct and rules of sport.

Read the above story of a sports team and answer the following questions?

1. Which trait best reflected the personality of junior players?
 - (a) Introvert
 - (b) Conscientiousness
 - (c) Neuroticism





2. Which member of the team reflected most of the Extrovert traits?
 - (a) Coach
 - (b) New Members
 - (c) Captain
3. Which type of players were recommended for special training with Sports Psychologist?
 - (a) Extrovert
 - (a) Introvert
 - (a) Mesomorph
4. The team sports psychologist is referring to which type of behaviour as non-threatening but confident.
 - (a) Assertive
 - (a) Hostile
 - (a) Instrumental
5. Which are the two types of motivation discussed in the above story? Which, according to you, is the better form? Why?

References

1. Sivarajan. K "Psychological Foundations of Education" Calicut University, Kerala, India, 2006.
2. Sivarajan. K "Psychological Foundations of Education" Calicut University, Kerala, India, 2006.
3. Baron. R.A "Psychology" Pearson Education South Asia, New Delhi, 2008.
4. Sivarajan. K "Psychological Foundations of Education" Calicut University, Kerala, India, 2006.
5. Sivarajan. K "Psychological Foundations of Education" Calicut University, Kerala, India, 2006.
6. Baron. R.A "Psychology" Pearson Education South Asia, New Delhi, 2008.
7. Baron. R.A "Psychology" Pearson Education South Asia, New Delhi, 2008.
8. Bandura, (1973). Aggression A Social Learning Analysis. Englewood Cliffs NJ Prentice-Hall.
9. Baron, R. A. (1994). Perspectives in social psychology. Plenum Press.





10. Baron, R. A., & Byrne, D. R. (2000). Social Psychology. Pearson.

Suggested Reading

1. Baron. R.A "Psychology" Pearson Education South Asia, New Delhi, 2008.
2. Cox. R.H "Sport Psychology: Concepts and Applications" Mc Graw Hill, New York, USA, 2012.
3. Jarvis. M "Sport Psychology" Routledge, New York, USA, 2006.
4. Weinberg. R.S, Gould.D "Foundations of Sport and Exercise Psychology" Human Kinetics, Champaign. USA, 2003.

www.dreamtopper.in

