

11

Psychology and Sports

Chapter at a Glance

- 11.1 Understanding Stress and Coping Strategies (Problem Focused and Emotion Focused)
- 11.2 Personality, its definition and Types—trait and Type (Sheldon and Jung Classification) and Big Five Theory.
- 11.3 Motivation: Techniques and Types
- 11.4 Self-esteem and Body Image
- 11.5 Psychological Benefits of Exercise
- 11.6 Meaning, Concept and Types of Aggressions in Sports

INTRODUCTION

Psychologists study human nature and behaviour scientifically. The word psychology is derived from the Greek words '**psyche**' which means '**mind or soul**' and '**ology or logy**' which means '**study**'. Thus, it can be said that psychology is the study or science of mind or soul. "Psychology is the science of human behaviour, and its relationship. Physical education is a subject related with the complete development of man. So, it becomes very important that one should know about the nature of an individual. Only psychology can provide such type of knowledge. That is why the study of psychology is **most necessary** for physical education teachers, coaches, and trainers, *etc.* Psychology is the scientific study of the individual, which deals with behaviour and experience.

Definitions of Psychology

According to M.C. Dougall, "Psychology is the positive science of conduct and behaviour."

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

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

11.1 UNDERSTANDING STRESS & COPING WITH STRATEGIES (PROBLEM FOCUSED AND EMOTION FOCUSED)

Stress and its Management

Meaning of Stress

Our body tries to adjust to different circumstances or continually changing environment around us. In this process, the body is put to extra work resulting in "wear and tear". In other words, our body is stressed. Stress disturbs the body's normal way of functioning.

The word stress is derived from the Latin word "stringi", which means, "to be drawn tight".

Stress is unique and personal. A situation may be stressful for someone but the same situation may be challenging for others. For example, arranging a world level conference may be challenging for one person but stressful to another.

"Stress is not necessarily something bad, it all depends on how you take it. The stress of exhilarating, creative successful work is beneficial, while that of failure, humiliation or infection is detrimental." Stress can be, therefore, negative, positive or neutral. Passing in an examination can be just stressful as failing.



STRESS

Sometimes, we know in advance that doing a certain thing will be stressful, but we are willing to do that. For example, while planning a vacation to a hill station, we know that it would be stressful at certain times. But we are willing to face those challenges.

People often work well under certain stress leading to increased productivity. Many times we do not know in advance and the stress periods may be sudden. The situation may not be under our control. Too much stress is harmful. We should know our level of stress that allows us to perform optimally in our life.

Definitions of Stress

Stress may be defined as "A state of psychological and/or physiological imbalance resulting from the disparity between situational demand and the individual's ability and/or motivation to meet those demands."

Dr. Hans Selye, One of the leading authorities on the concept of stress, described stress as "the rate of all wear and tear caused by life."

In medical terms stress is described as, "A physical or psychological stimulus that can produce mental tension or physiological reactions that may lead to illness."

According to **Richard S Lazarus**, Stress is a feeling that is experienced when a person thinks that "the demands exceed the personal and social resources the individual is able to mobilise."

Causes of Stress

Whenever our body feels something is not favourable, it tries to defend itself. If this situation continues for a long time, then our body is working overtime.

There are several causes of stress. For example, we are under stress when we are worried about something, worried about our children, the illness of father, our job security, or our loans or similar things. We may be under stress due to several causes. Look at the following causes of stress:

1. Stress at Home

- (i) Injury, illness and death of any family member.
- (ii) Marriage of self or of any family member.
- (iii) Separation or divorce from life partner.
- (iv) Pregnancy or birth of a new baby.
- (v) Children's behaviour or disobedience.
- (vi) Children's educational performance.
- (vii) Hyperactive children.
- (viii) Sexual molestation.
- (ix) Quarreling or hot and unpleasant argument with spouse, family members or friends or neighbours.

- (x) Not sufficient money to meet out daily expenses or unexpected expenditure.
- (xi) Not sufficient money to raise our standard of living.
- (xii) Loss of money in burglary, pick-pocketing or share market.
- (xiii) Moving house.
- (xiv) Change of place or city or country.

2. Stress at Work

- (i) To meet out the demands of the job.
- (ii) Our relationship with colleagues.
- (iii) To control staff.
- (iv) To train our staff and take work from them.
- (v) To receive support from the boss, colleagues and juniors.
- (vi) Excessive work pressure.
- (vii) To meet out deadlines.
- (viii) To give new results.
- (ix) To produce new publications if we are in research area.
- (x) Working overtime and on holidays.
- (xi) New work hours.
- (xii) Promotion or have not been promoted or our junior has superseded us.
- (xiii) Argument with co-workers or boss.
- (xiv) Change of job.
- (xv) Work against will.
- (xvi) Harassment.
- (xvii) Sexual molestation.

3. Other Causes of Stress

- (i) Fear, intermittent or continuous.
- (ii) Physical threats, social threats, financial threats, other threats.
- (iii) Uncertainty.
- (iv) Lack of sleep.
- (v) Somebody misunderstands you.
- (vi) Setback to our position in society.

Signs and Symptoms of Stress

Most of the times we know that we are under stress. But many times we do not know even if we are under stress. Our body constantly tries to tell us about stressful conditions through symptoms such as tension in our shoulders and neck, palpitation, headaches and body aches.

Continued stress can have behavioural, physical, emotional and psychological effects such as heart disease, diabetes and gastrointestinal disorders.

We may find some of the following symptoms when we are under stress. Some of the symptoms (signs) of stress (effects of stress on the body) appear only when we are under stress for a prolonged time.

At the first signs of stressing alarm, the pituitary and adrenal glands release chemicals triggering automatically the physical reactions to stress.

When the stressor goes away, the brain signals an all clear sign to the pituitary and adrenal glands to stop producing the chemicals that caused the physical reaction, and the body gradually returns to normal. But if the brain fails to give the all-clear signal, and as a consequence of this the alarm state stays for a longer time creating stress problems. Unrelieved stress can lead to many health problems.

1. Behavioural Symptoms of Stress

- (i) Increased drinking
- (ii) Increased drug addiction or intake
- (iii) Increased frequency of smoking
- (iv) Irresponsible driving
- (v) Irritating behaviour
- (vi) Negligence of self-care
- (vii) Not interested in social activities
- (viii) Too much tea or coffee intake.

2. Physical Symptoms of Stress (Stress related illness):

- (i) Anxiety
- (ii) Back pain
- (iii) Constipation
- (iv) Decreased resistance to infections
- (v) Dilated pupils
- (vi) Loose motions, diarrhoea
- (vii) Dry mouth
- (viii) Excessive sweating
- (ix) Feeling nausea
- (x) Gastrointestinal disorders
- (xi) Headaches
- (xii) Heart disease
- (xiii) High blood pressure
- (xiv) Increased breathing rate
- (xv) Increased bowel movements
- (xvi) Increased perspiration
- (xvii) Indigestion
- (xviii) Insomnia
- (xix) Itchy skin rashes
- (xx) Numbness of hands and feet
- (xxi) Palpitations
- (xxii) Poor appetite
- (xxiii) Shortness of breath
- (xxiv) Slow digestion
- (xxv) Stiff neck
- (xxvi) Tightness of chest
- (xxvii) Weight gain or loss

3. Emotional Symptoms of Stress:

- (i) Depression
- (ii) Irritability
- (iii) Suspiciousness
- (iv) Lack of confidence
- (v) Helplessness

4. Psychological Symptoms of Stress:

- (i) Bad dreams
- (ii) Fatigue
- (iii) Indecisiveness
- (iv) Negative thoughts
- (v) Poor attention
- (vi) Poor concentration, poor memory
- (vii) Suicidal thoughts

Management of Stress

Stress management refers to the wide spectrum of techniques and psychotherapies aimed at controlling a person's levels of stress, especially chronic stress, usually for the purpose of improving everyday functioning.

Some useful and common ways to manage stress are:

1. **Write a list:** Include all the things that are stressing us out and rank them in order. This will allow us to focus our efforts on the big issues that will make the biggest difference.
2. **Manage our time:** Write a list of all the things we need to do and categorise them into *must do's* and *should do's*. If they are not *must do's* cross them off the list for another time. Sometimes simply organising our time better is often the best strategy in coping with stress. This can help us avoid leaving things to the last minute creating unnecessary stress.

SORT THE WORK	TIME MANAGEMENT	SHARE YOUR PROBLEMS	
EXERCISE AND YOGA	HEALTHY DIET	BE REAL	DON'T LIVE IN DREAMS
DRUGS AND ALCOHOL IS OF NO USE	ENJOY YOUR WORK	DENY THE THINGS	RELAX AND TAKE THE THINGS EASY

3. **Speak to others:** If we are struggling to cope stress, tell someone. Often people are happier to help and share the workload.
4. **Regular exercise:** There is a strong link between physically fit and mentally fit people. Exercise will not remove the stress from our life but it will help us organise our thoughts allowing us to deal with the problem more effectively.

5. **Avoid foods with excessive sugar and caffeine:** These foods often release energy in bulk and cause us to crash. These crashes often make us to feel tired and can affect our mood, actually making us feel worse in the long run. Healthy eating helps reduce stress in individuals.
6. **Revisit our goals:** Check whether our goals are realistic and achievable. If not change our goal to something that we can realistically achieve. There is no point stressing over something that we are unable to change or achieve.
7. **Avoid drugs and alcohol:** Many drugs like alcohol may provide us with a short term energy. But they are also depressants which can make us feel worse and affect our mood. Drugs are not a long term strategy in coping with stress.
8. **Stop worrying about things that we cannot change:** Ask yourself is whether the problem is real or not. If we cannot do anything to change the situation, forget about it.
9. **Do something we enjoy:** There is no better way to relax than by doing something we love. Whether it is skydiving, kicking back and watching TV or reading a book, doing something we enjoy is a great way to manage our stress.
10. **Learn to say no:** Do not say we will do something if we realistically do not have time to do it. This will only add to our stressful life and allow things to build up.

Coping Strategies (Problem Focused and Emotion Focused)

In psychology coping mechanisms are commonly termed as coping strategies or coping skills. Unconscious or non-conscious strategies (*e.g.* defense mechanisms) are generally excluded. The term coping generally refers to adaptive or constructive coping strategies, *i.e.* the strategies reduce stress levels. However, some coping strategies can be considered maladaptive, *i.e.* stress levels increase. Maladaptive coping can, thus, be described in effect as non-coping. Furthermore, the term coping generally refers to reactive coping, *i.e.* the coping response follows the stressor. This contrasts with proactive coping, in which a coping response aims to head off a future stressor.

Coping responses are partly controlled by personality (habitual traits), but also partly by the social context, particularly the nature of the stressful environment.

Types of Coping Strategies

There are many ways of coping with stress. Their effectiveness depends on the type of stressor, the particular individual, and the circumstances.

For example, if we think about the way our friends deal with stressors like exams, we will see a range of different coping responses. Some people will pace around or tell us how worried they are, others will revise, or pester their teachers for clues.

Lazarus (1991) and Folkman (1984) suggested there are two types of coping responses: emotion focused and problem focused:

- (1) **Problem-focused:** Any coping behaviour that is directed at reducing or eliminating a stressor, adaptive behavior.
- (2) **Emotion-focused:** Directed towards changing one's own emotional reaction to a stressor.
- (3) **Appraisal-focused**

Let us study them in detail.

Problem-Focused Coping Strategies

Problem-focused coping focuses on the changing or modifying the fundamental cause of the stress. This can be an effective method of coping when it is practical, and the stressor is changeable or modifiable. The overarching goal for this type of coping is to reduce or remove the cause of the stressor. This type of coping focuses on individuals' taking control of the relationship between them and the stressor. In addition, problem-focused coping may include employing information seeking, or developing strategies to avoid the source of the stress.

Problem-focused strategies include:

- (i) **Taking Control:** This response involves changing the relationship between yourself and the source of stress. **Examples,** Escaping from the stress or removing the stress.
- (ii) **Information Seeking:** It is the most rational action that involves the individual trying to understand the situation (e.g. using the internet) and putting into place cognitive strategies to avoid it in future. Information seeking is a cognitive response to stress.
- (iii) **Evaluating the pros and cons** of different options for dealing with the stressor.

Effective Problem-Focused Coping: Problem-focused coping has the potential to resolve stress. By evaluating options, seeking information, and taking control of the situation, all of them are problem-focused methods of coping. The effectiveness of problem-focused coping depends on whether the stressor can be managed by changing it.

Ineffective Problem-Focused Coping: Problem-focused coping is ineffective when an individual cannot exert control over a circumstance or stressor, or cannot make an adjustment to the stressor.

Emotion-Focused Coping Strategies

Emotion-focused coping strategies are effective in the management of unchangeable stressors. These coping mechanisms involve a cognitive reappraisal process that includes self-reflection and taking control over one's emotions. Emotion-focused coping examines the emotional response to the stressor. It relieved depression and anger in some circumstances. In addition, emotion-focused coping can facilitate expressing and processing emotions as a prelude to reappraising unchangeable stressors. Women tend to use more emotion-focused strategies than men. It also may have negative side-effects as it delays the person dealing with the problem.

Emotion-focused strategies include:

- (i) Keeping yourself busy to take your mind off the issue
- (ii) Letting off steam to other people
- (iii) Praying for guidance and strength
- (iv) Ignoring the problem in the hope that it will go away
- (v) Distracting yourself (e.g. TV, eating)
- (vi) Building yourself up to expect the worse

Effective Emotion-Focused Coping Strategy: It is more effective to effect change in the stressor's emotional reaction to the problem than it is to focus on changing or denying the problem, although denial, too, is an emotion-focused means of coping.

Typically, people use a mixture of types of coping strategies, and coping skills will usually change over time. All these methods can prove useful, but some claim that those using problem-focused coping strategies will adjust better to life. Problem-focused coping mechanisms may allow an individual greater perceived control over their problem, whereas emotion-focused coping may sometimes lead to a reduction in perceived control.

Appraisal focused coping strategies

Appraisal focused coping strategies occur when the person modifies the way he thinks, for example employing, denial, distancing one-self from the problem; person may alter the way he thinks about a problem by altering his goals and values; such as by seeing the humour in situation; considering the problem as nil; ignoring the problem, etc.

Conclusion

People using problem-focused strategies try to deal with the cause of their problem. They do this by finding out information on the problem and learning new skills to manage the problem. Problem-focused coping is aimed at changing or eliminating the source of the stress.

Emotion-focused strategies involve releasing pent-up emotions, distracting oneself, managing hostile feeling, meditating or using systematic relaxation procedures. Emotion-focused coping "is oriented toward managing the emotions that accompany the perception of stress."

11.2 PERSONALITY, ITS DEFINITION AND TYPES – TRAIT & TYPE (SHELDON AND JUNG CLASSIFICATION) AND BIG FIVE THEORY

Meaning of Personality

Personality is the particular combination of emotional, attitudinal, and behavioural response patterns of an individual. The term personality is derived from the Latin word *persona* meaning 'a mask'. Personality is a patterned body of habits, traits, attitudes and ideas of an individual as these are organised externally into roles and statuses and as they relate internally to motivation, goals and various aspects of selfhood.

Personality is the socio-psychological behaviour of the human being, represented by habits of action and feeling, attitudes and opinions.

Personality is the totality of behaviour of an individual with a given tendency system interacting with a sequence of situations.

Definitions of Personality

According to Robert Park and Earnest Burgess "Personality is the sum and organisation of those traits which determine the role of the individual in the group."

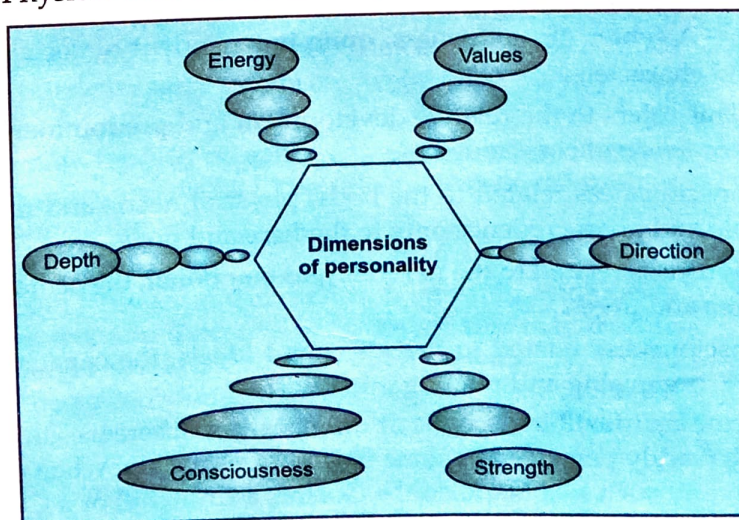
According to Linton "Personality embraces the total organised aggregate of psychological processes and status pertaining to the individual."

According to Lundberg "The term personality refers to the habits, attitudes and other social traits that are characteristic of a given individual's behaviour."

Dimensions of Personality

Human personalities can be examined and differentiated on six core dimensions:

1. Energy
2. Direction: Positive-negative attitudes
3. Values
4. Depth: Manners-behaviour-character-personality-individuality
5. Consciousness: Physical-vital-mental development
6. Strength



1. **Energy:** This is a subjective measure of the strength or intensity of personality which is very tangible to observation and experience but extremely difficult to define and measure. Great personalities in politics, business and even in the arts are almost invariably described as 'high energy' people. Personality theory needs to identify the source and determinants of that energy. It needs to distinguish between qualitative differences in the type of energy observed, such as the difference between a Napoleon and Mahatma Gandhi. It needs also to account for varying intensities of energy at the mental, vital and physical levels of the being.
2. **Direction:** This refers to whether the person's attitudes, motives, intentions and actions are positively or negatively related to the welfare and well-being of other individuals and society. In common parlance, whether the person is 'good' or 'bad'. Sherlock Holmes and Dr. Moriarty are both depicted as well-formed high energy, mental characters, yet they dedicate their lives and direct their energies in diametrically opposite directions. Goodwill is an expression of positive direction.
3. **Values:** This refers quite literally to what is the most important or valuable thing to a person. If direction is a horizontal measure of good *vs.* bad, values are a vertical measure of higher *vs.* lower. Selflessness is high, selfishness as a central motivating force is low. This vertical dimension expresses at all three levels of consciousness. Thus, idealism, honesty, integrity, self-respect, self-reliance and self-giving are high mental values. Loyalty, courage and generosity are high vital values. Cleanliness, punctuality and efficiency are high physical values.
4. **Depth:** Human personality can be viewed as an onion skin of many layers from surface behaviour to inner depths – including.
 Manners – Behaviour – Character – Personality – Individuality.
 Depth refers to the degree to which these deeper layers are formed in the person.
 - (i) Manners – Superficial, external forms of formalised response, a subset of social or interpersonal skills.
 - (ii) Behavior – The capacity of a person for directed activities based on conscious understanding and intensity.
 - (iii) Character – The fixed attributes reflecting values that have become fully organised, internalised, fixed and subconscious.
 - (iv) Personality – The capacity for expansive or creative initiative that transcend the limitations imposed by character, society or personal experience.
 - (v) Individuality – A center of uniqueness, quite independent of social conditioning, personal experience and character.
5. **Consciousness:** This refers to the relative development and predominance of the physical, vital and mental parts or levels of consciousness.
 - (i) Physical – Consciousness related to the body, physical needs and material things, which is fixed, inflexible and gives credence only to the here and now.
 - (ii) Vital – Consciousness related to the nervous and emotional, the centers of energy, sensations, feelings, desires and urges.
 - (iii) Mental – Consciousness related to the ideas and ideals, the capacity of thinking, analysis, understanding, organising and planing initiative.
6. **Strength:** This factor is difficult to describe or measure, but differences in the size and intensity of personality can be readily perceived in some instances, especially when one is in the presence of a towering personality such as a Napoleon, a Goethe, a Churchill or a Gandhi. Every individual have their own characteristic level of intensity which is distinct from the vital or mental energy

that they express and may best be represented by their overall capacity to change or influence the people with whom they relate and the environment within which they live.

Composite View of Personality

These six dimensions combine and interact with one another in a complex way to form the web and woof of human personality. It may be helpful to think of human personality as a point or small three dimension object in space. Our trajectory for growth is to expand from that point in multiple dimensions to become a sphere. The point is present level of personality formation with limited knowledge, capacity, power and enjoyment. The sphere is our greater, true being which is potentially as vast as the whole universe and infinite in knowledge, capacity, power and joy. Our progress from a point to a sphere is a progress along the dimensions.

Types of Personality

The concept of personality types is almost as old as human themselves. For as long as we can remember, we have been anxious to sort people into categories.

Sheldon Classification of Personality

In the 1940s, William Herbert Sheldon associated body types with human temperament types. He claimed that a body type could be linked with the personality of that person. He split up body/personality types into three categories called somatotypes.

1. Endomorphic

An endomorphic somatotype is also known as a viscerotonic.

The characteristic traits of this somatotype usually include being relaxed, tolerant, comfortable, and sociable.

Psychologically, they are also fun-loving, good humored, even-tempered, and they love food and affection.

The endomorph is physically "round". They have wide hips and narrow shoulders that give a pear-shape. They tend to have a lot of extra fat on their body and on their arms and thighs. They have skinny ankles and wrists that make the rest of their body look even bigger.

2. Ectomorphic

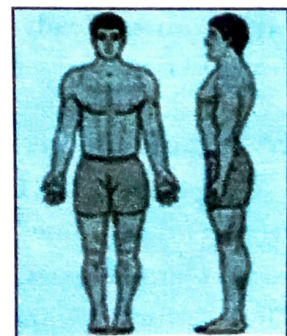
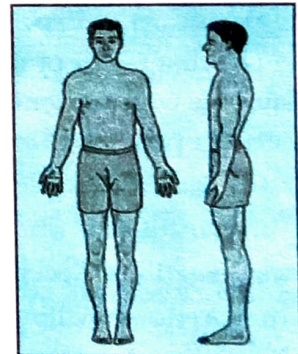
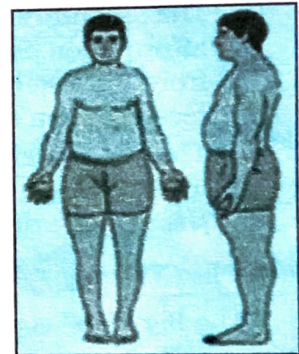
An ectomorph is the complete opposite of the endomorph.

Physically, they have narrow shoulders, thin legs and arms, little fat on the body, a narrow face and a narrow chest. They may eat just as much as the endomorph but never seem to gain any weight. They always stay skinny.

Personality wise, they tend to be self-conscious, socially anxious, artistic, thoughtful, quiet, and private. They always keep to themselves and are afraid to branch out.

3. Mesomorphic

The mesomorph is in between the endomorph and thin ectomorph. They have an attractive and desirable body. Physically, they tend to have a large head and broad shoulders with a narrow waist. They have a strong muscular body and strong arms and legs and little fat on the body. They work for the body they have so that they could have an attractive body.



Psychologically, the mesomorph is adventurous and courageous. They are not afraid to break out and do new things with new people. They are assertive and competitive and have a desire to have power and be dominant. They love taking risks and chances in life.

Jung Classification of Personality

According to Carl G. Jung's theory of psychological types [Jung, 1971], people can be characterized by their preference of general attitude:

- Extroverted (E) vs. Introverted (I),
their preference of one of the two functions of perception:

- Sensing (S) vs. Intuition (N),

And their preference of one of the two functions of judging:

- Thinking (T) vs. Feeling (F)

- (i) The first criterion, **Extroversion – Introversion**, signifies the source and direction of a person's expression of energy. An extravert's source and direction of expression of energy is mainly in the external world, while an introvert has a source of energy mainly in their own internal world.
- (ii) The second criterion, **Sensing – Intuition**, represents the method by which someone perceives information. Sensing means that a person mainly believes information he or she receives directly from the external world. Intuition means that a person believes mainly information he or she receives from the internal or imaginative world.
- (iii) The third criterion, **Thinking – Feeling**, represents how a person processes information. Thinking means that a person makes a decision mainly through logic. Feeling means that, as a rule, he or she makes a decision based on emotion, i.e. based on what they feel they should do.

Big Five Theory

"The Big Five" is a theory of personality that identifies five distinct factors as central to personality: Openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism.

Openness to Experience

The first factor of the Big Five Model, openness to experience, focuses on the appreciation of art and beauty, as well as a general reception to novelty. Each of the five factors is split into six distinct facets. The facets of openness to experience include:

- (i) **Fantasy:** Active mental life and strong imagination; rich and creative inner life.
- (ii) **Aesthetics:** Strong appreciation of art and beauty; moved by poetry, art, and music.
- (iii) **Feelings:** Receptive to one's own feelings and emotions; feel emotions very intensely.
- (iv) **Actions:** Willing to explore new places, try new foods, and experiment with new activities.
- (v) **Ideas:** Intellectual curiosity; enjoys philosophical arguments and brain-teasers.
- (vi) **Values:** Ready to explore and evaluate one's own social, political, and religious values.

Conscientiousness

The second factor of this model, conscientiousness, revolves around the idea of organization and perseverance. The six facets of conscientiousness are:

- (i) **Competence:** Capability to deal with life challenges and hardship.
- (ii) **Order:** Tidiness and methodical approach to tasks; neatness in living.
- (iii) **Dutifulness:** Governed by conscience; very dogmatic in values.
- (iv) **Achievement-Striving:** Willingness to work hard; strongly driven by goals.
- (v) **Self-Discipline:** Ability to follow through with tasks and limit distraction.

(vi) **Deliberation:** Tendency to carefully contemplate decisions before acting.

Extraversion

The third factor of the Big Five Model is extraversion, which focuses on sociability and where individuals derive their energy from. Low scores on this dimension tend to indicate a more internal source of energy, while high scores denote an external source of energy. The six facets of extraversion are:

- (i) **Warmth:** Easy forming of close attachments to other people; affectionate and friendly.
- (ii) **Gregariousness:** Preference for the company of others; avoidance of being alone.
- (iii) **Assertiveness:** Tendency to lead and dominate social situations.
- (iv) **Activity:** Energetic disposition; fast-paced lifestyle and propensity toward busyness.
- (v) **Excitement-seeking:** Craving for exhilaration and stimulation; preference for noisiness.
- (vi) **Positive Emotions:** Tendency to experience positive emotions; inclination towards optimism.

Agreeableness

The fourth factor of the Big Five Model is agreeableness, which revolves around the idea of trust, honesty and compliance. Individuals who are agreeable tend to be more straightforward and tolerant by nature. The six facets are:

- (i) **Trust:** Inclined to believe that others are honest and well-intentioned.
- (ii) **Straightforwardness:** Sincere and genuine in expression of opinions and thoughts.
- (iii) **Altruism:** Strongly moved by and dedicated to the promotion of the well-being of others; extremely generous.
- (iv) **Compliance:** Inhibition of aggression, deference to others in interpersonal conflict
- (v) **Modesty:** Humbleness in speaking of own accomplishments.
- (vi) **Tender-mindedness:** Highly sympathetic and concerned about others.

Neuroticism

The final Big Five model factor is neuroticism, which focuses on the experience of negative emotions. Individuals who fall in the neurotic category tend to be more prone to mood swings and emotional reactivity. The six facets of neuroticism are:

- (i) **Anxiety:** Fearfulness, tenseness, restlessness.
- (ii) **Angry Hostility:** Tendency to experience frustration and bitterness, as well as anger.
- (iii) **Depression:** Propensity to experience depressive symptoms, such as loss of energy, difficulty concentrating, and issues with sleep.
- (iv) **Self-consciousness:** Discomfort around others; frequent experiences of shame and embarrassment.
- (v) **Impulsiveness:** Inability to control cravings or urges.
- (vi) **Vulnerability:** Difficulty contending with stress; dependence on others for support.

The five-factor model can be more easily remembered through the acronym: OCEAN.

11.3

MOTIVATION: TECHNIQUES AND TYPES

Meaning of Motivation

The word '**motivation**' has been derived from the '**Latin**' word '**movere**' which means '**to change**' or '**to move**'. Motivation is an inner force that determines all aspects of our behaviour; it also impacts on how we think, feel and interact with others. Motivation may be considered as something that compels an individual to act or behave in a particular way at a particular time for attaining some specific goal.

Motivation is an internal feeling. It is a psychological phenomenon which generates within an individual.

Motivation is one of the most important areas in human psychology. It has a vast effect on learning.

Definitions of Motivation

1. According to Johnson, "Motivation is the influence of general pattern of activities indicating and directing the behaviour of an organism."
2. According P.T. Yong, "Motivation is the process of arousing action, sustaining the activities in progress, and regulating the patterns of activity."
3. According to Alderman, "Motivation is the general level of arousal to action in an individual."
4. According to Sage, "Motivation can be defined simply as the intensity of one's effort."
5. According to Crooks and Stein, "Motivation is a condition that might energise and direct our action."
6. According to Morgan and King, "Motivation refers to state within a person or animal that drives behaviour towards some goal."
7. According to Elizabeth, "Motivation is the direction and intensity of behaviour."

Education is motivated by desire for knowledge. Sports and competitions are motivated by winning and proving yourself. Motivation is present in every life function. Simple acts such as eating are motivated by hunger. The definition of motivation is to give reason, interest or incentive that causes a specific action or behaviour.

Types of Motivation

There are two types of motivation:

1. Intrinsic Motivation.
2. Extrinsic Motivation.

1. **Intrinsic Motivation:** It is called a natural or internal motivation. Intrinsic motivation can be explained as an inner desire to do something or involve him in some activity and it may be out of pleasure or to get importance. It is an inner urge of the individual which motivates him towards the activity. Sometimes it depends upon emotional needs, biological needs, personal needs, social needs, etc.

Intrinsic motivation provides satisfaction, positive behaviour, happiness, excitement, etc.

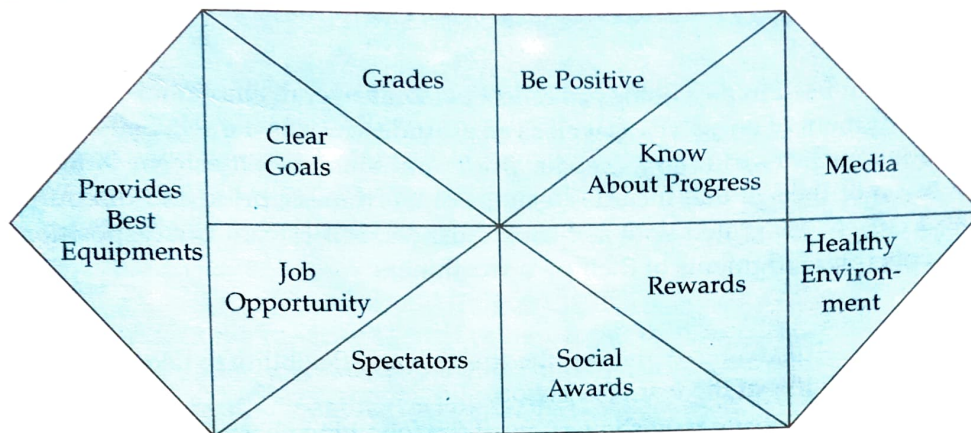
2. **Extrinsic Motivation:** It is called artificial or extrinsic motivation. It always occurs when external factors force the person to do something. External forces change the behaviour of the individual and one starts taking interest in the activity, it may be for the sake of rewards or social popularity, cash prize, etc. When individual takes interest for all this, it means one is motivated externally. The motivated factors may be rewards, prizes, social recognition, job, teachers, parents, etc. Such type of motivation is called extrinsic motivation. These rewards provide mental satisfaction and pleasure to the individual. But sometimes, it is also seen that these rewards actually demotivate from performing the task and overpower their inner desire to do that work.

Techniques of Motivation

There are various ways to motivate a person but it varies from individual to individual because all the persons are not same. They come from different backgrounds with different attitudes and behaviour. So they have dealt with various methods. Following techniques can be used to motivate an athlete or a person:

1. **Grading of Players:** Classification of players on the basis of their performance also helps in motivating the players. All the players try to perform and give their best effort to achieve the best grade.

2. **Positive Talk:** Positive talk by the teachers or coaches is one of the best method to motivate an individual. It can help the athlete change his thinking and behaviour. It is most important even for players and athlete at international level. At lower stages it works as a most successful tool for motivation.



Techniques of Motivation

3. **Equipment:** The players and athletes should be provided the best possible equipment, which will help the athlete avoid sports injuries, best and easy practice without tension in mind. Good quality equipment urge the participants to participate in the activity whereas an old and sub-standard equipment may turn off the interest of the individual.
4. **Goal should be Made Clear:** The person or athlete should be very clear about his goal. What he has to do, how, and why. If these three things are clear in the mind of the athlete then there will be no problem in motivation and one will do the things accordingly. One should be prepared mentally to do the activity and work to achieve the goal. The goal should not be impossible to be achieved; it should be in the reach of the individual. One should know the advantage of attaining the goal.
5. **Knowledge of Progress:** The athlete should know fully about himself, his capacity, quality, or behaviour, etc. Periodic positive result acts as a strong motivational force. One should be made aware about his progress from time to time. Knowledge of progress is must because progress is also as reward in itself.
6. **Rewards:** They can be effective for further progress and to achieve goal. This can be very effective to motivate the players. Various rewards and cash prizes act as strong motivational force to perform.
7. **Job:** Outstanding sportspersons can be offered good jobs according to their achievement and educational qualifications. There are various departments which provide jobs to good sportspersons, *i.e.* Police departments in various states, Indian Railways, Banks, *etc.*
8. **Social Awards:** Government of India every year announces award for outstanding sportspersons who bring laurels for the country in various games and sports. They are honoured with Arjuna Awards, Padam Shri, Rajeev Gandhi Khel Ratna Award, Dronacharya Award, Major Dhyan Chand Award, Padam Bhushan, *etc.* Some special awards are also given for international achievements.
9. **Healthy Environment:** It is most important to have positive attitude and environment for successful training programme. The coach and the trainee should have positive attitude towards each other and towards the activity. The cordial environment plays a vital role to motivate an athlete.
10. **Role of Media:** Television and newspapers play an important role in motivating the players. When media gives coverage and recognition to the performance of the sportsperson, it gives boost to their self-confidence.
11. **Role of Spectators:** Crowd plays an important role in motivating the players. Good and positive responses of spectators encourage the sportspersons to give their maximum.

11.4 SELF-ESTEEM AND BODY IMAGE

SELF-ESTEEM

Meaning of Self-esteem

Self-esteem is a term used in psychology to reflect person's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude towards the self. Self-esteem encompasses beliefs and emotions such as triumph, despair, pride and shame. Self-esteem is also known as the evaluative dimension of the self that includes feelings of worthiness, pride and discouragement. One's self-esteem is also closely associated with self-consciousness. Self-esteem is a disposition that a person has which represents their judgments of their own worthiness.

Types of Self-esteem

1. Positive or High Self-esteem: It gives us the strength and flexibility to take charge of our lives and grow from our mistakes without the fear of rejection.

A person with high self-esteem may show some of the following characteristics:

- (i) Self-direction
- (ii) Self-confidence
- (iii) An ability to learn from mistakes of oneself and others both.
- (iv) Positive attitude.
- (v) Independent and cooperative attitude.
- (vi) Able to handle emotions, problems of any type and challenges comes in life.
- (vii) Good sense of personal limitations.
- (viii) Most important, ability to say 'No'.

2. Negative or Low Self-esteem

It is a debilitating condition that keeps individuals from realizing their full potential. The person feels so poorly about him/herself that these feelings may actually cause the person's continued with low self-esteem.

A person with low self-esteem may show some of the following characteristics:

- (i) Heavy self-criticism and dissatisfaction.
- (ii) Hypersensitivity to criticism with resentment against critics and feelings of being attacked.
- (iii) Chronic indecision and an exaggerated fear of mistakes.
- (iv) Excessive will to please and unwillingness to displease any petitioner.
- (v) Perfectionism, which can lead to frustration when perfection is not achieved.
- (vi) Neurotic guilt, dwelling on and/or exaggerating the magnitude of past mistakes.
- (vii) Floating hostility and general defensiveness and irritability without any proximate cause.
- (viii) Pessimism and a general negative outlook.
- (ix) Envy, invidiousness, or general resentment.
- (x) Sees temporary setbacks as permanent, intolerable conditions.

Definition of Self-esteem

According to Morris Rosenberg, "Self-esteem is defined as a personal worth or worthiness."

According to Nathaniel Branden, "Self-esteem is the experience of being competent to cope with the basic challenges of life and being worthy of happiness."

According to Branden, "Self-esteem is the sum of self-confidence (a feeling of personal capacity) and self-respect (a feeling of personal worth)."

It exists as a consequence of the implicit judgment that every person has the ability to face life's challenges, to understand and solve problems, and his right to achieve happiness, and be given respect.

Importance of Self-esteem

Self-esteem is very important in one's life. Here, we try to reveal some of the importance of self-esteem in life:

- (i) Self-esteem allows people to face life with more confidence, benevolence and optimism, and thus easily reach their goals and self-actualize.
- (ii) It allows a person to be more ambitious, but not with respect to possessions or success, but with respect to what they can experience emotionally, creatively and spiritually.
- (iii) Self-esteem increases the capacity to be happy and can convince people that they deserve happiness.
- (iv) Understanding this is fundamental, and universally beneficial, since the development of positive self-esteem increases the capacity to treat other people with respect, benevolence and goodwill, thus favouring rich interpersonal relationships and avoiding destructive ones.
- (v) Self-esteem allows creativity at the workplace, and is an especially critical condition for teaching professionals.
- (vi) Self-esteem is important to protect children and adolescents against mental distress and dependency, enabling them to cope adequately with difficult and stressful life situations.
- (vii) Higher self-esteem is also known to be correlated with a better ability to cope with stress and a higher likelihood that the individual takes on difficult tasks relative to those with low self-esteem.

BODY IMAGE

Meaning of Body Image

Body image refers to a person's feelings of the aesthetics and sexual attractiveness of their own body. A person's body image is thought to be, in part, a product of their personal experiences, personality, and various social and cultural forces. A person's sense of their own physical appearance, usually in relation to others or in relation to some cultural "ideal," can shape their body image. A person's perception of their appearance can be different from how others actually perceive them.

It has been extremely difficult for people to live up to the standards of society and what they believe the ideal body is. There are many factors that lead to a person's body image, some of these include family dynamics, biological predispositions (e.g. depression and anxiety), and cultural expectations (e.g. media and politics).

Types of Body Image

1. Positive Body-image:

- (i) A clear and true perception of body shape and size.
- (ii) Appreciate yourself as you are.
- (iii) Accept your unique body as a whole and feel proud to have such body parts.
- (iv) Refuse to spend an unreasonable amount of money and time on worrying about food, weight and calories.

2. Negative Body-image:

- (i) A distorted perception of body shape and size.
- (ii) One is convinced that other people are more attractive than you.
- (iii) Your body shape and size is just a failure.
- (iv) You feel ashamed, self-conscious, and anxious about the body.
- (v) You feel uncomfortable and awkward about your body.

How to Improve Body Image and Self-esteem?

- (i) Identify the changes you can bring in your life.
- (ii) Set goal and keep on progressing towards it.
- (iii) Take pride to voice your opinion or ideas.
- (iv) Make contribution to improve the things.
- (v) Relieve stress and go for exercise or walk to keep healthy and happy.
- (vi) Be social, friendly and make friends.
- (vii) Value each child as an individual with unique strength interest and skills.
- (viii) Never compare the children.
- (ix) Help to develop self-decision making and problem-solving skills.
- (x) Accept their social circle and allow to go with good friends.
- (xi) Let him be attractive, smart with good clothings.
- (xii) Help develop his sound character.
- (xiii) Think optimistically before looking at the mirror.
- (xiv) Talk to yourself positively at the mirror.
- (xv) Take the time to do nice things for your body.
- (xvi) Take risks to challenge yourself.
- (xvii) Stay away from fighting negative self-image.
- (xviii) Stay active.
- (xix) Ask for a hug when you need it.
- (xx) Read books which help you improve self-image.
- (xxi) Remember, the whole world is very beautiful including you.

11.5

PSYCHOLOGICAL BENEFITS OF EXERCISE

We often hear about the physical benefits of exercise, less often are the psychological benefits promoted. Yet, engaging in a moderate amount of physical activity will result in improved mood and emotional states. Exercise can promote psychological well-being as well as improve quality of life.

The following are common psychological benefits gained through exercise:

1. **Reduce stress:** One of the most common mental benefits of exercise is stress relief. It can help in managing physical and mental stress. Exercise also increases concentrations a chemical that can moderate the brain's response to stress.
2. **Boost happy chemicals:** Exercise releases endorphins, which create feelings of happiness and excitement. Doctors recommend that people suffering from depression or anxiety must do some work out. In some cases, exercise can be just as effective as antidepressant pills in treating depression.
3. **Improve self-confidence:** On a very basic level, physical fitness can boost self-esteem and improve positive self-image. Regardless of weight, size, gender, or age, exercise can quickly elevate a person's view about his or her attractiveness.
4. **Enjoy the great outdoors:** Exercising in the great outdoors can increase self-esteem even more. Find an outdoor workout that fits your style, whether it's rock-climbing, hiking, renting a canoe, or just taking a jog in the park. Along with it, Vitamin D acquired from the sun can lessen the likelihood of experiencing depressive symptoms.
5. **Prevent cognitive decline:** Aging and degenerative diseases like Alzheimer kill off brain cells, losing many important brain functions in the process. While doing an exercise, a healthy diet can't cure Alzheimer, but they can help store up the brain against cognitive decline that begins after age

45. Working out, especially between age 25 and 45, boosts the chemicals in the brain that support and prevent degeneration of the part of the brain responsible for memory and learning.
6. **Improve anxiety:** The warm and fuzzy chemicals that are released during and after exercise can help people with anxiety.
 7. **Boost brainpower:** Cardiovascular exercise can create new brain cells and improve overall brain performance. A tough workout increases the levels of a brain-derived protein in the body which help in decision-making, higher thinking, and learning.
 8. **Sharpen memory:** Regular physical activity boosts memory and ability to learn new things. For this reason, children's brain development is linked with the level of physical fitness. Working out can boost memory among grown-ups, too.
 9. **Help control addiction:** The brain releases a chemical in response to any form of pleasure. Unfortunately, some people become addicted and dependent on the substances that produce it, like drugs or alcohol. On the bright side, exercise can help in addiction recovery. Short exercise sessions can also effectively distract drug or alcohol addicts, at least in the short term.
 10. **Increase relaxation:** A moderate workout can be the equivalent of a sleeping pill, even for people with the problem of sleeplessness.
 11. **Get more done:** Workers who take time for exercise on a regular basis are more productive and have more energy than their colleagues. Midday is the ideal time for a workout.
 12. **Tap into creativity:** A heart-pumping gym session can boost creativity for up to two hours afterwards. Next time you need a burst of creative thinking, hit the trails for a long walk or run to refresh the body and the brain at the same time.
 13. **Inspire others:** Most people perform better on aerobic tests when paired up with a workout buddy. In fact, being part of a team is so powerful that it can actually raise athletes' tolerance for pain. Even fitness beginners can inspire each other to push harder during a sweat session.

11.6 MEANING, CONCEPT AND TYPES OF AGGRESSIONS IN SPORTS

Meaning and Concept of Aggression in Sports

In sport, aggression is a characteristic that can have many negative as well as positive effects on performance. Aggression is defined as "any form of behaviour directed towards the goal of harming or injuring another life being who is motivated to avoid such treatment." Most people view aggression as a negative psychological characteristic; however, some sport psychologists agree that aggression can improve performance. This is called an assertive behaviour, where a player will play within the rules of the sport at a very high intensity, but will have no intention to harm an opponent.

To determine which behaviour we are talking about Gills Criteria comes into place. Gills criteria is a list of four points which determine whether we are talking about aggression, or assertion. If one of these criteria is not met, assertion is happening, however, if all the four are met, you can then decide whether the behaviour in mind, is which type of aggression. The four points are:

1. It is a form of behaviour. The aggression can be either physical or verbal behaviour.
2. It involves causing harm or injury. The aggression is designed to cause either physical or physiological harm.
3. The injury or harm is directed towards another being.
4. The aggression must be intentional: an accident cannot be classed as aggression.

Types of Aggression

In sport, aggression has been defined into two categories:

1. Hostile aggression
2. Instrumental aggression
3. Assertive aggression.

- (i) **Hostile aggression** is when the main aim is to cause harm or injury to your opponent. Hostile aggression is "inflicting harm whether it is physical or psychological, on someone else. It is sometimes referred to as reactive aggression and can be accompanied by anger".
- (ii) **Instrumental aggression** is when the main aim is to achieve a goal by using aggression. This type of aggression mostly comes while in contact with sports. For example, rugby players use aggression to tackle his opponent to win the ball. The player is not using his aggression to hurt the opponent but rather to win the ball back. Experienced athletes used more instrumental aggression in which they used to their advantage and that hostile aggression was less frequently used. Experienced athletes used self-control to help them with their aggression.
- (iii) **Assertive aggression** is different type of aggression. This is defined as aggression that involves the use of physical and verbal force to achieve one's purpose. The main aim is to establish dominance rather than to harm the opponent.

Aggression and Sports

In non-contact sports like basketball, cricket, football, *etc.*, aggressive and violent actions are illegal.

In contact sports like Judo, Wrestling, Karate *etc.* or Team Contact Sports like Rugby, Ice-hockey, these actions are legal. All these sports are characterised by high levels of aggression and often violent physical contact which may be within the rules of the game and not intended to injure. The same sort of actions outside the sports context may be defined as criminal.

IMPORTANT QUESTIONS

Very Short Answer-type Questions

1. What does the word psychology mean?
2. Define stress?
3. What are the main causes of stress in the life of a housewife?
4. What are the main causes of stress for a working lady?
5. How can one judge for having stress?
6. What are the different ways with which one can sort his life?
7. Define personality?
8. How can the personality of an individual be judged?
9. Name the types of personality according to
 - (a) Sheldon
 - (b) Jung
 - (c) Big five theory
10. Define motivation?
11. What is intrinsic motivation?
12. How does an extrinsic motivation sometimes may kill intrinsic motivation?

(All India, 2015)

(C.B.S.E. Sample paper, 2015)

13. How do the media and spectators influence the sportspersons?
14. What do you understand by self-esteem?
15. What do you mean by body-image?
16. What is aggression?
17. How is aggression important in sports?

(C.B.S.E. Sample paper, 2015)
(2017)

Short Answer-type Questions

1. What is stress? How can one manage the stress in his/her day to day life?
2. What are the coping strategies?
3. Write in brief about the Sheldon's classification of personality?
4. Write in brief about the Jung's classification of personality?
5. Write in brief about the big five theory's classification of personality?
6. What is meant by motivation? Explain the different techniques of motivation to achieve high goals in sports. (2017)
7. What are the different types of self-esteem and how they are important to an individual?
8. How can one improve his/her body image and self-esteem?
9. What are the psychological benefits of exercise?
10. Explain the different types of aggression?

Long-Answer Type Questions

1. What do you mean by coping? Discuss in detail about the problem focused and emotion focused coping strategies? (All India, 2016)
2. What is personality? Explain its different dimensions. (2017)
3. Differentiate between intrinsic and extrinsic motivation. Explain in detail the techniques of motivation. (Delhi, 2016)
4. What are the self-esteem and body image? Explain their types and how one can improve them?
5. Explain the concept of aggression. How aggression is related in sports?

6. Explain types of Personality
write a brief about the
↳ sheldon's
↳ Jung's
big five theory classification of personality