

**M.P.Ed. (Third Semester) Examination, 2013**

**Sports Psychology**

**AS-2596**

Max. Mark: 60

Paper: **Second**

**MODEL ANSWER**

Section - A

**1. Shorts Answer:**

(i) Sports Psychology is the application of psychological principles to sports and Physical activity at all level of skill improvement.

(According to Browney and Moheney)

(ii) Sport psychology very simply, deals with the mental aspects of sport. It aims to improve both the sports performance and general well-being of the athlete, through the application of psychological principles and techniques. It has been defined most simply perhaps, as the science of psychology applied to sport.

(iii) A personality test is a questionnaire or other standardized instrument designed to reveal aspects of an individual's character or psychological makeup.

(iv) Learning test is generally an assessment of learner's preferred ways of responding (cognitively and behaviorally) to learning tasks. It has been defined as a state-like learning preference, that is, a learning preference that changes depending on the learning environment or context. (Peterson et al., 2009)

(v) **Growth:** The gradual increase (e.g. in size or number) of cell, tissue, bone, height etc. A normal process of increase in size of an organism as a result of accretion of tissue similar to that originally present.

**Development:** The terms developments means a progressive series of changes that occurs orderly, predictable pattern as a result of maturation and experience.

(vi) The teenage years are also called adolescence. During this time, parents will see the greatest amount of growth in height and weight in their child. Adolescence is a time for growth spurts and puberty changes. An adolescent may grow several inches in several months followed by a period of very slow growth, and then have another growth spurt. Changes with puberty (sexual maturation) may occur gradually or several signs may become visible at the

sometime.

There is a great amount of variation in the rate of changes that may occur. Some teenagers may experience these signs of maturity sooner or later than others. **The following indicates the average for adolescents 13 to 18 years old.**

(vii) Attitude is a tendency to seek or avoid something. Merely liking or disliking, approval and disapproval do not convey the real meaning of attitude. A position of the body or manner of carrying oneself stood in a graceful attitude with confidence is called positive attitude. A state of mind or a feeling, disposition and had a positive attitude about work. It is an arrogant or hostile state of mind or disposition. The orientation of an aircraft's axes relative to a reference line or plane, such as the horizon. A position similar to an arabesque in which a ballet dancer stands on one leg with the other raised either in front or in back and bent at the knee.

(viii) **Satisfaction:**

The fulfilment or gratification of a desire, need, or appetite in competition, conditioning, training in sports. In sports Pleasure or contentment derived from skills, training, coaching in various games and sports. A source or means of gratification. Compensation for injury or loss, reparation. The opportunity to avenge a wrong, vindication.

(ix) **Memory** is the faculty by which the mind stores and remembers information and also is the process in which information is encoded, stored, and retrieved. Encoding allows information that is from the outside world to reach our senses in the forms of chemical and physical stimuli.

(X) **Thinking:** The mind is the idea while thinking processes of the brain involved in cognitive processing information such as when we form concepts, engage in problem solving, to reason abstraction, logic, imagination and problem-solving and make decisions.

## **Section B**

### **UNIT-I**

#### **2-Importance of sports psychology in Physical Education students and administrator:**

**(Explain with these heading)**

- For Better learning
- Performance development

- Motivation with learning
- Guidance and counselling
- Rehabilitation
- Personal Problem
- Educational Problem
- Professional Problem
- Investigation of sports Process
- Tolerance developments
- Psychological guide

**Or**

Clinical Method of psychology is an integration of science, theory and clinical knowledge for the purpose of understanding, preventing, and relieving psychologically based distress or dysfunction and to promote subjective well-being and personal development. Central to its practice are psychological assessment and psychotherapy, although clinical psychologists also engage in research, teaching, consultation, forensic testimony, and program development and administration. In many countries, clinical psychology is regulated as a health care profession.

The field is often considered to have begun in 1896 with the opening of the first psychological clinic at the University of Pennsylvania by Lightner Witmer. In the first half of the 20th century, clinical psychology was focused on psychological assessment, with little attention given to treatment.

Clinical psychologists provide psychotherapy, psychological testing, and diagnosis of mental illness. They generally train within four primary theoretical orientations—psychodynamic, humanistic, behavior therapy/cognitive-behavioral, and systems or family therapy. Many continue clinical training in post-doctoral programs in which they might specialize in disciplines such as psychoanalytic approaches or child and adolescent treatment modalities.

(b) Developmental method in psychology is the scientific study of changes that occur in human beings over the course of their life. Originally concerned with infants and children, the field has expanded to include adolescence, adult development, aging, and the entire lifespan. This field examines change across a broad range of topics including motor skills and other psycho-physiological processes; cognitive development involving areas such as problem solving, moral understanding, and conceptual understanding; language acquisition; social, personality, and emotional development; and self-concept and identity formation.

Developmental psychology examines issues such as the extent of development through gradual accumulation of knowledge versus stage-like development—and the extent to which children are born with innate mental structures, versus learning through experience. Many researchers are interested in the interaction between personal characteristics, the individual's behavior, and environmental factors including social context, and their impact on development; others take a more narrowly-focused approach.

Developmental psychology informs several applied fields, including: educational psychology, child psychopathology, and forensic developmental psychology. Developmental psychology complements several other basic research fields in psychology including social psychology, cognitive psychology, ecological psychology, and comparative psychology.

## **UNIT-2**

**Or**

### **Methods used in Sports psychology:**

There are two types of methods used in Sports psychology

#### **I. Psychomotor test: Biofeedback-**

- **ECG Test**
- **EMG Test**
- **Reaction and Response Time Test**

#### **II. Behaviour Test:**

- **Anxiety,**
- **Personality,**
- **learning,**
- **Intelligence,**
- **aptitude,**
- **Attitude,**
- **Frustration**
- **Tolerance**
- **Emotional**

## **UNIT-3**

There are two type individual differences. Clearly explain under following heading.

### **Genotype**

- **Biological**
- **Anthropometric**
- **Neurological**

- Motor related function

**Phenotype:**

- Physical differences
- Motor ability Differences
- Interest Differences
- Aptitude Differences
- Mental Differences
- Differences in learning
- Differences in Achievement
- Differences in Thinking
- Differences in Attitudes
- Age and intelligence Differences
- Sex Differences
- Character Differences

**Or**

**Physical and Mental differences:**

Men and women differ in countless ways, many of which they aren't even conscious of in term of sports. Here are just a few of those differences:

1. Men have a higher rate of basal metabolism than women.<sup>3</sup>
2. The sexes differ in skeletal structure, women having a shorter head, broader face, less protruding chin, shorter legs, and longer trunk. The first finger of a woman's hand is usually longer than the third; with men the reverse is true. Boys' teeth last longer than do those of girls.
3. Women have a larger stomach, kidneys, liver, and appendix, and smaller lungs than men.
4. Women have three very important physiological functions totally absent in men--menstruation, pregnancy, and lactation. Each of these mechanisms influences behavior and feelings significantly. Female hormonal patterns are more complex and varied. The glands work differently in the two sexes. For example, a woman's thyroid is larger and more active; it enlarges during menstruation and pregnancy, which makes her more prone to goiter, provides resistance to cold, and is associated with the smooth skin, relatively hairless body, and the thin layer of subcutaneous fat that are important elements in the concept of personal beauty. Women are also more responsive emotionally, laughing and crying more readily.
5. Women's blood contains more water (20 percent fewer red cells). Since red cells supply oxygen to the body, she tires more easily and is more

prone to faint. Her constitutional viability is therefore strictly a long-range matter.

6. Women's hearts beat more rapidly than those of men (80 versus 72 beats per minute). Their blood pressure (ten points lower than men) varies more from minute to minute, but they have much less tendency to high blood pressure--at least until after menopause.
7. Female lung capacity is about 30 percent less than in males.
8. Women can withstand high temperatures better than men because their metabolism slows down less.
9. Men and women differ in every cell of their bodies because they carry a differing chromosomal pattern.

**Emotional differences:** Though we would like to think males and females are fairly similar (except for the obvious physical or reproductive differences), we know that there are fundamental psychological differences. Here are some interesting differences based on neuro-scientific research.

- Men are better at orientating objects
- Women are better at communicating
- Men and women process information at different rates
- Men speak logic
- Women speak emotion
- Reaction to stress

## UNIT-IV

### 5- Shorts Notes

#### **Self –satisfaction:**

Self-Satisfaction is the ultimate goal of life. Almost everyone, at some point or the other in their life, might have asked themselves about the reason of their birth, the purpose of their life, and the goals that they would like to pursue. These questions, if left unanswered continuously keep posing troubles to the individual and lead to an unknown displeasure and unhappiness.

No matter how much success a person gets, no matter how rich a person becomes, and no matter how many goals are achieved, somehow these questions keep on confronting the person. This will continue until and unless such accomplishments do not lead to self-satisfaction.

Self-satisfaction is a sense of absolute fulfilment with oneself and ones accomplishments. As simple as may it sound, achieving self-satisfaction is not at all an easy task. But, there are ways in which one can constantly look out for self-satisfaction and in the process find answers to the many unanswered questions that life imposes upon us.

- A high level of self-awareness is required for self-satisfaction in sports.
- Intrapersonal intelligence basic for sports training
- Delay of gratification is something that becomes very important in achieving self-satisfaction.

The only way to maintain a proper composure in life is to seek and eventually achieve self-satisfaction. It is the seeking of self-satisfaction that guides the person through all the turbulence of life. Achieving self-satisfaction should be the main criteria in whatever the person wants to do.

- **Self –Esteem:**

In psychology, the term **self-esteem** is used to describe a person's overall sense of self-worth or personal value in sports. Self-esteem is often seen as a personality trait, which means that it tends to be stable and enduring. Self-esteem can involve a variety of beliefs about the self, such as the appraisal of one's own appearance, beliefs, emotions and behaviors.

### **Components of Self-Esteem**

According to one definition (Braden, 1969), there are three key components of self-esteem:

1. Self-esteem is an essential human need that is vital for survival and normal, healthy development.
2. Self-esteem arises automatically from within based upon a person's beliefs and consciousness.
3. Self-esteem occurs in conjunction with a person's thoughts, behaviors, feelings and actions.

The need for self-esteem plays an important role in sports psychology. The hierarchy of needs, depicting self-esteem as one of the basic human motivations

for skill learning. Self-esteem is a concept distinct from self-efficacy, which involves the belief in future actions, performance or abilities.

**Or**

**(a) Attitude for Physical activity**

Attitude is a tendency to seek or avoid something. Merely liking or disliking, approval and disapproval do not convey the real meaning of attitude. Attitude is learned by a process of interpretation, response and confirmation. In Physical education attitude play an important role for various type activities.

Three basic component of attitude for activity:

- Belief and knowledge about activity
- Feeling and motivation for activity
- Disposition of Behave during activity

(Explain under the above mentioned heading)

**(b) Interest for Physical activity**

According Drever- An interest is a deposition its dynamic aspect.

Interest is defined as a playre's perception of interest inherent in an activity. Holding interest is conceptualized as a specific situational interest perceived by a student based on his or her subjective understanding of the activity's meaningfulness.

It motivates the student to continuously participate in that activity. This research was designed to examine the patterns of holding interest for physical activities in a state physical education curriculum for secondary schools. .

- Interest build up either by past satisfaction or by anticipated future satisfaction.
- Acquired interest depends to a large extent on one's experience
- Like and dislike are often reflected through interest one develop
- Interest a medium to learn sports skills,

**UNIT-V**

**6-Attention** is a concept studied in cognitive psychology that refers to how we actively process specific information present in our environment.

According to psychologist and philosopher William James, attention "is the taking possession of the mind, in clear and vivid form, of one out of what may

seem several simultaneously possible objects or trains of thoughts. It implies withdrawal from some things in order to deal effectively with others."

Attention is the cognitive process of selectively concentrating on one aspect of the environment while ignoring other things. Attention has also been referred to as the allocation of processing resources.

Attention is one of the most intensely studied topics within psychology and cognitive neuroscience. Attention remains a major area of investigation within education, psychology and neuroscience. Areas of active investigation involve determining the source of the signals that generate attention, the effects of these signals on the tuning properties of sensory neurons, and the relationship between attention and other cognitive processes like working memory and vigilance.

The relationships between attention and consciousness are complex enough that they have warranted perennial philosophical exploration. Such exploration is both ancient and continually relevant, as it can have effects in fields ranging from mental health to artificial intelligence research and development.

(Explain under following heading)

- Thinking Process with Attention
- Memory Process with Attention
- Perception Process with Attention
- Reasoning Process with Attention
- Imagination Process with Attention

Or

### **Reasoning:**

Reasoning is the capacity for consciously making sense of things, applying logic, for establishing and verifying facts, and changing or justifying practices, institutions, and beliefs based on new or existing information. It is closely associated with such characteristically human activities as philosophy, science, language, mathematics, and art, and is normally considered to be a definitive characteristic of human nature. The concept of reason is sometimes referred to as rationality and sometimes as discursive reason, in opposition to intuitive reason.

Reason or "reasoning" is associated with thinking, cognition, and intellect. Reason, like habit or intuition, is one of the ways by which thinking comes from one idea to a related idea. For example, it is the means by which rational beings

understand themselves to think about cause and effect, truth and falsehood, and what is good or bad. It is also closely identified with the ability to self-consciously change beliefs, attitudes, traditions, and institutions, and therefore with the capacity for freedom and self-determination.

In contrast to reason as an abstract noun, a reason is a consideration which explains or justifies some event, phenomenon or behaviour.<sup>[5]</sup> The ways in which human beings reason through argument are the subject of inquiries in the field of logic.

Psychologists and cognitive scientists have attempted to study and explain how people reason, e.g. which cognitive and neural processes are engaged and how cultural factors affect the inferences that people draw. The field of automated reasoning studies how reasoning may or may not be modeled computationally. Animal psychology considers the controversial question of whether animals can reason.

**Perception:** The perceptual process allows us to experience the world around us. Take a moment to think of all the things you perceive on a daily basis. At any given moment, you might see familiar objects in your environment, feel the touch of objects and people against your skin, smell the aroma of a home-cooked meal and hear the sound of music playing in your next door neighbor's apartment. All of these things help make up our conscious experience and allow us to interact with the people and objects around us.

In this overview of perception and the perceptual process, we will learn more about how we go from detecting stimuli in the environment to actually taking action based on that information.

Perception is our sensory experience of the world around us and involves both the recognition of environmental stimuli and actions in response to these stimuli. Through the perceptual process, we gain information about properties and elements of the environment that are critical to our survival. Perception not only creates our experience of the world around us; it allows us to act within our environment.

Perception includes the five senses; touch, sight, taste smell and taste. It also includes what is known as proprioception, a set of senses involving the ability to detect changes in body positions and movements. It also involves the cognitive processes required to process information, such as recognizing the face of a friend or detecting a familiar scent.

**Recognition:** The action or process of recognizing or being recognized, in particular task , action.

