## Sports Psychology

<table>
<thead>
<tr>
<th>Subject</th>
<th>Father's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>Wilhelm Wundt (1832-1920)</td>
</tr>
<tr>
<td>Modern Psychology</td>
<td>Sigmund Freud (1856-1936)</td>
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<tr>
<td>Sports Psychology</td>
<td>Coleman Griffith</td>
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## Schools of Psychology

<table>
<thead>
<tr>
<th></th>
<th><strong>School</strong></th>
<th><strong>Father</strong></th>
<th><strong>Description</strong></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Structuralism</td>
<td>Wilhelm Wundt</td>
<td>Studying the element of the mind</td>
</tr>
<tr>
<td>2</td>
<td>Functionalism</td>
<td>William James</td>
<td>Studying how the mind adapts</td>
</tr>
<tr>
<td>3</td>
<td>Psychoanalysis</td>
<td>Sigmund Freud</td>
<td>Studying the Unconscious mind</td>
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<tr>
<td>4</td>
<td>Gestalt psychology</td>
<td>Max Wertheimer</td>
<td>Studying psychological process Holistically</td>
</tr>
<tr>
<td>5</td>
<td>Behaviourism</td>
<td>John B. Watson</td>
<td>Studying overt behaviour</td>
</tr>
<tr>
<td>6</td>
<td>Humanistic Psychology</td>
<td>Abraham Maslow &amp; Carl Rogers</td>
<td>A positive view of human nature</td>
</tr>
<tr>
<td>7</td>
<td>Cathartic Theory</td>
<td>Aristotle</td>
<td>Getting in out of your system</td>
</tr>
</tbody>
</table>
# Approaches to psychology

<table>
<thead>
<tr>
<th>Approach</th>
<th>Main focus of approach</th>
<th>Examples in sport psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual differences</td>
<td>Variation in the characteristics of individuals</td>
<td>Personality, attitudes to sport, motivation, anxiety</td>
</tr>
<tr>
<td>Social psychology</td>
<td>Ways in which people interact with one another</td>
<td>Attitudes to sport, aggression, team cohesion, team leadership</td>
</tr>
<tr>
<td>Cognitive psychology</td>
<td>Ways in which the mind processes information</td>
<td>Skill acquisition, motivation, imagery</td>
</tr>
<tr>
<td>Physiological psychology</td>
<td>The relationship between biological and psychological functioning</td>
<td>Arousal and performance, biological basis of personality traits</td>
</tr>
<tr>
<td>Developmental psychology</td>
<td>The processes of development of psychological functions and characteristics across the lifespan</td>
<td>Social learning, gender development, personality development</td>
</tr>
</tbody>
</table>

# Theoretical orientations in psychology

<table>
<thead>
<tr>
<th>Theoretical orientation</th>
<th>Underlying assumptions</th>
<th>Examples of applications in sport psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioural (learning)</td>
<td>• Focus is on observable behaviour</td>
<td>Social learning of attitudes, personality, aggression</td>
</tr>
<tr>
<td></td>
<td>• Behaviour is acquired by learning</td>
<td></td>
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</tbody>
</table>


**http://www.trbtnpsc.com/2013/07/trb-questions-and-study-materials.html**
Learning

Definitions:
- “Learning is the process of effecting changes in the individuals behavior and making such changes permanent” – Dr. G.D.Boaz
- “The modification in the behavior of an individual due to activity and experience is what constitutes learning” – Garret
- “Modification of behavior that arises when the organism responds to specific factors in the environment” – Dockeray
- “Learning in the broadest sense is the organization of behavior according to the performance demands of some task” – Cratty
- “The learning process is the change in personality which constitutes a new insight, or sense of values or ability” – H.C. Morrison
- “the acquisition of new behavior of strengthening or weakening of old behavior as the result of experience” - Henry Smith
- “Leaning is the modification of behavior through experience and training”- Gates
- Learning can be defined as a change, a modification, or an adjustment in the behavior of an individual as a result of learning new responses in the form of knowledge, skills and experience.
Characteristics of learning:

- The permanent changes that occurred in one’s behavior through experience is called learning
- Learning results is change in behavior
- Learning is basic to human behavior
- It is measurable
- It is a change that takes place through practice or experience
- Learning activity differs from person to person
- Individual differences are there
- Simple learning is formation and strengthening stimulus –Response connection aided by reinforcements
- But is complex learning, cognition, perception, understanding, capacity are strengthening formations.
- Learning is not something to be given
- It is to be gained by self – experience
- Motivations and intelligences are the royal road to learning
- It is a lifelong process.
- Learning is a process and not an end in itself unless there is a motive or urge, activity is impossible
- When the motive is natural, learning is more effective
- The period of learning is spread throughout one’s life and is never – ending
- Activity and experience are primarily necessary for learning
- The whole process of learning falls into three groups marked in three stages, namely ACQUIRING, RETAINING, RECALLING
- Learning is not mere acquisition of facts but changes in attitude and behavior as a results of activity and experiences
- Efficiency of learning is dependent not only upon how much is acquired but also upon how much of this acquired material is retained
- Learning is a relatively permanent change in behavior reinforced practice
- The result of interest, attention, memory is learning
- The first stage in memory is learning
- The last stage in memory is recall
- New learning tends to forget the previous learning. It is called Retro- active inhibition
- Earlier learning tends to forget the new learning, it is called pro- active inhibition
- The four stages learning, retention, recognition and recall are found in memory
- Cognitive learning is also called mental learning
Motor skills are learnt best by practice

The lowest level of learning is rate learning

Learning of physical skills is concerned with motor learning

**Types of learning:**

The three main kinds of learning stressed by Kilpatrick are

- Primary learning
- Association learning
- Concomitant learning

1. **Primary learning**
   - We learn many activities in physical education
   - To play the game of football one has to learn the skills like kicking, dribbling, heading etc. so far as the whole game is concerned a mastery of the skills in indispensable and this is called primary learning.

2. **Associated learning**
   - While learning the game of football, the individual comes in contact with many other things closely associated with the game in addition to the skills of the game
   - He learns many things automatically about the football the equipment of the player, Ground marking, officiating techniques etc.
   - However they are not much significance to the improvement of the game for the individual
   - This is known as associated learning

3. **Concomitant learning**
   - Concomitant learning is associated with better attitude, better behavior and better living in general
   - We learn through physical activities not motor skills but also many social qualities like respect for authority, honor the rules, attitude of fairness, kindliness, co-operation, truthfulness etc.

**Learning in physical education:**

- Learning in physical education means a change in the player’s method of practicing, participating, and performance a motor skill in sports situations, or even a change in attitudes of player towards any particular thing, be it the play itself, his team members, his opponents, or the coach /teacher.
- Learning in sports includes a great variety of changes in behavior, either overt (observable) or covert (hidden), learning a motor skill is observable or overt,
whereas changes in ideas and attitudes are less observation, experience, or practice.

**Factors influencing learning:**
The following factors have been found to exert influence in one’s learning:
1. Motivation
2. Needs
3. Maturation
4. Feedback
5. The level of intelligence
6. Attention
7. Use of audio-visual aids
8. Guidance
9. Rewards and punishments

**RATE OF LEARNING:**
Rate of learning refers to the amount of learning proficiency attained in a given interval of time. It is measured by the following formula.

\[
\text{Rate of learning} = \frac{\text{Amount of learning proficiency achieved}}{\text{Time taken to achieve the amount of learning}}
\]

In other words, we can say the rate of learning is a measure of the level of learning progress that took place.

**Benjamin Bloom has suggested three domains of learning:**

- **Cognitive** – to recall, calculate, discuss, analyze, problem solve, etc.
- **Psychomotor** – to dance, swim, ski, dive, drive a car, ride a bike, etc.
- **Affective** – to like something or someone, love, appreciate, fear, hate, worship, etc.

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