Chapter – I

Introduction

Psychology is a very wide subject. It can be applied to all branches of human knowledge and activities. It also deals with fitness of human mind and body. But Sports Psychology for Physical Education largely deals with fitness of human body. It lays stress on the fact that physical fitness through games and sports. Hence Sports Psychology for Physical Education has great significance in the all-round development of an individual. Therefore, it is essential that we should know the exact meaning of Sports Psychology for Physical Education.

According to Mr. K. M. Burns, –Sports Psychology for Physical Education is that branch of Psychology which deals with physical fitness of an individual through his participation in games and sports. ||

DEFINITIONS OF PSYCHOLOGY

Various Psychologists have given different definitions of Psychology. Following are some of the popular definitions of Psychology:-

1. –Psychology is the study and science of mind. || (William James)
2. Psychology is the study of human behaviour, its causes and conditions. || (Me Dougall)

3. Psychology is the scientific study of the activities of the individual in relation to his environment. || (Woodworth and Marquis)

4. Psychology is the study of human behaviour and human relationship. || (Crow and Crow)

AIMS OF SPORTS PSYCHOLOGY

Sports Psychology for Physical Education is an integral part of Psychology. Hence its aims are akin to those of Psychology. Besides this, it has some particular aims also. Hence the aims of Sports Psychology for Physical Education can be studied in three forms, as follows:

1. General Aims
2. Social Aims
3. Particular Aims

Detail of above mentioned aims are given below:-

1. General Aims: Sports Psychology for Physical Education has the same general aims as those of Educational Psychology. These aims revolve round the balanced and all-round development of child. It means that in general terms Sports Psychology for physical Education aims at Physical, mental, intellectual, moral and spiritual development of the child. With this purpose in view, Sports Psychology for Physical Education has the general aim of education before it. The general aim of education, as described by T. P. Nunn is as follows:

–Education on should give rise to such situation as aim at all round or perfect development of the child, so that he may contribute his full share to the progress of mankind when he grows up. ||
2. **Social Aims:** Physical and sports Psychology has the same social aims as those of Educational Psychology. The social aims of Educational Psychology lead towards the socialization of the child. It means that there should be provision for such a type of education as enables the child to become a useful member of society when he grows up. **John Dewey** has very aptly remarked about it, –Education does the same work for social life of the individual as food for the body.

**Hamayun Kabir** has also said the same thing in a different way, –If a person has to become a useful member of society, he has not only to aim at individual development, but also at the development of society. We should not forget that man is a social being. He grows up in society and develops in society. Hence Education as well as Sports Education should aim at making the child a useful member of society when he grows up.

Thus we come to realize that Sports Education of Physical Education plays a significant role in all-round development of the child through games and sports. This all-round development includes perfect socialization of the child. The name **“Physical Education or Sports Education.”** Should not mislead us to think that it aims at mere physical development of the child. He has to live in society. So his development is complete only when he is perfectly at ease with the society in which he lives. However, Sports Education does not fulfill this aim through text book studies, but through games and sports.

3. **Particular Aims:** Sports Psychology for Physical Education has its particular aims also. One of these particular aims is to improve the physical health of the students through games and sports. It’s another allied particular aim is to prepare the students for various sports and games competitions.
In fact, proficiency in games and sports competition is the most important particular aim of Physical Education. Hence Sports Psychology for Physical Education deals with Physical activities and competitions in games and Sports from a psychological angle in order to bring about perfection in them.

**RELATIONSHIP BETWEEN SPORTS PSYCHOLOGY AND PSYCHOLOGY AND PSYCHOLOGY**

1. **Healthy Behavior** - Both Psychology and Sports Psychology work for the behavior modification in the behavior of the individual. It is essential for the balanced development of the individual so that through sublimation of instincts, he should be led towards healthy behavior under all circumstances. He should be led towards healthy behavior under all circumstances. Hence healthy behavior of the individual, through sublimation of instincts, is the common link between Psychology and Sports Psychology for Physical Education.

   Sports Psychology for Physical Education lays stress on the fact that the players should show balanced behavior in games even if it is difficult to keep such a balance in certain instigating and provocation situations. Hence Sports Psychology for Physical Education has to probe into the causes and sources of human behavior as much as Psychology. It has also to utilize the methods of sublimation of instincts for the modification of human behavior as much as Psychology has to it.

2. **Relationship of providing Stimulus.** It is essential for every kind of work that it should be done properly with full energy of the individual. Psychology reveals that this kind of energy is mostly the outcome of some stimulus. Every one requires some stimulus for filling energy in his work. The laborer can work with full energy only if there is some stimulus for his work. A student busy in studies
requires this stimulus for filling energy in his pursuit for studies. Similarly, a player requires this stimulus for filling energy in his sports activities and performance at games. This stimulus may be some attractive prize for outstanding performance in games and sports or it may be enhancement of public honor of the player or of the school for which he is playing. Hence the study of proper stimulus for a particular kind of work or a particular game is the object of common relationship between Psychology and Sports Psychology for physical Education.

3. **Relationship in Preparation for work.** Every kind of work can be done best if the worker is fully prepared for it, This holds good for a laborer, a businessman, a student as well as a player. Hence Psychology and Sports Psychology both try to prepare a worker or a player for the work or game in which he is going to take part. There are certain conditions for every kind of work or activity. Both Psychology and Sports Psychology for Physical Education have to study these conditions. They lay stress on the fulfillment of these conditions before the commencement of the work or the game.

Hence we come to the conclusion that there is a close relationship between Psychology and Sports Psychology for Physical Education.

**USES AND SCOPE OF SPORTS PSYCHOLOGY**

Sports Psychology for Physical Education has many uses. Hence its scope is very wide. Following are the uses of Sports Psychology for Physical Education:-

1. **Reveals Sources of Physical Development.** Sports Psychology for Physical Education deals with all kinds of physical activities, games and sports. Thus it reveals real sources of physical development for all students and individuals. For instance, in playing games the players have to undergo a great deal of physical labor for a certain period of time. This affords simple exercise for all
limbs of the body. It improves the general health of players. It develops their body as regards energy as well as beauty. Moreover, it increases their stamina for sustained physical activity.

2. **Co-ordination of Body and Mind.** Sports Psychology for Physical Education deals with the co-ordination of body and mind through all kinds of physical activities and games. We see that all physical activities, games and sports bring about co-ordination of body and mind, because in all of them body and mind are at work simultaneously and they work in proper co-ordination. Sports Psychology for Physical Education studies the process of co-ordination of body and mind and tries to increase this co-ordination at every step. This use of Sports Psychology for physical Education widens its scope in all spheres of life.

3. **Means of Teaching Lessons of Life.** Sports Psychology for Physical Education explores the means, which teach lessons of life. Given ahead are some of these lessons: i) **Lesson of Good Citizenship.** Sports Psychology for Physical Education deals with the lesson of good citizenship. Because all physical activities, games and sports teach the lesson of good citizenship to the students. In fact, play-field can prove more important than classroom in teaching this lesson. This lesson plays a very important part in the formation of necessary qualities for ideal citizenship of a country.

ii) **Lesson of Discipline.** Sports Psychology for Physical Education teaches the lesson of discipline. Every physical activity or every game has its rules and they have to be obeyed. Moreover, all players are required to play in
perfect discipline. They have to obey the orders of their captain. They have to accept all the decisions of the referee even if they think that some of his decisions are quite wrong. Thus they form the habit of observing strict discipline throughout their life.

iii) **Lesson of Balanced Life.** Sports Psychology for Physical Education teaches the lesson of balanced life to all those persons who take part in physical activities, games and sports of any kind. Players and Sportsman are expected to have a balanced state of mind under all circumstances and all situations. They are expected not to be overjoyed at their victory in a match. Similarly, they are expected not to be frustrated or disappointed at their defeat. They learn the lesson of having a balanced state of mind in all situations of life. In fact, children learn at the playground —how to win and show to loosen life.

iv) **Lesson of Sociability.** Sports Psychology for Physical Education teaches the lesson of sociability. All physical activities, games and sports have a great value as a medium of social interaction. The players get ample opportunities for mixing up with one another and overcoming mutual differences of many kinds. In this way, they learn the lesson of making up with other people in society. Thus all players become sociable in life.

v) **Lesson of Healthy Competition.** Sports Psychology for Physical Education teaches the lesson of healthy competition. It lays stress on fair competition without any foul play. This lesson has a very wide scope in life, because it can be applied to the whole life. When a player enters real life and has to face competition with others, he indulges in fair competition,
without employing any unfair means for achieving personal gain at the cost of others.

vi) **Lesson of Self-denial and sacrifice.** Sports Psychology for Physical Education plays a significant role in teaching lesson of self-denial and sacrifice through games and sports. In fact, games and sports reach the students to work with un-selfish motives. The players are not expected to play for their personal honor and personal fame when they play a match. They, on the other hand, play for the good name and honor of the team or the school for which they play. They learn the lesson of self-denial at every inch of the game. For example, while taking part in a hockey or foot-ball match, each player shows self denial when he passes the ball to another player of his team instead of trying to take the ball to the goal-area himself and usurp all the glory of scoring a goal and winning the match.

vii) **Lesson of Appreciation for Opponents.** Sports Psychology for Physical Education teaches the lesson of appreciation for opponents. It teaches a player to respect the players of opposite side. It also teaches him to appreciate the merits of the players of the opposite team, whether they win or lose the match. Sports Psychology for physical Education expects all players to apply this lesson to real life and appreciate the merits of opponents even enemies in life.

viii) **Lesson of Adjustment and Team Spirit.** Sports Psychology for Physical Education teaches the lesson of adjustment and team-spirit to all players. It teachers every player to adjust himself with other players and allow them their due share in the game. Every player is expected to subordinate himself to fit into the team and to co-operate with other players for the common
benefit of the team. Experiences of a joint effort in a team when all its players work together towards a common goal are a great source of training in team spirit. This teaching helps a player in real life also. He tries to adjust himself in real life, so as to co-operate with others and work for a common goal through team spirit.

ix) **Lesson of Responsibility and Leadership.** Sports Psychology for Physical Education teaches the lesson of responsibility and leadership to the players. Although the players are expected to show self-denial and to work in the team spirit, yet there are several critical occasions in a game, when every player has to depend entirely upon himself and make very quick decision to act promptly. It is a very valuable training in life. It trains a player for taking initiative in real life and realizing responsibility during every critical situation in life.

Thus we see that Sports Psychology for Physical Education has many uses for a career in sports as well as for real life. In fact, Sports Psychology has a very wide scope because of its manifold uses and multiple lessons for life.

**Conclusion**

We can say in conclusion that Sports Psychology for Physical Education has become very popular among students. It is a boon for those students, who want to improve their physical health, become good players and grow into the successful citizens of their country.

**Meaning of Mental Health**

Mental Hygiene is the branch of Hygiene which deals with the mental health of individuals in the same way as physical hygiene is concerned with their physical health. In Physical Hygiene we study the causes,
preventive and curative measures of physical ailments, while in Mental Hygiene, we study the causes, preventive and curative measures of mental ailments.

**DEFINITIONS OF MENTAL HYGIENE**

Various psychologists and Psychiatric Associations have given different definitions of Mental Hygiene such as:-

1) **According to D.B. Klein,** —Mental Hygiene, as its name suggests, is concerned with the realization and maintenance of the mind’s health and efficiency.

2) **In the words of Drever,** —Mental Hygiene means investigation of the laws of mental health and the taking or advocacy of measures of its preservation.

3) **According to American Psychiatric Association,** —Mental Hygiene consists of measures to reduce the incidence of mental illness through prevention and early treatment and to promote mental health.

4) **In the words of Cultan Mosley,** —Mental Health is ability to adjust satisfactorily to the various strains we meet in life, while Mental Hygiene denotes the means we take to assure this adjustment.

5) **In the view of Woodworth,** —Mental Hygiene is the science that deals with human welfare through mental health. It pervades all fields of human relationship.

**AIMS AND PURPOSES OF MENTAL HYGIENE**

Mental Hygiene, in fact, does not limit itself to the prevention and treatment of mental disorders. It takes all the care for the preservation and promotion of mental health of the individual. Hence there can be three
approaches in Mental Hygiene, namely the preventive, preservative and curative approach, as given below:

1) The first purpose of Mental Hygiene is the prevention of mental disorder through an understanding of the relationship that exists between wholesome personality and life experiences.

2) The second purpose of Mental Hygiene is the preservation of mental health of the individual and the group.

3) The third purpose of mental Hygiene is the discovery and utilization of curative measures to cure mental illness of any kind.

We have given more details about these purposes of Mental Hygiene as below:

I. According to its first purpose, Mental Hygiene aims to suggest preventive measure to save ourselves from the cheerful clutches of mental illness, maladjustment and mental disorders. In this direction it aims at the following kind of work:

i) It probes into various causes of maladjustment-personal as well as social.

ii) It furnishes the knowledge of needs, drives, motives, inner conflicts, frustrations and tension etc.

iii) It Suggest ways and means of achieving emotional and social adjustment.

iv) It suggests the solution of inner conflicts and frustrations. It thus relieves the individual from tensions, anxieties and emotional disturbance.
II. The second aim of Mental Hygiene relates itself with all the possible measures of preserving and promoting mental health. For this purpose it aims to find out the ways and means for:

i) Developing total potentialities of an individual.
ii) Attaining emotional maturity and stability.
iii) Achieving personal and social security as well as adequacy.
iv) Developing healthy human relationship and group interaction.
v) Helping and individual in possessing sound mind in a sound body.

II. The third aim of Mental Hygiene is to suggest various form of therapy for the treatment of specific mental illness and disorders and aims at the following kinds of work :-

i) It furnishes necessary knowledge regarding types of mental illness, disorder and diseases.
ii) It suggests various forms of therapy for the treatment of specific mental ailment and disorders.
iii) It suggests the means for the rehabilitation and readjustment of the maladjusted, mentally disturbed and mentally ill persons.

In this way, Mental Hygiene aims at achieving proper mental health in all its aspects. But this is not its final purpose. It aims at a higher purpose. The real purpose of Mental Hygiene is that mentally healthy persons should acquire certain abilities that are helpful in making them owners of socially adequate, emotionally stable and well balanced personalities. In this way the ultimate aim
of Mental Hygiene is to assist every in the attainment of fuller, happier, more harmonious and more effective existence.

**FACTORS RESPONSIBLE FOR POOR MENTAL HEALTH OF CHILDREN**

The factors responsible for poor mental health and mental illness of children are of the following three categories.

1) **Hereditary factors,**

2) **Physiological factors,**

3) **Environmental factors,**

1) **Hereditary Factors.** Sometimes the roots of mental ailments and diseases are found in the defective genes inherited from parents. Moreover, the inherited potentialities belonging to intellectual abilities, bodily structure and appearance put limits on one’s mental health. The deficiency and inappropriate of any sort in these potentialities prepared a fertile soil for the development of mental and nervous diseases.

2) **Physiological Factors.** Physiological constitution, physical health and appearance of an individual affect his mental health to a great extent. That is why it is said that a sound body possesses a sound mind. A sound body, in fact, is capable of making desirable adjustments in life. On the other hand, poor health, physical defects, ailments and diseases become the causes of poor mental health also. Poor physical health produces inferiority feeling in the mind of a person. It also gives rise to mental complexes and inner conflicts, which create serious adjustment problems. In this way poor physical health and
improper physiological condition prepare the soil for the growth of poor and ill mental health.

3) **Environmental Factors.** It has now been proved by various researches in the field of Mental Hygiene that environmental factors i.e. family, school and society are more responsible for bringing mental illness than the hereditary or physiological factors. Social and emotional maladjustment has been found to be the root cause of all mental ailments and disorders. This social and emotional maladjustment is, in fact, a product of unsatisfactory relationship between the child and his environment.

Unhealthy environmental conditions, whether found at home, in school, neighborhood and society, have a direct effect on children’s mental health. The behavior of the parents and elder members of family, the family atmosphere, the atmosphere of neighborhood, the school atmosphere, the behavior of class fellows and playmates at the school, the behavior of teachers, the environmental prevailing in society- all these have great influence on the mental health of children. Under unhealthy and improper conditions belonging to family, school and society, the basic needs of children are not satisfied. They do not get adequate safety and security, love and affection, acceptance and recognition for the proper development of their mental health. As a result of it they develop inferiority feelings, inner conflicts, anxieties and complexes that lead them to mental illness and disorder.

**18.05. DUTY OF SCHOOL FOR MENTAL HEALTH OF CHILDREN**

We cannot say that the maintenance of proper health of children is the sole responsibility of the school and teachers, yet they are supposed to play a
significant role in helping the students in maintaining proper mental health. The following measures should be taken by the school and teachers in this respect:

1) **Good Physical Health.** The teacher should help the students in maintaining good physical health, because only a sound body can possess a sound mind. Moreover there should be some provision in the school for regular physical care of the students. The students should be encouraged to develop proper health habits.

2) **Proper Emotional Development.** Students should be helped to acquire proper and well-balanced emotional development. Students should be encouraged and trained to have control over their emotions. Moreover they should be trained in expressing their emotions in a socially desirable way.

3) **Proper Relationship with Class-Fellows.** There should be proper relationship of every student with his class-fellows and peers. Proper care should be taken help every child in his adjustment with his class fellows and peers, so that he may feel that he is fully accepted by them.

4) **Proper Aspirations add Goals.** Students should be helped to have proper aspirations. They should set such goals before them as are within their easy reach. They should know themselves and their limits properly. In fact they should neither struggle to achieve unexpected or very difficult goals nor should they set a very low level of aspiration by selecting most easy tasks and easy goals.

5) **Behavior of Teachers.** They mental health of students is very mush influenced by the behavior of the teachers. The teachers should take care that their behavior is always sympathetic to the students. They should have feelings of
warmth and affection for their students. Moreover, they should be as much impartial as possible, since favoritism of any kind by the teacher discourages the children and disturbs their mental health.

The teachers should not behave in a dictatorial way to the students. They should advise them by all means but not order them like a dictator. The children should not be afraid of their teachers. A teacher should also not ridicule any student in the presence of other students.

The teacher should show a consistent behavior to his students. If his behavior is not consistent to a student it will upset the mind of that student. If he sometimes praises a student and sometimes rebukes him according to his whim and mood, it will disturb the mental balance of the student. Hence there should be consistency in his behavior.

6) **Discouraging Unhealthy Competitions.** Unhealthy competitions make children mentally disturbed and perturbed. They lose their patience and presence of mind in the mad race of excelling others. They are always worried about their position in the class and develop feelings of jealousy and envy for other students. They also use dishonest ways, such as coping in the examination due to unhealthy competition with their class-fellows. So, they should be discouraged to be engulfed in unhealthy competitions.

7) **Avoiding use of Defense Mechanism.** Children are in the habit of blaming their own fates or teachers or parents or illness for their failure in the examination. They do so to protect themselves from the anxieties and worries created through their failure. But such type of false protection is temporary. It leads them to serious mental conflicts and disorders after a lapse of time.
Therefore children should be encouraged to face their failures bravely and patiently instead of indulging in defense mechanism.

8) **Appropriate Home Work.** Children always remain worried over the home work to be done by them. Therefore every teacher should assign home work with great care. It should not be so much that it may seem a burden to the students. Moreover, home work should always suit the abilities and capacities of the students.

9) **Sex Education.** Sex education should be given to adolescent students of secondary classes. The knowledge about sex matters is necessary for adolescent students to satisfy their curiosity about sex secrets otherwise they can fall victims to mental disorder.

10) **Self –Discipline and Freedom.** There should be an atmosphere of freedom in the school. There should be no recourse to corporal punishment at all. No doubt, discipline is necessary in a school, but it should be self-discipline, not superimposed discipline. The students should be given the taste of democracy in the school. They should know their rights as well as duties. Keeping discipline with self-effort is one of the duties according to democracy.

11) **Religious and Moral Education.** Every school should give religious and moral education to students, because it helps in preserving calmness of mind. Lack of moral religious educations gives rise to so many bad trends of behavior, such as
corruption, dishonesty, favoritism, and falsehood. It also results in mental disorder, tension, inner conflicts and imbalanced personality. Therefore the school should also have provision for religious and moral education at all stages of education.

12) Psychological Methods of Teaching. The school should make it a point that new and psychological methods of teaching are adopted. Old and unpsychological methods of teaching results in so many mental disorders, inner conflicts and mental tensions.

The psychologically base maxims like learning by doing, from known to unknown, from simple to complex and concrete to abstract should be followed. The child should be given the joy of self-learning. The teacher should be there only to guide the students in the act of self learning. Education should be child-centered i.e. it should be based on the abilities, interests and aptitudes of children. The problems of individual differences should be kept in mind and all children should not be forced to receive the same kind of education.

13) Proper Guidance Service. There should be provision for proper guidance services in the school. If any student falls a victim to mental disorder, inner conflict or mental tension due to any problem, he should be given proper guidance to get rid of all such mental disorder and personal problems.

14) Mental Health of Teachers. Teachers after all are human beings. They cannot be expected to always rise above mental worries and personal problems. In fact the present day inadequate salaries of teachers, poor conditions of services, low
social status and undue interference of managing committee or higher authorities combine together to keep the teachers dissatisfied, disgusted, worried and frustrated in life. These economic and social factors cause mental disorders, tensions and inner conflicts in the minds of teachers. We cannot expect that teachers having poor mental health can improve the mental health of their students. So, all the problems of teachers should be solved, so that being mentally fit and satisfied they may put their heart and soul in the noble work of teaching.

15) **Improvement of Curriculum.** The present curriculum for school education is a great source of mental disorders and mental tensions of students. Attempts should be made to improve and enrich the curriculum. Bold steps should be taken to bring desirable changes and modifications in school curriculum at all stages of education. There should be ample provision in the curriculum for good co-curricular activities and artistic activities for proper outlet of extra emotional energy of the students.

**Conclusion.** In fact, the maintenance of proper mental health of children is a huge task, which should be talked at national level. The corporation of central government, state government, parents of children and society at large is urgently needed to accomplish this task. Children are very tender-minded. Uncongenial atmosphere at home becomes the source of many of their mental problems. So, parents should be taken into confidence for solving all mental problems of children. Every school should have provision for guidance services. There should also be established ‘Child Guidance Clinic’ by state
governments. In this way the mental problems of children should be solved with the help from all quarters.

**DEFENCE MECHANISMS OR ADJUSTMENT DEVICES**

All human beings are ego-centered. They do not want that others should have a low opinion of them. Hence it is common for all of us to search for some excuses for our failures in life, so that the blame of those failures may not come upon us. Children also find excuses for their failure in examination. They do not want to take the blame of any failure upon themselves. They want to defend themselves by coining such excuses as bad luck, sudden illness, or negligence of teachers; they make these causes responsible for their failure. In fact, children resort to all such mechanisms for defending themselves from their own inefficiencies and save themselves from worries. These mechanisms or devices are called ‘Defense Mechanisms’.

There are many defense mechanisms, some of the common ones are discussed below:-

1) **Repression.** Repression is a mechanism for getting temporary relief from worries and anxieties. It is a mechanism in which our painful experiences, inner conflicts and unfulfilled desires are expressed. They are pushed down into our unconscious mind by being repressed. In this way we try to be unconscious or forgetful of the things which may make us anxious and worried. In this way we try to get temporary relief from those experiences which keep us worried and anxious.

2) **Regression.** Regression means going backward or returning to the past. It is a process in which an individual tries to regress or go back to his early childhood
in order to save him from mental conflicts and tensions. For example, a young girl falling in her love affairs resorts to regression by showing love for her dolls. Similarly a boy failing in his love affairs tends to regress by showing love for bright features liked by little buys.

3) **Rationalization.** It is defense mechanisms in which a person tries to justify his unjustified behavior or inefficient conduct by coining socially acceptable reasons for it. In fact, he tries to deceive others as well as himself by giving rational reasons to explain his misconduct or inefficiency. For example, a student makes use of rationalization when he tries to invent some clever excuse for his failure. He may blame his bad luck or negligence of class teacher or sudden-illness to disguise his own weakness or inefficiency. These excuses are quite lame, but the student thinks them to be rational.

4) **Compensation.** It is a mechanism by which an individual tries to compensate for his deficiency in one field by showing his strength in some other field. For example, if a girl is unattractive in appearance, she tries to compensate for this deficiency by studying hard and winning high position in the class. In fact, she makes use of this mechanism in order to win from others respects or praise, which she cannot win with her ugly face. She is afraid of being unadjusted in society with her ugly appearance but she uses this device for adjusting herself in society. So this is also called Adjustment Device besides being called „Defense Mechanisms”.

5) **Identification.** An unsuccessful individual uses the mechanisms of identification to taste of success from the success of other people, groups or institutions by identifying himself with them. For example, an artist who has
not achieved success in the field of art may identify himself with a well known and very successful artist. In the same way, a successful student may identify himself with his famous school and feel proud for its fame and reputation. Similarly, hero worshipping is also a kind of identification where an individual identifies himself with a popular leader. Young boys and young girls to-day try to identify themselves with famous cinema actors and actresses. They try to copy their dress, manners, styles of walking and talking etc. in this way they enjoy the success and accomplishments of heroes and heroines in the field of cinema.

6) **Projection.** Projection is a mechanism by which an inferior person projects himself in other persons and gets satisfaction out of the fact that they are also inferior like him. In this way, one tries, through projection, to see one’s own inferior impulses and traits in other person. For example, an awkward person may try to see awkwardness in others also. Similarly a student who has been caught in the examination hall copying or using unfair means satisfies himself by saying that others have also copied or used unfair means. In the same way, a person with strong sexual habits may make an imaginary list of persons who have strong sexual habits like him. In this way, one tries to defend one’s shortcoming by saying that others have the same shortcoming or they are even worse than him.

7) **Withdrawal.** In using this mechanism an individual tries to withdraw himself from the situation that causes frustration, failure or worry. He makes himself safe by running away from the difficulties of life rather facing them bravely. Thus a student’s uses this mechanism to save his face from a difficult situation.
For example, on account of fear of possible failure in the examination, he does not participate in the examination. But all the time he says that he could have done very well if he had participated in the examination.

Day dreaming or Fantasy is also a sort withdrawal in its essence, because in it one withdraws from the world of reality to find safety in the world of fantasy or make believe. Thus in every case it is a withdrawal from reality and takes one into the realm of fantasy or imagination. The child, instead of facing reality bravely, finds satisfaction in roaming about in the realm of make-believe and fantasy.

8) **Sympathism.** It is a kind of defence mechanism in which an individual tries to get satisfaction and relief by seeking sympathy and pity form others for his or her failures and inadequacies. Such persons are in the habit of always magnifying the difficulties and obstacles in the path of their lives and persuade others to have pity on them because they are in a very pitiable situation. For example, there is a housewife who does not devote proper time for up-bringing her children. But she tries to find satisfaction and relief by winning the sympathy of others. So, she tells them that she is always very busy for the sake of her children, but even then the members of her family do not co-operate with her and she is passing her life in great trouble for all this.

**Conclusion.** All the above cases of defence mechanism are used unconsciously by a person to protect him for a short period from psychological dangers and mental worries. They are not the permanent cure of the real problems of life. That is why Morgan has observed in this connection, –Defence mechanisms
merely conceal or disguise the real problem. It is still there; ready to produce anxiety again and again. Hence we can say that defence mechanisms can be regarded only temporary defence against inadequacies, worries and anxieties. Moreover the use of such mechanism may create new difficulties for the person concerned. His case is similar to the case of that person who tells a lie for saving himself from a critical situation, but is pushed into a greater critical situation because of his false statement hence, the teacher should advise the students not to make a frequent use of such defence mechanisms.

Fear and anxiety have long been regarded as fundamental human emotions.

The concept of fear, according to Cohen (1969), is clearly reflected in ancient Egyptian hieroglyphics. James Kritzceck, of the Department of Oriental Studies at Princeton, noted a central concern with anxiety in the work of the medieval Arab philosopher, Ala Ibn Hazm, of Cordova. In a treatise entitled A Philosophy of Character and Conduct, written in the eleventh century, Ibn Hazm unequivocally asserts the universality of anxiety as a basic condition of human existence.

In his investigation, Ibn Hazm writes, he had constantly tried to single out —one end in human actions which all men unanimously hold as good, and which they all seek. I have found only this: the aim of escaping anxiety⋯.

Not only have I discovered that all humanity considers this good and desirable, but also that ⋯ no one is moved to act or moved to speak single word who does not hope by means of this action or word to release anxiety from his spirit [Kritzeck, 1956, p. 573.]
In his classic book, *The Meaning of Anxiety*, May (1950) surveys the evidence of the centrality of the problem of anxiety in contemporary literature, music, art and religion, as well as in psychiatry, psychoanalysis, and psychology. He also documents the concern with anxiety in current political and philosophical thought and examines in some details the views of those philosophers who have most significantly influenced modern anxiety theory. For Spinoza, fear was essentially a state of mind or attitude, a subjective condition of uncertainly in which there was the expectation that something painful or unpleasant might happen. Spinoza held that to entertain fear was a sign of —weakness of the mind—, and that fear could be overcome by a courageous dedication to reason [May, 1950, p.24].

While Spinoza’s views were shared by most of the intellectual leaders of the seventeenth century, his faith in reason was questioned by Pascal who observed much irrationality and —perpetual restlessness— in himself and his fellow man. Pascal clearly recognized the power of the emotions to influence human behavior, and the obvious insufficiency of reason in overcoming passion. Belief in the rational control of emotions was further challenged the by nineteenth century philosophers such as Schelling, Nietzsche, Schopenhauer, and, especially, by Kierkegaard. These entire existential thinkers insisted that reality can be approached and experienced only by the whole individual as a feeling and acting as well as thinking organism [May, 1950, p.30].

The nineteenth century also witnessed the increasing concern of biologist with fear and anxiety. Darwin believed that the potential for experiencing fear was an inherent characteristic of men and animals which had
evolved as an adaptive mechanism over countless generations. The specific nature of fear reactions was presumably shaped through a process of natural selection of those who were successful in coping with or escaping the many dangers that imperiled their lives. In the Expression of Emotion in Man and Animals, First published in 1872, Darwin provides a vivid description of the typical manifestations of fear—rapid palpitation of the heart, trembling, increased perspiration, erection of the hair, dryness of the mouth, change in voice quality, dilation of the pupils, and the like. An important characteristic of the expression of fear was that it varied in its level of intensity, \( \cdots \) in its gradations from mere attention to a start of surprise, into extreme terror and horror [Darwin, 1965, p.306].

In the twentieth century, anxiety has emerged as a central problem and predominant theme of modern life. This era is referred to as – the century of fear\] by the French author, Albert Camus, and as the Age of Anxiety in the titled of a sensitive poetic work by W.H. Auden (May, 1950). The Age of Anxiety is also the titled of Leonard Bernstein‘s Second Symphony, as well as a modern ballet choreographed by Jerome Robbins that was inspired by Bernstein‘s music and Auden‘s poem (Mason, 1954).

Sigmund Freud is undoubtedly the most important contributor to our present understanding of anxiety phenomena. In 1894, he conceptualized anxiety neurosis as a discrete clinical syndrome to be differentiated form neurasthenia (Freud, 1953), and subsequently came to regard anxiety as the fundamental problem in all neurotic symptom formation (Freud, 1936). Freud
defined anxiety as something felt, an unpleasant emotional (effective) state that is universally experienced:

Anxiety (or dread) itself needs no description; everyone has personally experienced this sensation, or to speak more correctly this affective condition, at some time or other. But in my opinion not enough serious consideration has been given to the question why nervous persons in particular suffer from anxiety so much more intensely, and so much more altogether, than other... one thing is certain, that the problem of anxiety is a nodal point, linking up all kinds of most important questions: a riddle of which the solution must cast a flood of light upon our whole mental life [Freud, 1969, p.341].

Thus, for Freud, anxiety was not only a central problem in neurosis, but understanding anxiety was also essential to the development of a comprehensive theory of human behavior. Freud’s theoretical views on fear and anxiety were continually modified over a period of nearly 50 years as he searched for the “right abstract ideas” with which to clarify the essential nature of these concepts.

Since the turn of the century, clinical studies of anxiety have appeared in the psychiatric literature with increasing regularity. Pavlov’s (1927) discovery of experimental neurosis also served to stimulate numerous investigations of fear and anxiety in animals. Prior to 1950, however, there were relatively few experimental investigations of anxiety in humans. The complexity of anxiety phenomena, the lack of appropriate instruments for assessing anxiety, and ethical problems associated with inducing anxiety in the laboratory have all contributed to the paucity of research.
Theory and research on anxiety were greatly stimulated in 1950 by the publication of three important books—May’s *The Meaning of Anxiety*, Mowrer’s *Learning Theory and Personality Dynamics*, and Dollard and Miller’s *Personality and Psychotherapy*. A correction of papers presented in a symposium sponsored by the American Psychopathological Association was also published that some year in a volume entitled Anxiety (Hoch & Zubin, 1950).

Interest in anxiety research at mid-century was further stimulated by the development of Taylor’s (1951, 1953) *Manifest Anxiety Scale* and Mandler and Sarason’s (1952: Sarason & Mandler, 1952) *Test Anxiety Questionnaire*, the first of a new number of psychometric instruments designed to assess fear and anxiety in adults (e.g. Cattell, 1957; Endler, Hunt, & Rosenstein, 1962; Freeman, 1953; McReynolds, 1968; Spielberger, Gorsuch, & Lushene, 1970; Zuckerman & Lubin, 1965). More recently self-report scales have been developed for measuring general and test anxiety in children (e.g. Castaneda, McCandless, & Palermo, 1956; Sarason, Davidson, Lighthall, Waite, & Ruebush, 1960; Spielberger, Edwards, Montouri, & Lushene, 1971).

**Theories of Anxiety**

Most of the theories that help to illuminate anxiety at the adolescent level emphasize factors that affect a person’s well-being from the time of infancy and early childhood. Freud’s theories have influenced those who fully accept his views as well as some have adopted important elements of Freudian theory while also taking positions that deviate from Freud.
An adequate exposition of the developmental background of anxiety would require a book-length treatise. Which is not feasible here. For reviews of theories of anxiety the reader is referred to May (1950) and Hoch and Zubin (1950). Jersild has given condensed accounts in previous books (see, for example, Jersild, 1955 and 1960).

**Anxiety and Self-determination**

As we have noted, and adolescent faces numerous choices and must make many decisions. The process of choosing sometimes involves little more than an objective calculation calculation of the advantage or disadvantage of one alternative compared with another. But often the adolescents‘ choices involve something more profound, for they are, in effect, —choosing themselves‘- making decisions about what they are, who they are, and what they might become.

They interplay between anxiety and the self, notably —choosing oneself‖ was discussed over a century ago by Kierkegaard, a Danish philosopher who anticipated many ideas that have been incorporated into psychoanalysis and psychology.

According to Kierkegaard, a unique attribute of human being is their awareness of possibility. This awareness of possibility includes, and is intimately interrelated with, awareness of freedom: freedom to seize what is possible or to reject or evade it, freedom to choose one alternative rather than another. According to this view, without freedom there would be no inner conflict, but where there is freedom- awareness of possibility- anxiety is inevitable. The freedom of which he speaks is the freedom everyone knows as a
personal experience when he perceives the possibilities that lie before him and is convinced that he can make a choice and is free to change his mind. As noted in Chapter 1, from a scientific and philosophical point of view, the idea of freedom may be a form of self-deception. Certainly the concept of freedom is controversial. But some degree of freedom, from the point of view of a person’s own experience, is a psychological reality. Even if a person adopts a philosophy of determinism and regards everything that happens as a link in an impersonal, unbreakable chain of cause and effect, he cannot escape from the idea that he has the ability to choose and is to some degree responsible for his choices. It is within the boundaries of this freedom that human beings weigh alternatives, debate with themselves, feel guilt, and, according to Kierkegaard, to be themselves by seizing or evading possibilities for realizing their potentialities. In so doing, according to this view, they have a hand in creating what they are and what they might become. They can venture or play it safe. They can assert themselves or drift with the crowd. Without choice there would be no conflict, without conflict there would be no anxiety.

Kierkegaard vividly describes anxiety as a painful experience and describes how a person can learn from it or try, in vain, to escape from it. Encounters with anxiety, according to him, offer opportunities to acquire greater self-awareness, greater strength within oneself, larger vistas of freedom or possibility, a more realistic interpretation of life, more inward certitude, and increased power to deal with anxiety. On the other hand, individuals may try to evade the challenge of possibility and their freedom to make commitments by attributing events to fate, or by trying to shut themselves off,
adopting rigid beliefs, resorting to superstition, or taking refuge in conformity or in academic abstractions.

Throughout his writings, Kierkegaard describes many of the symptoms of self-negating efforts to deal with anxiety that are prominently discussed today. In his own language he speaks of what we currently call the References to anxiety and man’s predicament in facing the choices that lie before him appear in many writings by Kierkegaard that have been translated into English by Lowrie, including Either/Or (1949), Stages on Life’s Way (1940), and, notably, Sickness Unto Death (1941) and The concept of Dread (1944).

Organization man, the person who seeks safety and security in conformity, in outer-directedness. He also often speaks of what we currently refer to as the man in the ivory tower- the person who amasses knowledge and spins abstract theories that are purely academic, with little or no personal meaning.

**Freud’s Theory of Anxiety**

Freud’s view of the roots of anxiety is a part of his vast structure of psychoanalytic theory. He emphasizes inborn drives, particularly a sexual drive (libido) and an aggressive drive. These drives, constituting the id, in his account, are unconscious, but some of the desires and impulses emanating from them eventually reach the level of consciousness. The id operates on the pleasure principle with insistence on immediate gratification. Also, as noted earlier in Chapter 2, included in the psychic structure are the ego and superego. The ego is described as having an executive function, operating on a reality principle, regulating through manifold processes the often conflicting demands
of the id and the outside world. The superego, representing what is commonly known as the conscience, also helps to regulate relations between the id, ego, and societal demands; a conflict around the superego is responsible for feelings of guilt. The instinctual, unconscious drives of the id are described as constituting a “primary process” type of thinking, as contrasted with “secondary process” thinking, which consists of the conscious and logical thoughts of the ego.

One of the many functions of the ego is to regulate mechanisms of defense, which, if successful, help to ward off feeling of anxiety. Some such mechanisms will be discussed later in this chapter.

An important feature of Freud’s system is the theory of infantile sexuality. The child’s sexual (libidinal) impulses lead, among other things, to an Oedipal (or Electra) Conflict at about age four to six when a child, according to Freudian theory, wishes to have the parent of the opposite sex as a sexual partner and wants to get rid of the parent of the same sex.

In his accounts of anxiety, Freud draws special attention to two factors: first, the young child’s helplessness and dependence on the love and care of his or her parents and, second, the unresolved conflict between a child’s desire for instinctual gratification and the conditions that prevent such gratification.

The young child’s helplessness, according to Freud, produces a need for love that the child is destined never to renounce. It makes the child in one passage, Kierkegaard (1944) speaks of a speculative philosopher who found a new proof for the immortality of the soul, “then came into mortal danger and
could not produce his proof because he had not his notebooks with him.

Vulnerable to separation anxiety. Such anxiety may occur if the child finds
him- or herself in a situation of being left alone- apparently abandoned- being
left with a stranger instead of the mother or being in the dark (and thus
separated from the visible presence of the mother). These situations produce
anxiety produce anxiety when in effect they mean to the child the loss of the
loved person.

**Freudian Theory of Defenses against Anxiety**

According to Freud and psychoanalytic theory, feelings of anxiety serve
to warn the ago, or self, of impending danger, usually in the form of a repressed
impulse. The ego then uses specific defense mechanisms to ward off forbidden
and dangerous impulses.

Such defense mechanisms operate at all times in all people, ranging
from normal people to hospitalized psychotic patients. People with different
personality structures use varying defense mechanisms. Although defense
mechanisms were first elaborated on by psychoanalysts such as Anna Freud
(1958), they are acknowledged by many psychologists who are not committed
to psychoanalytic theory.

The following section briefly describes several defense mechanisms and
gives examples of the ways they work.
**REPRESSION**

The basic defense mechanism, according to psychoanalytic theory, is repression, which serves to keep disturbing thoughts or feelings out of conscious awareness. Forgetting may be an example of repression, especially when we forget something or are unable to remember something highly charged with emotion. The other defense mechanisms to be described here often serve to produce or reinforce the repression. Persons who unwittingly use the —strategies— described by Horney in the preceding pages are struggling to prevent repressed material from entering into conscious awareness.

**Projection** This defense, of which the person is unaware, consists of attributing unacceptable of forbidden impulses to persons, objects, or conditions outside the self. For example, someone who has difficulty dealing with unacceptable angry impulses may attribute them to another person. Who is then perceived as being angry.

**Denial.** Another defense mechanism is denial. The ego simply does not recognize unacceptable aspects of reality as true and substitutes a fantasy to help get rid of the dangerous aspect of reality. For example, if an adolescent suffers a major loss or blow to his or her self-esteem, he or she may just not admit the fact of the loss to be true.

**Displacement.** This mechanism refers to the transfer of feeling that are unacceptable if directed toward one persona onto another substitute person. For example, if a son has repressed feelings of hatred for his father, he may be
consciously aware of anger toward policemen or other male authority figures but not aware of being angry at his father.

**Rationalization** This mechanism consists of substituting a false, but seemingly plausible, explanation for the presence of unacceptable thoughts or feelings. For example, someone who has failed an examination might attribute the failure to the unfairness of the questions rather than to any lack of intelligence or of understanding of the material.

**Reaction formation** this mechanism comprises the substitution of an acceptable feeling or idea for its opposite unacceptable feeling or idea. For example, a mother who harbors unconscious resentment of her children may become over solicitous and overprotective of them, remaining unaware of her resentment.

**Undoing.** An act that stands for an unacceptable impulse is undone or reserved. Compulsive expiation after a symbolic aggressive act would be an example of this mechanism— for example, compulsive repetitious hand washing.

**Turning Against the Self.** This mechanism refers to a redirection of an unacceptable impulse from its original object to the self and is seen particularly in depression and masochism. Depression, for example, may be seen as more acceptable than anger toward an important person.

**Intellectualization** Unacceptable impulses are controlled by being submerged in intellectual activities. It is seen when adolescents become excessively interested in philosophical questions or adopt an ascetic viewpoint. Intellectualism is sometimes referred to as a flight into an ivory tower.
**Regression** A reversion may occur to earlier successful modes of functioning to avoid or to try deal with emotional conflict.

**Sublimation** Unacceptable impulses are unwittingly changed to personally and socially acceptable goals. This mechanism is regarded as one of the more mature mechanisms and may be seen operating in conflict-free activities that contribute to personality integration. A wish to smear or be dirty, for example, may be changed into the desire to create beautiful paintings. However, simplistic interpretations of sublimation should be avoided as this mental process is usually quite complex in its working.

It should be noted that according to psychoanalytic theory usually several defense mechanisms work simultaneously to help keep unacceptable thoughts and feeling from conscious awareness.