Chapter I

INTRODUCTION

Physical education also offers a unique setting in which to foster positive interactions among students. Through quality, structured activities and games, physical education can help students develop appropriate game play behaviors, such as treating equipment and players with respect, playing fairly with regard to etiquette and demonstrating good sporting behaviours.

The history of physical education and sport from ancient to modern times. Its purpose is to assist students in developing an understanding of the historical foundations of physical education and sport so that they will be equipped to undertake further work in the socio cultural study of human movement. Students will be encouraged to seek out the meanings that sport and physical education held for people during different historical periods, and to identify the linkages between modern sports and physical education and their earlier counterparts. Special emphasis will be given to: the origins of the Olympic Games; the modernisation of sport; the diffusion of the games ethic through the British Empire; and the inception of the modern Olympic Games. The unit also aims to assist students in gaining an appreciation of the different theoretical and methodological approaches related to the history of sport and physical activity in society.
In many countries, the terms physical education and sport are used together to describe the academic discipline that we commonly refer to as physical education in the US. However, the US is unique because we offer interscholastic sport competition. Only a handful of other countries do this. Others rely on independent club amateur, semi-pro, and professional leagues for competitive sports. Because of the coupling of athletic competition to academic institutions, physical educators have found it difficult to coexist with athletic personnel. Consequently, athletics and physical education have always had different goals and more or less have followed divergent paths in their development in the US.

Successful Sport for Development and Peace programs work to realize the right of all members of society to participate in sport and leisure activities. Effective programs intentionally give priority to development objectives and are carefully designed to be inclusive. These programs embody the best values of sport while upholding the quality and integrity of the sport experience. Strong Sport for Development and Peace programs combine sport and play with other non-sport components to enhance their effectiveness. They are delivered in an integrated manner with other local, regional and national development and peace initiatives so that they are mutually reinforcing. Programs seek to empower participants and communities by engaging them in the design and delivery of activities, building local capacity, adhering to generally accepted principles of
transparency and accountability, and pursuing sustainability through collaboration, partnerships and coordinated action.

While Sport for Development and Peace is widely seen as an emerging field in the area of development, its antecedents can be traced back to antiquity when the Olympic Truce was first used to establish temporary peace between warring states, to allow for competition among their athletes.

Men's shooting was one of the nine events at the first modern Olympic Games in Athens, in 1896. In the Paris Games in 1900, live pigeons were used as moving targets. Thankfully, people started to realize what a barbaric practice this was and replaced the pigeons with clay targets. In 1907 the International Shooting Sport Federation came into existence. The women's shooting disciplines were only included in the Los Angeles 1984 Games.

The sport first appeared in 1896. There were also events in 1900, but none were contested during the 1904 and 1928 Games. Shooting became an Asian Games event at the Second Asian Games in Manila, Philippines, in 1954.
About Shooting Sports

Shooting is a target sport that covers a number of different types of events for men and women including: Rifle, Pistol, Trap, Skeet and Running Target. They all use different weapons and ammunitions.

At the Olympics there are 15 events: 7 for women and 8 for men. The shooting events are divided into four different groups:

The History of Small-bore Rifle shooting

Rifle shooting originated as a skill used by hunters and the military as a modernization of the marksmanship skills previously used by archers, and it developed into a civilian sport competed at international level during the late 19th and early 20th centuries. The next few pages describe the path taken from the early beginnings through to the sport that is recognized today covering the events, key governing bodies as well as some of the main manufacturers of small-bore rifles and equipment.

The discipline of social psychology began in the United States at the dawn of the 20th century. The first published study in this area was an experiment in 1898 by Norman Triplett on the phenomenon of social facilitation. During the 1930s, many Gestalt psychologists, most notably Kurt Lewin, fled to the United States from Nazi Germany. They were instrumental in developing the field as something separate from
the behavioral and psychoanalytic schools that were dominant during that
time, and social psychology has always maintained the legacy of their
interests in perception and cognition. Attitudes and small group phenomena
were the most commonly studied topics in this era. During World War II,
social psychologists studied persuasion and propaganda for the U.S.
military. After the war, researchers became interested in a variety of social
problems, including gender issues and racial prejudice. Most notable,
revealing, and contentious of them all were the Stanley Milgram shock
experiments on obedience to authority. In the sixties, there was growing
interest in new topics, such as cognitive dissonance, bystander intervention,
and aggression. By the 1970s, however, social psychology in America had
reached a crisis. There was heated debate over the ethics of laboratory
experimentation, whether or not attitudes really predicted behavior, and how
much science could be done in a cultural context. This was also the time
when a radical situation is approach challenged the relevance of self and
personality in psychology.

Social psychology reached a more mature level in both theories and
methods during the 1980s and 1990s. Careful ethical standards now regulate
research. Pluralistic and multicultural perspectives have emerged. Modern
researchers are interested in many phenomena, but attribution, social
cognition, and the self-concept are perhaps the greatest areas of growth in
recent years. Social psychologists have also maintained their applied interests with contributions in health, environmental, and legal psychology.

The way we perceive ourselves in relation to the rest of the world plays an important role in our choices, behaviors and beliefs. Conversely, the opinions of others also impact our behavior and the way we view ourselves. Social psychology is a branch of psychology concerned with how social phenomena influence us and how people interact with others.

Understanding social psychology can be useful for many reasons. First, we can better understand how groups impact our choices and actions. Additionally, it also allows us to gain a greater appreciation for how our social perceptions affect our interactions with other people.

Social psychology is usually considered as subfields of psychology or sociology, which concentrate on the relative importance of individual or social influences and effects respectively. Some of the differences are organizational (e.g., psychological and sociological social psychologists tend to publish in different journals) whilst other differences include the type of processes emphasized by the respective disciplines.

Psychological social psychologists tend take an interactional approach to human social behavior which emphasizes factors both within the person
(cognition, affect, motives, neurophysiology, and personality traits), and the immediate social situation. Sociological social psychologists tend to emphasize processes outside of the person at a more distant macro-level, such as social structure and a more immediate micro-level, such as social interaction. Both include the use of the individual and the group as units of analysis in their research.

Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. The study of personality focuses on two broad areas: One understands individual differences in particular personality characteristics, such as sociability or irritability. The other understands how the various parts of a person come together as a whole.

Extraversion is "the act, state, or habit of being predominantly concerned with and obtaining gratification from what is outside the self". Extraverts tend to enjoy human interactions and to be enthusiastic, talkative, assertive, and gregarious. They take pleasure in activities that involve large social gatherings, such as parties, community activities, public demonstrations, and business or political groups. Politics, teaching, sales, managing and brokering are fields that favor extraversion. An extroverted person is likely to enjoy time spent with people and find less
reward in time spent alone. They tend to be energized when around other people, and they are more prone to boredom when they are by themselves.

People who prefer extraversion are energized by active involvement in events, and they like to be immersed in a breadth of activities. They are most excited when they are around people, and they often have an energized effect on those around them. Extraverts like to move into action and to make things happen--extraverts usually feel very at home in the world.

Aggression is defined as threats or harmful actions directed toward another individual and can include threat displays, lunging, growling, snarling snapping and biting. In animals, aggressive behaviors are a means of communication. Dogs and cats use aggressive displays, threats and attacks to resolve competitive disputes over resources (territory, food) or to increase their reproductive potential, or to escape threatening situations. “Aggression” describes the behavior, but does not give any information about underlying motives or causes. Aggression can have multiple motivations.

In our times the aggressive behavior of the individual is greatly misunderstood. On the one hand, social evils such as war and crime have been blamed on aggression or even called aggression, as if the participants in these destructive social phenomena were acting out of misdirected individual
aggressive behavior. On the other hand, the positive role of anger in the activists who have tried to change society in order to eliminate these evils has been ignored and even suppressed.

From the studies reprinted here, the reader is urged to consider the thesis that individual aggressive behavior is not the cause of social evils. To the contrary, individual anger is an essential component of the psychological motivation of activists whose coordinated labor can rid society of these evils.

Today, if you want to get success in the field of performance of physical education activity or sports, you will have systematic training to develop physical and psychological variables on the one hand and training and consideration of psychological characteristics on the other hand. The crucial factor influencing development of physical fitness through participation in physical education and sport appear to be psychological characteristics of student and their socio-economic back-ground. To appear in physical education activities besides developing physique gives contribution in building self-confidence, reduction of anxiety level and outgoing tendency or extroversion as such proficiency may lead to increase success in physical task that is valued in one’s group.

Individual aggression, in the form of anger against injustice, is actually an essential positive emotion which should be encouraged and
developed. As indicated in the conclusion of the first paper reprinted here (On the Role of Anger in War and Peace), "anger may be seen as a positive and essential motivational force for those who struggle for social change. In particular, it is critical for the motivation of peace movement activists." The positive nature of anger is explained and documented in detail in the second reprint, the chapter on Anger vs. Fear from Psychology for Peace Activists. Quotations are presented from the great peace activists of 20th Century America, in which it may be seen that anger against injustice was a factor that spurred them into action and began their consciousness development.

Sport psychology as an applied psychology is considered as the greatest boon of the modern day sports. In a short time, sports psychology has completed long steps. The knowledge which we have in the all field of human hard working sector, especially of behaviour has increased to such a level that we find ourselves helpless in order to discuss one character of behaviour with out giving the reference of others. Singer has rightly remarked that “sports psychology explores one’s behaviour in athletics”. At present, in the sports, the psychological aspects are getting more and more importance and getting the most important place in the study of psychological characteristics of time limit of performance of an individual in a high level of competition.
Confidence gets us moving toward success instead of trying to avoid failure when confident we tend to focus our thoughts and images on coping with the environment and our opponent, on mastering the task and on the rewards that will accrue from success, rather than worrying and catastrophizing about performing below par and the consequence of doing poorly. As a result, we are mentally rehearsing successful action, rather than imaginably practicing (and thereby programming in) poor performance.

Achievement motivation forms to be the basic for a good life. People who are oriented towards achievement, in general, enjoy life and feel in control. Being motivated keeps people dynamic and gives them self-respect. They set moderately difficult but easily achievable targets, which help them, achieve their objectives. They do not set up extremely difficult or extremely easy targets. By doing this they ensure that they only undertake tasks that can be achieved by them. Achievement motivated people prefer to work on a problem rather than leaving the outcome to chance. It is also seen that achievement motivated people seem to be more concerned with their personal achievement rather than the rewards of success.

Achievement motivation is one type of motivation that helps to determine how and why an individual has behaved in a certain way. It investigates what gives some people “drive” and some don’t. This has lead
to research and to the development of achievement motivation theory. The need for achievement has lead many researchers to investigate why and what makes people do and achieve different things. Many wanted to explain the factors involved in high and low achieving personalities. What emerged was not one theory or condition or behaviour, but that achievement motivation is best represented as a multidimensional construct (Ziegler, Schmukle, Egloff & Buhner, 2010). In broad terms achievement motivation represents an important construct in understanding an individual’s motivation to work hard on tasks, provide creative solutions to problems, and assess risk and to control uncertainty (Ziegler et al.).

Neff (2011) construct of self-compassion and how it differs from self-esteem. First, it discusses the fact that while self-esteem is related to psychological well-being, the pursuit of high self-esteem can be problematic. Next it presents another way to feel good about one self: self compassion. Self-compassion entails treating oneself with kindness, recognizing one’s shared humanity, and being mindful when considering negative aspects of one self. Finally, this article suggests that self-compassion may offer similar mental health benefits as self-esteem, but with fewer downsides. Research is presented which shows that self-compassion provides greater emotional resilience and stability than self-esteem, but involves less self-evaluation, ego-defensiveness
Self-esteem, self-confidence, chutzpah, inner-happiness, self-belief—call it what you will, it’s one of the most important things any person can have. Unfortunately self-esteem is not something that can be bought, nor is it something that can be fixed with medicine. Self-esteem is something that you either have or are working towards having, and this is where the phrase ‘low self-esteem’ comes in. If you are someone that suffers from low self-esteem you are prone to feelings of worthlessness and bouts of anxiety and depression. Sufferers of low self-esteem are more likely to turn to alcohol or drug to boost their confidence or mask their unhappiness, and are less likely to find themselves in happy relationships work environments or financial situations. Although it is easy to brush off ‘self-esteem’ as a pseudo-psychological term the truth is it is an incredibly important part of any one’s inner happiness.

Personal development allows individuals to grow through improving oneself. Personal development is not just about self help, but it also includes the helping of others, as a teacher or mentor would. The tips provided in the following article will help you begin personal development to improve yourself and others.

If you are struggling with the physical and emotional symptoms of depression, do not hesitate to turn to your support system for affirmation and
advice. Try to explain, in detail, how you are feeling. This will help your loved ones to understand the way that depression affects you. Depression often leads people to separate themselves from the people who they love the most. If this has happened to you, understand that your loved ones want to help you no matter what.

The realisation on the part of modern physical educators and coaches that the active participation in physical education and sports in general depict unique type of adjustment. More precisely, the level of performance in sports has positive relationship with social adjustment. Sperling (1942) studied the relationship of personality adjustment to achievement in physical education and games between athletes and non-athletes and found significant differences in social adjustment in favour of athletes.

Locus of Control refers to the way persons perceive reasons controlling their behavior. Persons with an Internal Locus of Control, believe they are in control of their behavior, and have the skills, abilities and experience to be able to control their behaviour and affect events, whereas those with an external locus of control believe that events are the outcome of forces outside personal control and that the environment is under external control the theory of locus of control was developed by Rotter (1966).
Locus of Control is a cognitive style or personality trait characterized by a generalized expectancy about the relationship between behavior and the subsequent occurrence of reinforcement (1) in the form of reward and punishment. People with internal locus of control tend to expect them to be the consequences of chance, luck, fate, or the actions of powerful others. Between these two extremes lies a continuum of intermediate cognitive styles Rotter also provided the internal external scale to measure it and called internal external control of reinforcement.

According to the encyclopedia of psychology, the totality of attitudes, judgments and values of an individual relating to his behavior, abilities and qualities is called self-concept.

In general self-concept means those perceptions, belief, attitudes and feelings, which the individual views as part of characteristics of him-self. It is own concept of his health and physique, intellectual abilities, mental health, habits and behavior, emotional tendencies and socio-economic status etc.

**Statement of the Problem**

The purpose of the study was to find the “socio-psychological differentials between district, state and national rifle shooter”. 
Delimitations

1. The study was delimited to the rifle shooting player of India.
2. The study was further delimited to age ranging from 14 to 19 years.
3. The study was further confined to the following socio-psychological variables:
   (a) Personality
   (b) Aggression
   (c) Self esteem
   (d) Achievement motivation
   (e) Self confidence
   (f) Social adjustment
   (g) Locus of control
   (h) Self concept

Limitations

1. Different ways of living, socio-economic conditions, nature of activity, daily routine & habits of different rifle shooting groups which were not under the control of research scholar were considered as a limitation of the study.
2. Questionnaire research has its limitations. As such any bias that might have crept into the subject response on their account may be considered as limitation.
3. The test were administered at different points of times considering the availability of the subjects, their mood states as a result of winning or losing a particular match might have influenced their response pattern on a particular scale/instrument. This was another limitation imposed on the study inadvertently.

4. No special motivational technique was used during the test, therefore the differences that might have occurred in performance due to lack of motivation was recorded as the limitation of the study.

Hypothesis

On the basis of the literature reviewed, available research findings, expert’s opinion and scholar’s own understanding of the problem, it was assumed that there would be no significant difference between the district, state and national school rifle shooting players in different socio-psychological variable.

Definition and Explanation of the Terms

Personality

Personality is the particular combination of emotional, attitudinal, and behavioral response patterns of an individual. Different personality theorists present their own definitions of the word based on their theoretical positions.
Extroversion

An extrovert is someone who likes to be social and whose interests mostly lie with things beyond him/herself, such as other people and the physical environment. Extroverts are not as concerned with themselves and thus do not focus much on their own thoughts or feelings.

Neuroticism

An enduring tendency to experience negative emotional states, such as anxiety, anger, guilt and depression. Those who score high on neuroticism scales are more likely than average to respond poorly to stress and to interpret situations as threatening or hopelessly difficult.

Aggression

Aggression is any form of behavior directed toward the goal of harming or injuring another living being who is motivated to avoid such treatment.

Self Esteem

Self-esteem as the evaluation which the individual makes and customarily maintains with regard to himself. It expresses an attitude of approval and disapproval.
Achievement Motivation

It is an athlete’s predisposition to approach or avoid a competition situation.

Self Confidence

Self confidence involves thoughts and images reflecting the beliefs that one has the capacity to perform the actions required for success.

Social Adjustment

Adaptation of the person to the social environment. Adjustment may take place by adapting the self to the environment or by changing the environment. (From Campbell, Psychiatric Dictionary, 1996)

Locus of Control

Locus of control is a theory in personality psychology referring to the extent to which individuals believe that they can control events that affect them.

Locus of control generally refers to the mechanism through which individuals determine or do not determine their actions and behavioral controls.

Self Concept

Self-concept as a composite for numerous self-perception encompassing the values, attitudes and behavior towards one-self in relation to environment.
Significance of the Study

The characteristic psychological variables for each player might allow both the coach and the players to acquire a deeper insight into their own interactive processes. A player may be able to develop a higher sense of internal control to be exerted over his competitive performance ability because ‘self-knowledge’ is a key to higher accomplishments.

The finding of this study might certainly help the coach/trainer to know the psychological strengths and weaknesses of the Indian rifle shooting players, so that, in future, due consideration is given by the selectors to the psychological variables which are most relevant to the higher performance.

Finally, the present study is a manner of examine into a complex composition called ‘sport person’ with a view to remove the misconception now surrounding ‘his/her’ both inside and outside the world of sports. More than any thing else, ‘search for talent’ that is a million dollar question, might become easier than ever before.

The study will contribute in the following ways:-

1. The findings of the study may be used to highlight the socio psychological variables of district, state and national school rifle shooting player.

2. The result of the study may contribute to learn the rifle shooting player characteristics which will be helpful for the physical education teachers and coaches in selection, manifestation and evaluation process of potential candidates to organize the physical education and sports programme successfully.
3. This study may act as an aid to the coaches and selectors to know the strong and weak points of the rifle shooting participants in relation to socio psychological variables.

4. The findings of the study would provide a guide-line to the future research investigators in sports psychology and sports sciences to conduct further research in this field.

5. The results of the present study will add to the existing body of knowledge in the respective areas.

6. The results of this study will help the coaches, athletes, and sports psychologists to identify those socio-psychological factors which contribute to sports performance and shall in turn help them to develop training programme on the same line and direction