CHAPTER - I

INTRODUCTION

Sports and physical activity has been considered an integral part of human life since its inception. It is universally accepted that sports and games fulfil the requirements of human activities. Revolutionary achievements of electronic media has made it all the more important not only in the lives of participants but also among the millions of spectators, viewers and listeners. Sports is now popularly conceived as both socially and personally beneficial activity.

In modern times, the spirit of extreme competition has changed the entire sanario in sports. The craze for winning medals in the Olympics and in other international competitions has catalysed the sport scientists to take interest in exploring all the aspects and possibilities which can contribute to enhance sports performance to undreamt heights.

Direct assistance from various sports sciences such as sports physiology, sports medicine, biomechanics and sports psychology, have raised the sports performers to a great height. The sport, scientists have now started looking beyond these horizons. The idea that athletes must perform under similar conditions of training and competition are getting entrenched firmly because physical efforts are important during training and psyche state is important during
Sports is psycho-social activity. It has both psychological and social dimensions besides physical, physiological and technical aspects. Man's interest in sports is found among all the society of the world. Most of the nations share a common interest in sport competition, especially during Olympic games, where people from all nations focus their attention on the drama of competition. But the quality of participation of the athletes and sportsmen is determined by their psychological factors. In this modern era of competition, psychological preparation of a team is as important as teaching the different skills of a game on the scientific lines. The teams are motivated not only to play the game but also to win the games. It is not only the proficiency in the skill which brings victory but more important is the spirit of the players with which they play and perform their best in the competition.

The application of psychological principles are also important for the performance in sports and therefore, it is given greater attention in present days. There are certain accepted psychological principles which have to be applied during training, so that players are able to show their best performance. Coaches, physical educationists and sport scientists have always expressed a great need to know more about those psychological principles which are helpful in improving the motor skill of players.

During intense competition a sportsman undergo many important behavioural changes. Today Physical Education scientists and coaches need not to be expert in the matters of skill training only but also should act as engineers
who understand the mechanism of human behaviour in and outside the play field, under extremely intense situations. Sports psychology, as an applied branch of psychology has taken giant strides towards the knowledge of human endeavour specially during intense competitive situations. So in the modern times, sports have become highly complicated process which involves complex behavioural patterns.

Suinn(1976)¹ Jean Clavate Kelly, a three time winner of Olympic gold medals, reported that his only preparation for one race was to ski (the course) mentally. Suinn uses several techniques of sports psychology to enhance performance. Of course, the method were tailored to meet the need of each athlete.

So presently coaches and physical educators have become more conscious and concerned about the psychological and sociological aspects of sports rather than merely physiological fitness and skill in the various activity. They realized that psychological and sociological characteristics of the participants contribute more towards their success than mere physical fitness. They further need to know more about principles of motor learning, patterns of growth and development, the role of emotional phenomena, motivation for the peak performance, interpersonal relationship and character traits of the athletes.

Kroll (1964)² Emphasised saying that the players do not play with their

bodies alone but they use various mental process side by side. Hall (1908)\(^3\) reiterated that physical education is not an end in itself but it is for the sake of mental and moral culture. It is to make the intellect feeling and will more vigorous, sane, supple and resourceful.

Vanek and Cratty (1970)\(^4\) quoted the De Coubertin’s book entitled "Essay in Sports Psychology" written in 1913, in which he described sports as an aesthetic expression as well as educational tool for attaining better emotional balance.

Kane (1972)\(^5\) Opined that "... an individual’s physical (athletic) abilities are related to his personality structure. The environment in which physical abilities are displayed (e.g. in games and sports) constitutes an ideal setting for the development of desirable personality characteristics such as confidence, sociability, self reliance, co-operativeness and general personal adjustment.

Suinn (1976)\(^6\) and Llewellyn and Blucker (1982)\(^7\) have stressed on use of specifically tailored psychological techniques to suit a particular sports person. Like many other trained techniques initiated in professional sports, the sports psychology has begun to occupy a prominent place in the design of sports programmes.

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\(^6\) Ifid, p. 4

It is believed that biological capabilities of athlete have reached to the saturation point. Therefore future record will be broken with psychological approach of the competition. In modem competitive sports, psychological factors of an individual or a team have become as much important as teaching the different skills of a game on scientific lines. Today, the war is fought and won with psychological strategies and not with only guns and sophisticated weaponaries. Same is the case with modern competitive sports for winning a game or a race.

The present researcher has made an attempt to explore non-conventional unexplored dimensions of psychology which have direct bearing on sports performance. The dimensions refer to the role of aggression intelligence and adjustment in the players.

**AGGRESSION**

Human being are capable of a wide range of behaviour's. On one hand they may show compassion and help each other, on other hand they may see to harm each other through aggressive action

Aggression is as old as the human race beginning with Cain's murder of Abel and extending throughout history. People have fought each other in tribal wars, ethnic and religious wars, and in world wide conflicts. Today, man continues to exterminate to large segments of humanity or prepares to do so. It appears that the technical and cultural "advance" of man has led to move violent, aggressive and destructive behaviour which has led to a remarkable increase in research
devoted to this phenomenon in the last 20 years.

What is aggression and why is it so commonly manifested by a supposedly higher form of intelligence such as man?

The word aggression comes from the Latin root aggredi, ad (to or toward) and gradior (walk). Literally, then, the word means to walk towards or approach to "move against" or to "move with intent to hurt or harm". The major problem when studying aggression in sport or any other environment is in finding an acceptable universal definition. Johnson (1972)\(^8\) quoted that aggressive behaviour has been associated with destructive acts, sexual attack, prejudice, speech, genital activity. Miler (1979)\(^9\) stated that there is no simple behaviour that may be describe under the rubric "aggression". Obviously the term aggression carries numerous connotations whether we are studying sport or nonsport behaviour. Terms such as "acceptable aggression", "acceptable violence", "controlled violence" and "aggressiveness" are inaccurate uses of the term aggression when applied to a sport context.

Aggression has directional components as shown below. Some aggression is directed inward and in its extreme form. may culminate in self-destructive behaviour including suicide. Other aggressive behaviour is directed outward towards others.

All coaches are aware of the athletes who display anger toward himself, their self-aggression often limits their effective performance. Other athletes seem equally hampered by the tendency to aggress against others in ways that are not condoned by the rules. In context of sport, aggression is considered within various categories or as various degrees of aggressive behaviour.

Theories of Aggression

A number of theories have been arisen to explain the phenomenon of aggression. Basically, they falls into three categories:

1) Instinct theory
2) Frustration theory
3) Social learning theory

1) **Instinct Theory**: It is based upon the writings of segmund freud and esuologists such as Konrad Lorenz. Frend (1950)\(^{10}\) viewed aggression as an inborn drive similar to sex and hunger. Lorenz (1966)\(^{11}\) agreed that humans have

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the same aggressive instinct as animals. We are born with instinct to defend
territory and to flight for survival.

2) **Frustration Aggression Theory**: It was developed by Dollard, Mitter,
Mourer and Sears (1939)\(^\text{12}\). This theory states is "Aggression was always a
consequence of frustration".

3) **Social Learning Theory**: Albert Bandura (1973)\(^\text{13}\) is the strongest advocate
of this theory. He stated that people become aggressive because they have
learned to do so and not because of biological instinct or frustration. Basic tenants
of this theory are given in the table.

<table>
<thead>
<tr>
<th>Theory</th>
<th>Basic tenets of theory</th>
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<tbody>
<tr>
<td>Instinct Theory</td>
<td>1) Aggression is an innate biological drive.</td>
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<td>2) Aggression results in a purging or vening of pent up emotions.</td>
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<td></td>
<td>3) Sport provides a safe and socially acceptable outlet for aggression.</td>
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<tr>
<td>Frustration-Aggression theory</td>
<td>1) Aggression is a natural consequence of frustration.</td>
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<td></td>
<td>2) The strength of tendency to aggress is related to strength, degree and numbers of frustration.</td>
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<td></td>
<td>3) Overt aggression may act as a catharsis or release against further aggression.</td>
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\(^{13}\) A. Bandura, "Aggression a social learning analysis". Engle wood Cliffs, N.J. Prentice Hall (1973).
Social Learning  theory  
1)  The need for aggression is a learned response. 
2)  Aggression begets further aggression. 
3)  Aggression does not serve as a vent or catharsis against further aggression. 

DEGREE OF AGGRESSION

Sports may be classified according to the degree of aggression that is tolerated or encouraged within rules. Sports in which the competitions must alternately aggress and then terminate their actions may be more stressful than those in which alternating behaviour is not required. In any case following scale rules are presented.

1)  Direct aggression encouraged: In many sports direct physical aggression is encouraged to a maximum degree. Sports such as boxing, kick boxing, American football and wrestling have rules and apparel which protect competitions, yet their intent is to encourage maximum direct physical contact. These type of sports demand that the competitor contains his aggressive behaviour within strict rules, but at the same time he must contain his aggressions within the contact of tactical considerations.

2)  Limited aggression: Some other sports demands that the player must aggress, but at the same time the rules markedly limit direct contact usually more in theory than in practical. Sports like soccer, water polo and basketball comes in the category. Players are taught to block, check and otherwise be aggressive usually within the rules.
3) **Indirect aggression against opponents:** In several sports the aggression from one's opponent is physically felt via indirect means e.g. in handball, a player 'hits' hard to his opponent with ball, in volleyball and tennis players propel missiles against one another. So in this situation the player who have high need to aggress may not play the game that contains a variety of returns, both soft and hard, as will a player whose aggressive needs need not express themselves in rather direct way.

4) **Aggression directed only against objects:** Sports which are called "parallel" sports belong to this category. A golf player may hit the ball in aggressive manner but his opponents may only view his hostility and not "feel" the hitting of ball in a direct way.

5) **No direct or indirect aggression involved:** Many sports do not require any observable aggression against either an opponent or the environment. Aesthetic experiences such as skatting may require aggressive behaviour in fighting the tenduim of practice, and yet there is no opportunity for the competitor to aggress against the environment or against opponents.

The direct and indirect aggression can be seen in a sport e.g. American ootball permits both of them. Indirect aggression against object (kicking and throwing) and direct aggression against opponent. Soccer and ice hock'ey also have the same opportunities, players alternately hit or shoot, using missiles while blocking and checking their opponents in direct way.
A Scale Depicting Varying Amounts of Aggressive Behaviour in Sports

<table>
<thead>
<tr>
<th>Degree</th>
<th>Direct aggression encouraged</th>
<th>Limited aggression</th>
<th>Indirect aggression</th>
<th>Aggression objects, apparatus</th>
<th>Little observed aggression</th>
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<tr>
<td>Example</td>
<td>Boxing, football (American)</td>
<td>Basketball, soccer</td>
<td>Handball, Tennis</td>
<td>Golf, Apparatus</td>
<td>Ice-skating, free exercie</td>
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6) **Periods of play:** Studies by Cullen and Cullen (1975)\(^{14}\) and Russell and Drewery (1976)\(^{15}\) find out that numbers and frequency of aggressive penalties tended to increase as the game proceeded.

**SPORTS AND AGGRESSION**

Sports is an ideal area of life in which psychologists and physical educators study aggression and analyzed the aggressive behaviour of athletes and sports spectators in order to better understanding and the effects upon sports participants. Some instinctive theorists believe that participation in sports provides a socially acceptable outlet for aggression without accompanying feelings of guilt. If an athlete has a high drive of aggression, sport participation may lower that drive because the athlete is given the opportunity of aggression, especially in collision sports such as football, hockey and in pugilist sports such as boxing.

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Some have hypothesized that an athlete may escape the guilt feelings that result from violent expressions of aggression, providing that the athlete plays by the rules (Beisser, 1967\(^{16}\); Husman, 1970\(^{17}\)).

Athlete who is highly motivated by emotional aggression should not be confused with the athlete who has primary motivation but who displays aggression because he or she is placed in an athletic situation that demands it. Football, hockey and boxing would be expected to attack more aggressively motivated individuals than cubing, golf and badminton: later sports require their own form of aggressive.

**Sports and aggression have a contradictory interpretation**

<table>
<thead>
<tr>
<th>Position A</th>
<th>Position B</th>
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<td>Sports decrease the aggression in society because:</td>
<td>Sport increases the incidence of aggression in society because:</td>
</tr>
<tr>
<td>1. It provides safe and controlled opportunities to be engaged in aggressive behaviour patterns that are inherent in our genetic structure.</td>
<td>1. It is structured in a way that leads to the creation of norms defining aggression as normal for both spectators and players.</td>
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<tr>
<td>2. It is a safe outlet for the aggressive impulses caused by unavoidable frustrations experienced in every day life.</td>
<td>2. It generates frustration that ultimately seeks release inform of aggressive behaviour.</td>
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3. It teaches people how to control aggressive behaviour when confronted with aggressive stimuli.

It increases interpersonal awareness and promotes friendly and meaningful relationships.

3. It provides models of behaviour in which aggression is positively valued and highly rewarded.

4. It tests the establishment of conflicting interpersonal and intergroup goals that become more important than co-operative relationships.

Silva (1981)\(^8\) noted the existence of three important variables that influence the exhibition of rule violating behaviour in sports: constitutive rules, normative rules and reinforcement structures". "Constitutive rules are the formal rules of sports, normative rules are rules of consensus or behaviour legitimized by peer decree". Intentional violation of rules to gain a tactical advantage, such as an intentional foul to prevent a lag up in basketball or intentional flagrant play, becomes normative because the penalty for such behaviour is insufficient. Silva contents that a more severe penalty for rule violations (i.e. modifying reinforcement/punishment structure) must be used to deter aggression in sport. Social learning theorists believe that reinforcement value and punishment value are major influences in selecting an aggressive behaviour and that since many of the violent act exhibited are considered part of game (normative), players experience no guilt for such action. This hypothesis was supported in a field experiment by Silva (1979)\(^9\) in which it was demonstrated that athletes could not distinguish


assertive from aggressive behaviour in a basketball sport setting. He conducted that aggression is potentially legitimized by an active socialization process.

INTELLIGENCE

The study of human behaviour and intelligence in context to games and sports raised many an eye brow for, most people think that physical activity has nothing to do with the thinking process in a man. This nation is wrong because research on human psychology has upheld that - cognitive, affective and motor process are so interlinked that talking about one is incomplete without talking about the another.

To many people, the word "intelligence" refers to an individual's ability to perform cognitive task, whereas, some psychologists argue that intelligence refers to an amalgamation of a number of relatively separate abilities. The concept of intelligence has been closely tied to intelligence tests. Thus, intelligence tests measures achievement as well as ability. This means that the two people can earn the same score of different reason; one because of high ability and low achievement and other the vice-versa.

Booz (1957)²⁰ intelligence is a term which is so commonly used and yet rather difficult to define in a precise and generally accepted form. This difficulty of definition is not perhaps because in recent years psychologists have gathered so much material about it by the use of intelligence tests that we find it difficult to adopt a simple and comprehensive meaning of the term. Intelligence basically

should not be confused with intellect though it is related to intellect or knowledge. It is quite possible (though it may not happen often that a man with a high degree of intelligence may be poor in intellect simply for the reason he never attempted to use his intelligence and build up his intellect.

Garret (1961)\textsuperscript{21} every man is intelligent in his own usual self because his correct response to a given situation in it, self shows his basic intelligence. Again it doesn't mean that he may give a correct response to each and every situation being exposed to him. Thus we can give a statement that every individual has basic intelligence but in varying degree. This degree is what psychologists have been trying to find out, so that they can categorize certain category of people. It is very fortunate that to a great extent they have managed to do it What we call intelligence may express itself in a number of ways. The elementary school teacher describe a youngsters as bright, if he learns his lesson easily the machine shop foreman calls an apprentice "a promising young fellow" if he is apt and skillful with his hands. The teacher, foreman would agree that what they are representing is efficient which is to say, intelligent behaviour. Efficiency in meeting everyday situations or solving every day problems is perhaps as useful a working definition of general intelligence as any.

The term 'intelligence' comes from a Latin Word coined by Cicero to cover all cognitive processes. It was assumed that this capacity of cognition was something inherent in human nature (and possibly in animals). It was recognized that every man was born with a general cognitive capacity which was conveniently

termed intelligence. Just like the concept of energy in physics, the term intelligence also is only a convenient label to designate a cognitive ability which is innate and general sponsor ed intelligence as a capacity of organism to adjust itself team increasingly complex environment.

**Intelligence and Sports**

Many factors like personality, motivation, physical characteristics and motor abilities as well as environmental situations are regarded as having an interacting influence on an individual's selection of the achievement in various physical activities. Although variables and their effects on activity participation have been the subject of a number of studies, the role of intelligence has, to a great extent, been overlooked.

Speculation arises as to whether intelligence is related to activity participation, and if so, to what extent. If one adheres to the organismic point of view, proposed by Cattell (1971) and supported by some research evidences, then one probably finds strength in the theory of the inter-relatedness of factors pertaining to physical growth, motor performance, social adjustment and intelligence. On the other hand, much evidence is offered to demonstrate the independence of such factors.

The role of physical activity in the lines of individuals and groups within the normal intelligence range, within gifted children and within retarded children has been evaluated in terms of the extent of their physical activity as well as their

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relative success in such activity. More intelligent students seem to have greater activity interests than individuals with lower intelligence. The psychological elements concerned with intellectual behaviour and emotional development are important aspects of physical education. These elements are more difficult to identify, appreciate and apply in the field because they are mostly covert in their origin, though they take external manifestations. Hence, the physical educationist should know the nature and relationship between the psychological elements and physical education aspects like intelligence, motivation, practice, method of learning, guidance, knowledge of results, transfer of training, etc. so that the roles and responsibilities are characterized, through appropriate action, to the expected goals. Some of the important, psychological elements and forces which influence the performance in physical education are motivation, individual differences in potentialities, intelligence, maturation and so on. Psychological elements seem to the underlying covert factors which directly and indirectly influence the performance and achievement of the students and either facilitate or hinder their performance.

Intelligence is an obvious factor in any learning and hence the physical education teacher should understand the concept of intelligence and its impact on performance. It is better for him to measure the intelligence level of his students and present them meaningful physical tasks.

The physical educator should understand that a student who is academically weak need not be poor in sports because performance depends on other factors like interest, motivation, type of coaching, etc. He should also not entertain the
idea that participation in sports and games necessarily interferes with academic studies. The physical educator should help the students get rid of this wrong notion and encourage them to improve simultaneously both in academics and physical activities.

Physical education, thus, has important psychological elements to be considered by the physical education teacher to bring about better physical performance by his students. Factors like personality, self-awareness, confidence attitudes, perceptions, etc. influence the behaviour of a player.

Physical education provides opportunities for sensory experiences which is of critical importance to intellectual growth.

According to Guilford (1967)\textsuperscript{23}, one of the varieties of intelligence measured by psychometric tests is Knesthetic perception, and according to Piaget (1972)\textsuperscript{24}, sensory motor activities are a form of practical intelligence. These indicate the importance of physical activity towards the growth of overall intelligence and to overall intellectual functioning.

Pestalozzi, Froebel, Montessori and the Macmillan sisters were able to see the importance of physical activity in intellectual functioning and produce forms of education that took cognizence of it. Intellectual participation in activities encourage creative and analytical thinking, minimizes professional assistance from the physical educator. Opportunities to make sound judgements and decisions, based on evidences and variables involved, require unassisted intelligence and


logical thinking by the students. Thus, intellectually supported programme and its
effects are indisputably essential for the improvement of effective sportsmanship.

It is a matter of regret, however, that in spite of its role in sports, the factor
of intelligence has not yet received due importance in the field of education and
training in sports and physical activities.

Case studies of athletes in various European countries indicate that those
with more academic background and with higher score on I.Q. tests, as would be
expected, are better equipped to engage in self-assessments of the psychological
and physiological data collected about themselves than are their less educated
teammates. Those less gifted intellectually seem also to have a more difficult time
engaging in self-administered relaxation and activation training prior to competition.
After competition, understanding the reasons for success or failure seems similarly
more difficult for those athletes with lower I.Q. scores.

It is, of course, apparent that the intellectual group such as athlete has of
himself and of appropriate training strategies should, to a large degree, influence
his success in maintaining and improving his condition within the unfamiliar
environment prior to and daring high level competition.

Although this topic has not been accorded systematic exploration via
published research, it would seem that it is an important intellectual dimension of
superior athletic performance, one that should "be accorded attention by
behavioural scientists.

Cratley (1972) It is a common observation that runners and swimmers

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possess, a sense of time or pace that enables them to swim or run more "intelligent races". Whether such a quality is primarily perceptual or intellectual is debatable.

The persistent notion that there are some kinds of thought processes and intellectual strategies important in athletics has continued to plague those interested in cognitive aspects of sport. Several researchers in the mid - 1980's have began to shed some light on these important relationships (Allard and Bumett, 1985; Starkes, 1987)\(^\text{26}\).

The field of intelligence is slowly spreading its tentacles into other fields where human interaction with the environment is more Sports is another such field where intelligence is required to a greater extent. But unfortunately the study in this field in relation to intelligence is still raw, researcher's are still grouping around in darkness. How much intelligence does a sportsman need to come out of a critical situation? or what level of intelligence will effect performance? or which game needs more intelligence? or how much does experience effect the increase in intelligence? or Is there a relation between theoretical intelligence and practical intelligence? etc. are some of the questions which need an immediate reply. In an acyclic event the players confront situations which need split second decisions, here the individuals intelligence or understanding of the game helps.

**ADJUSTMENT**

Systematic emergence of the concept of "Adjustment" starts from Darwin. In those days the concept was purely biological and he used the term adaptation.

The adaptability to environmental hazards goes on increasing as we proceed on the Photogenic scale from the lower extreme to the higher. If we examine the various activities of the individual life, we will find that most of them involve adjustment of the individual to his Vocational, social and economical problems. The process of adjustment starts from the birth of the child and continues till his death.

Now a days the problems of adjustment has become so vital in our complex and civilized society that psychologists have turned their deep interest in understanding it. Just as individuals may have different views on the nature of psychological adjustment, so also do psychologists. Some psychologists view adjustment as a process by which individuals are continually growing and meeting life's challenges. Other psychologists view adjustment as a fixed state or goal that involves certain desirable characteristics (such as satisfaction in social relationship, in marriage, in a career, or goal achievement) that must be achieved.

The systematic study of the whole man is undertaken in two inseparable fields, identified as the psychology of adjustment and the psychology of personality. Adjustment and personality are unifying concept because they includes the various subordinate process of motivation, emotion and cognition. For example, adjustment is accomplished through the exercise of cognitive activities such as perception and thought processes by which the person has transactions with the world about him.

According to Webster's Ninth New Collegiate dictionary (1987)\textsuperscript{27}, Adjustment

\textsuperscript{27} Webster, "Webster's Ninth New Collegiate Dictionary Meniam - Webstar Int. Publisher Springfield Massachusetts, U S.A. (1987), pp. 57.
is “to adapt or conform oneself (as to climate food or new working hours)” or “to achieve mental and behavioural balance between one’s own needs and demands of others”. In other dictionaries adjustment is a means “to fit”, “to make correspondent”, “to adapt”, or to accommodates”.

To a layman, "adjustment" is the balanced mutual satisfaction between needs and aspirations of an individual to the life situations or it was the better interpersonal relationships between his needs and expectations and situations. Boering et. al. (1960)\textsuperscript{28} defined adjustment as a process by which a living organism maintains balance between its needs and the circumstances that influence the satisfaction level of these needs.

Dunn (1953)\textsuperscript{29} “Adjustment is a continuous process of maintaining harmony among the attributes of the individual and the environmental conditions which surround him”.

It is clear that adjustment is a continuous process rather than a static goal; by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.

**FACTORS OF ADJUSTMENT:**

There are a number of factors about an adjustment situation that have psychological significance. First, a want must exist. If there is no want there is no


need for adjustment. Second, adjustment is the satisfaction of a want. When a want is satisfied and adjustment has been made. Even the sudden cessation of a want constitutes an adjustment. Third, difficulties that interfere with the satisfaction of wants constitute adjustment problems or maladjustment. If adjustments could be made easily, habits of adjustment would be relatively unimportant. These three fundamental factors in making adjustments are represented graphically in the following diagram.

2. Difficulties

1. Wants ➔ 3. Satisfaction

Fig. No. 1.2 : Factors of Adjustments

It must be recognized that the satisfaction of all human wants is impossible. The difficulties that stand in the way of satisfying some wants are too great to be controlled. After all, human beings are mortal with all the limitations of mortality. When human wants are beyond human limitations they must be recognized as impossible to satisfy causing maladjustment. To continue to want the moon is to create a permanent adjustment problem. Human wants must be restricted to the limits of possible satisfaction.

ADJUSTMENT AND SPORTS

Physical education programmes and sports activities have been organised
in a such a manner that every student has an opportunity of developing in himself group mind, group consciousness and a sense of belongingness. No activity in Physical Education is done in isolation. Sport is a source of rich social experience for the participants as well as the spectators. During practice and during competition, individuals belonging to various teams come into contact with others: they interact with each other; they learn and teach in the same strain under the same situations. In the process of "give" and "take", modification of behaviour takes place automatically. Play not only reflects the direction of personality development, but also it acts as an agent in bringing about social adjustment.

The most widely emphasized aspect of adjustment is achievement. This makes sense to businessman who must hire personnel who will be most effective at the job, often under adverse circumstances; to a coach or Physical educator who must select men who can adjust to the stressful conditions of competition combat and to the psychological deprivations that are sometimes associated with competition as well as training; to educators because educational opportunities can be wasted by a person who is failing to make a satisfactory school adjustment; to society in general, which must pay the cost of widespread maladjustment. In the form of neuroses, psychoses, and character disorders, defects of adjustment waste the manpower resources of the community and require huge custodial and therapeutic expenditures.

If we talk about adjustment in terms of achievement or achievement in sports, that is, how good or bad it is, then we must consider criteria to determine the quality of adjustment. Such criteria have been provided through value system.
We must recognize that in other cultures or in other generations other criteria are often utilized and some of the present indices of good adjustment might conceivably become signs of psychological illness in future generations.

Developing servicable criteria of adequate adjustment requires value judgements which are not scientifically derived but which depend on our beliefs as members of a particular society.

We can identify four main classes of criteria for evaluating the adequacy of adjustment among sportsmen/athletes. We can consider how comfortable psychologically an athlete feels, the effectiveness of her functioning in terms of skilled performance, the presence or absence of physiological symptoms of tension, and the degree to which her behaviour is socially desirable or undesirable.

Let us discuss in short and consider how they are used in assessing the adequacy of adjustment of sportsmen/sportswomen.

(i) **Psychological Comfort**: One of the most compelling signs of adjustment failure is that a person is psychologically uncomfortable in some way. Examples of such discomfort include states of depression, chronic or acute anxiety, obsessive thoughts of guilt or fear of losing defeating or dying. Experiencing this discomfort often implies some inadequacy of psychological adjustment, although *Emotional adjustment* is a process by which athlete becomes able to cope with emotions in relation to one's psychological discomfort and mental make-up.

(ii) **Work efficiency**: Another sign of adjustment difficulties is impaired ability to make full use of occupational or social capacities or skills. A person may be
failing in school, or ironically poor performance may result regularly in loss or deturation of performance achievement. Such athlete may perform consistently but only at a level far below his capabilities. He is sometimes unaware that he is functioning below par and may have difficulty understanding why he is failing occupationally. In actuality, reduced performance is often attributed to states of stress which impair the ability of the athlete to perform up to his capacity. This can be cured by the process of psychological treatment improving educational adjustment by which athlete is able to cope with the failure in school and adjust in any social educational environment causes higher achievement.

(iii) Physical Symptoms: Sometimes the only evidence of inadequate adjustment appears in the form of damage to body tissues. The field of psychosomatic medicine has developed because of increasing recognition that physiological damage can be brought about by psychological malfunctioning. Disturbances of digestion are one of the most common way in which difficulties of adjustment and their consequent tension state manifest themselves. The formation of ulcers, impairment of appetite, and persistent diarrhea are some of the symptoms that frequently reflect disturbance in psychological economy. Some of these symptoms can have a psychological origin is often vehemently denied by the patient, who may not recognize the existence of adjustive problems. That such physical symptoms have psychological origins which may respond and cured by psychotherapy and results in Health adjustment i.e., the condition of an athletes organism which measures the degree to which aggregate powers are able to function.
Social acceptance: Some kind of socially acceptable and quite useful, that is, they are what other person want. The athlete whose mode of adjustment leads him to behave in a way that are dangerous to himself or to others will ultimately be hospitalized or imprisoned by modern society. The person whose processes of adjustment lead to behaviour that is a public nuisance may be criticized or shunned at the very least. In other words, some adjustments are poor simply because family or society regards them as poor. This arbitrariness limits the scientific applicability of this criterion in assessment of adjustive adequacy which flexibly improved by Home and Social adjustment, the process by which an athlete is able to keep pace with each and every changing situation in her family and able to cope with social demands to achieve her performance.

A well adjusted athlete uses his skills and tactics to perform wisely on his environment. Excessive timidity, aggressiveness or other faults of personality prevent him from making this contribution. Adjustment is a means to the end of accomplishment. Biddulph (1954)\(^{30}\) reported that superior athletes showed higher levels of personal and social adjustments than that of less skilled athletes, therefore, adjustment is positively related with sports performance. Krall and Carlson (1967)\(^{31}\) have reported no difference between superior and inferior participants. Almost no study has reported a negative correlation between adjustment and sports performance. Sperling (1942)\(^{32}\) have stated that an athlete can adjust well for


higher performance by certain objectives like security and confidence, improving one's own adjustments, maintain good physical health, do satisfying work, rest and recreation, participate in society, have a confidential relationship with another person, plan and do something about every problem, be objective, seek insight. Don't take yourself too seriously and of course, most important live in present.

JUSTIFICATION OF THE STUDY

The major issue in the present competitive world of sports is to investigate the role of psychological parameters which influence the performance of athlete considerably. This influence is sometimes positive on some athlete and negative on other athletes. Interest of Physical education teachers and researchers in psychological training has obviously helped in improving sports performance all over the world. This is clearly evident from the results in various international sports competitions including the Olympics. Not only in the European and other western countries but also in India, special interest has been expressed in studying the psycho-social and environmental factors causing differences in sports performance.

There has been considerable interest in recent years on studies related to sports persons, especially in context of sports psychology which has marked improved results in sports performance. The attention of researchers has been emphasised on anxiety, self-awareness, confidence, attitude, adjustment etc., whereas in context of sports persons level of aggression Intelligence and adjustment have been slightly untouched though it has an important role in the performance achievement. Hence there was an urgent need to study this psychological aspect
of sports persons participating in various categories of sports activities at National and Inter University level. The study would be significance or be justified in the sense that it will provide a comprehensive knowledge; to the coaches and trainers; of psychological factor like adjustment intelligence and aggression which could be channelized to achieve optimum performance from their athletes. This study will help the physical education teachers and coaches to understand the relation of these personal factors of athlete according to their performances.

In the light of what has been said in the foregoing paragraphs, it is obvious that the present study is important for both from theoretical as well as practical point of view. This type of research work has potential significance in decision making, guidance and adjustment of suitable athlete (person, students) in the field of physical education and sports.

The results of the study would add something new to the literature by classifying the level of intelligence, nature of adjustment and level of aggression.

Statements of the Problem

The study was focused on comparative evaluation of psychological parameters among sports persons. It was attempted to compare the effect of aggression, intelligence and adjustment in between the sports persons of contact, semi-contact and non contact body games. The study was titled:

"A comparative study of aggressive tendency intelligence and adjustment among the sportspersons."

Definition of the terms

The specific term of the statement have been explained below in order to
draw out a meaning which has been considered for the present investigation.

**Aggression**

Aggression is the infliction of an oversive stimular either physical, verbal or gestarol upon one person by another. Aggression is not an attitude but behaviour and most critically it is reflected in the acts committed with the intention to injure.

☐ The tendency of the players to resort to physical domination, intimidation and subjugation of one's opponent".

—N.L. Wood

☐ A form of overt behaviour intended to harm a living person either physically or psychologically. It includes physical attacks and verbal abuses. The aggression may be against another person (extrapunitive behaviour) or against one self (intro-punitive behaviour). It does not include unintentionally harming another person, or doing destructive violence to animate object.

—Micheal Kent

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

—Baron

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Intelligence:

☐ According to Best\textsuperscript{36} - Intelligence is the ratio of mental age to chronological age multiplied by 100 to eliminate decimals.

☐ According to Terman\textsuperscript{37} - Ability to act abstractly.

☐ According to Wechsler\textsuperscript{38} - The ability to act purposefully, to think rationally and deal effectively with the environment.

Adjustment

The process of changing activities or environment to satisfy needs; the changes which an individual undergoes in order to fit in environmental conditions and social adjustment, social adjustment usually refers to changes in habits or behaviour which must be made by individuals which some deviation or conflict in association with others.

☐ According to Sandiford, Peter\textsuperscript{39} - Adjustment is the process by which living organism maintains a balance between its needs and the circumstance that influence the satisfaction of these needs.

☐ According to Morgan\textsuperscript{40} - Adjustment is as continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and environment.


\textsuperscript{37} L. Terman, "In Symposium : Intelligence and its measurement Journal of Educational Psychology" (1921), 12: 127-133.


\textsuperscript{39} P. Sandiford, "Educational Psychology". London, Longman, Green (1933).

Contact games:

In this regard contact games are those games in which there is complete body contact involved e.g. the games such as wrestling, kabaddi, judo, boxing etc.

Semi-contact games:

Semi-contact games are those games which has partial body contact. The games such as kho-kho, football, handball, basketball etc.

Non-contact games:

In this category those games were considered in which there is no body contact e.g. games such as Atheletic, gymanstic, volleyball, cricket, etc.

Limitation of Study:

The present study was limited to the aggressive behaviour intelligence and adjustment of the sports persons. This study was also limited to the Haryana state sports persons.

Delimitation

In both physical and social sciences, the researcher has to delimit the problem under investigation to a certain extent so the present study had the following delimitations:

1. It was delimited to the sports persons of Inter state and Inter university level.

2. It wa delimited to the age of 25 years.
3. It was delimited to the following games.
   (a) Contact games - Wrestling, judo, kabaddi and boxing.
   (b) Semi-contact games - Kho-kho, handball, basketball and football.
   (c) Non-contact games - Athleteic, gymanstic, volleyball and cricket

Hypothesis

1. There may be difference in aggressive behaviour, intelligence and adjustment among the sports person of contact, semi contact and non contact games.

2. There may be difference in aggressive behaviour. Intelligence and adjustment among the sports men of contact, semi contact and non contact games.

3. There may be difference in aggressive behaviour. Intelligence and adjustment among the sports women of contact, semi contact and non contact games.

4. There may be difference in aggressive behaviour. Intelligence and adjustment among the sports men and women of contact games.

5. There may be difference in aggressive behaviour. Intelligence and adjustment among the sports men and women of semi contact games.

6. There may be difference in aggressive behaviour, intelligence and adjustment among the sportsmen and women of non control games.

Significance of study

The purpose and significance of this study were as under:
1. This study may be helpfull to the physical education teachers and coaches to find out various levels of aggressive behaviour, intelligence level and adjustment level of the sports persons in different games.

2. It may be helpfull for the physical education teachers and coaches to compare the aggression levels among sports persons of contact game, semi contact game and non-contact game.

3. It may be useful for physical education teachers and coaches to deal with the best possible ways taking into consideration various levels of aggressive behaviour, intelligence and adjustment.

4. It may be helpfull to the Physical Education teachers and coaches to find out the difference of aggression level, intelligence level and adjustment level among the male and female sports persons of contact games, semi contact games and non contact games.

Objectives

The present study had the following objectives:

1. To find out whether there was any difference in aggressive behaviour, intelligence and adjustment among the sports persons (both sex combined) of contact, semi contact and non-contact game.

2. To find out whether there was any difference in aggressive behaviour, intelligence and adjustment level among sportsmen of contact, semi contact and non contact games.

3. To find out whether there was any difference in aggressive behaviour, intelligence and adjustment level among sports women of contact, semi contact and non contact games.
4. To find out whether there was any difference in aggressive behaviour, intelligence and adjustment level among sportsmen and sports women of contact game.

5. To find out whether there was any difference in aggressive behaviour, intelligence and adjustment level among sportsmen and sports women of semi contact game.

6. To find out whether there was any difference in aggressive behaviour, intelligence and adjustment level among sportsmen and sports women of non contact game.