Chapter - V

Discussion

THE NATURE OF PSYCHOLOGY OF PHYSICAL EDUCATION AND SPORTS

Before any discussion is initiated on the definition of psychology of physical education and sports, it is necessary that some delicate points which thinly demarcate the boundaries of Education, Physical Education and Sports, must be taken note of. This is an age of specialisation and the knowledge in all fields of human endeavour especially those of behaviour, has expanded so much that it seems difficult to discuss one aspect of behaviour without reference to the other. Till recent times, Physical Education fell within the ambit of Education and sports were considered as another name for physical education. Now the traditional thinking has given way to more dynamic concepts. It would not be wise to say that there exists some sort of antagonism between these three aspects of human education : the only thing is that there is less of overlapping : and where one field leaves, the other field should pick up. Physical education, has started claiming the status of separate ‘discipline’. Similarly, Sports-both recreative as well as competitive-are forming a separate nucleus. The invisible lines, demarcating the boundaries are becoming more clear.

EDUCATION, PHYSICAL EDUCATION AND SPORTS : The definition

Education is more than mere learning or amassing knowledge. If it is taken for granted that education connotes “modification of behaviour” or “drawing out the best in man”. we must concede that “behaviour”is the basic element in the process of entire educational endeavour. Education is a life long process which cannot be confined only to four walls of the school or college. “Experience” is the key note of education. Unfortunately, to the man in the street, education means only classroom
teaching or “reaching, writing & arithmetic”. For a lay man “stuffing one’s brain with bits of knowledge” is the highest aim of education. In the light of this, the learner exerts mentally rather than physically. Idealistically, education aims at the “total” and “wholesome” or “harmonious” development of the personality of the child: it should afford opportunities to the individual to develop physically, mentally, intellectually and morally and socially. All efforts and experiences of an individual whether mental or physical-indicate his strife towards obtaining right type of adjustment for the achievement of the highest aim of life. Education is a vast field which seeks to humanise as well as socialise the child. It is a process which starts with birth and ends with death. Completing a course of study is one thing than having complete education, for the process of education never ends.

Physical Education, on the other hand, is no different from general education “it is a sort of ‘movement’ education within the ambit of education When we talk of total education, we mean both physical and mental. Physical Education rather uses physical activity as the medium of education the child and its approach to the achievement of the aim of general education is more distinctive. Almost all physical educationists agree that physical education is an inseparable part of general education; it provides “wholesome experiences” to the individual through the medium of “large muscle activity: the out comes resulting from ‘vigorous’ physical activity stress the growth and development and ‘social’ adjustment; physical and mental experiences from a sort of ‘inalienable’ whole aiming to develop the whole child. The aim of education and that of physical education coincide with each other, they do not oppose each other. The word “Physical” connotes deeper meaning when read with education. Physical training, half a century ago, might have been concerned only with the development of physical fitness, strength etc. but physical education indicates something more
idealistic, refined and subtle: now the emphasis is laid on educational experience rather than just muscle-building.

All this now makes it as an established fact that physical education, as a part of education, exists for the total development of the personality of the individual. Physical education is an activity-oriented education which is not confined to the classroom but whose temples of learning are playgrounds, swimming pools and gymnasium. In fact, physical activity and mental activity form a sort of continuum: there cannot be any physical activity without mental activity and vice versa. We can sum up in the world of Getman, the relationship between the physical activity and mental pursuit: “movement is learning; learning requires movement foundational to every activity of the human being is the skill of motor control and coordination thoughts which do not get into muscles never fully possess the mind”. In the context of the present day philosophies and principles of education, psychology and physiology, it would be absurd as well as undesirable to draw clear cut lines between the ‘physical’ and the ‘mental’ education. To all situations, the organism responds as ‘a whole’ and not in parts.

Sports as recreation as well as competition, are considered to be a part of physical education: they have existed as such through the ages. The word sport is derived from two words – ‘dis’ and ‘portere’-meaning “carrying away from work”. When we talk of sports, we definitely point out to such recreactive activities which are relaxing in nature and which when done for the sake of seeking ‘pleasure’ only. Basically sports are individual activities born out of natural urge for movement but now a days there is a tendency to include in it the team games which require some complex organisation, serious and combined practice between various members of the team. Sports are part and parcel of human as well as animal life. A sportive child is a healthy child---a
debonaid fountain of verve and vivacity; a sportive adult is a relaxed, free, and happy individual, not un-necessarily troubled by the carking cares and corroding anxients of the world.

In fact, sports, in the winder perspective, mean pleasure as well as competition. From the point of view of our discussion, sports will be taken as competitive contests rather than recreative activities. As in other fields of human activity so in sports, competition has become very intense and all individuals and nations are striving very hard to gain supremacy over others. Olympics and other world competitions may stand testimony to this fact. Sports fields are no more pleasure resorts, they are not the promoters of international brotherhood and goodwill, although every body concerned with sports claims so but they have become arena of cut-throat competition where each individual is highly motivated by his political masters to ‘win’ at all costs. This has resulted into a number of problematic situations: now sports have become an extremely complex phenomenon. Cohen (1973) thinks that the essence of modern sport “…is a sublimation of aggressiveness. It is a social form in other words, which demands, and is made possible by, a special processing of unsocial impulses. Sports has been described as ‘the sediment of a most finely distributed collective hatred precipitated in athletic contests’ “. From this point of view, sports competition is nothing but the “violence of the cultured man”; a constrained turbulence. The player lets himself go within a legitimate code of conduct, as he would not dare to do anywhere, but at the same time he remains master of himself. Consequently, competition in sports has triggered off a rigorous competition in research on human physiology, genetics, psychology etc and the allied fields so that more possibilities of ‘excelling’ and ‘winning’ could be explored. As a matter of fact, phenomenal changes have occurred in the use of methods of teaching, training, coaching and handling sportsmen. More
and more specialization is creeping in and now it is not a child’s play for every one to become a top class athlete without undergoing rigorous scientific training in a specialised event.

In the light of the factual knowledge, sports have not to be viewed as a mere pastime but as extremely complex behavioural issues. Genetic endowment, generally good environment and the highly specialised training go to make an individual athlete or player of some reckoning. A teacher of physical education at the school or college level and the coach at the higher level of training have to be experts not only in the matter of skill training but also engineers who understand the mechanism of the human behaviour on the play field under extremely diverse situations. Intense competition makes a sportsman behave in an entirely different manner than he would ordinarily do because the internal and the external pressures on his being awaken in him such drives as would make him do his best to win and win alone. Too much attachment with ‘winning’ has changed the entire concept of sports in the modern times.

**Psychology in Physical Education and sports.**

Psychology of Physical Education may be thought of as an off-shoot of applied psychology, deriving its subject matter from various branches of psychology. If education is considered as the process of ‘modification of behaviour’ and psychology as “the study” of behaviour, our wisdom lies in concluding that education and psychology are the obverse and the reverse of the same coin : two subjects with one aim and one soul. Further, if physical education is ‘education’ itself where experiences are provided to the individual through an adequate use of ‘big muscle activity’, the general principles of psychology as applied to the “man in motion” have
to be given an important place in the curricula of the teacher-training programme in physical education.

Physical educators are interested in making the “movements” of an individual efficient and through this develop his personality. That’s why psychology of physical education must take into account various aspects of human growth and development especially general laws of growth and how vigorous physical activity can be helpful in achieving optimum growth and development. Secondly, we know motor skills are the basis of our conative behaviour-cognition, affection and conation making one continuum and all physical activities are nothing but an expressions of the organism’s motor activity. Besides, all sports activities are combinations of various motor skills. Hence psychology of physical education delves deep into the mechanism of motor learning and strives to improve the individual’s motor ability. Thirdly, psychology of physical education studies instincts and emotions which are the ‘prime movers’ of the child’s behaviour and the “real springs of life energy”. Play, being one of the instinctive activities, forms the central core of physical education. In fact, free and informal play at home and at the primary school stage provides opportunities to the child not only for the development of his vital motor ability and basic skills of running, jumping, throwing etc. but also serves as a medium of social adjustment. Play heralds differentiation in the growth of the child. Fourthly the physical educators take into account, the hereditary and environmental forces which ultimately determine an individual’s qualitatives as well as quantitative improvement in the motor ability and physical activity performance. Until and unless these forces are properly studied, an individual’s growth fifthly, ‘individual and sex differences’ are the most important areas with which the teacher of physical education is deeply concerned. Psychology of physical education claims to have fully realized that individual differences exist
and that each individual has to be treated as an individual—an entity in himself. All children may not be suitable for all types of activities: some are tall, some short, some emotional, some hardy. some intelligent, some dull. Lastly, Physical education aims at the development of the individual’s personality and it is psychology which informs the teacher of physical education as to what is the structure and the dynamics of personality. Hence ‘personality dynamics’ as related to the “man in motion” must be considered as one of the most important problem–areas which the psychology of physical education deal with so that the teacher is enabled to achieve the objectives of physical education.

Psychology of physical education operates, in such areas of human behaviour as are the outcome of growth and development. It is mostly concerned with the individual in his formative years. Physical education is a mass movement-having its objectives as health and vigour for all. Sports, as said earlier, aim at higher performance and intense competition. Those with exceptional qualities of physique are certainly inclined to taking part in competitive sports. Since competition—whether at higher or lower level involves selection and selection means bringing a few to the top and leaving out others, the coach in sports, at the competitive level, is more likely to be concerned with ‘class’ rather than the ‘mass’. Sports coaching is purely individualistic branch of teaching and the coach has to pay individual attention to each of his athletes. Psychology of physical education may be concerned with more of general principles of psychology as applied to educational process on the play ground, sports psychology purports to deal with specific situations of problems of coaching that aim to improve the performance level of the athlete from the point of view of competition. Educationists do not favour hard competition in boys and girls especially at the elementary as well as middle school level. After a general fitness programme
with which both psychology and physical education are so intimately concerned, some individuals may continue activity vigorously so as to become fine sportsmen, establish new records with constant endeavour while most people do moderate physical exercise so that they could keep good health and deal with the problems of daily routine life in more efficient manner.

Psychology entered physical education much earlier than it did sports. Now such phrases as “psychological conditioning”, “psychological preparation”, “psychological training” etc. have become a Commonality in the field of sports: rather these processes have entrenched themselves in the entire programme of sports every where and any where. No training in the sports field is complete without reference to the psychological study and psychological training of athletes. All other factors-biological and sociological-being equal, psychological conditioning of an athlete decidedly determines his success or failure in competition. Sports like shooting and archery demand a tremendous psychological training of the players. “Sports psychology”, Singer claims,” explores one’s behaviour in athletics.” Athletics here may not be construed as only track and field events but all sports which are competitive in nature and in which competitions are actually held. Generally competition is involved at all levels of sports activity and without mental preparedness it is not possible for the athlete to achieve higher standards and win competition.

Above table shows the interuniversity kabaddi players mean was 165.98 and intercollegiate kabaddi players mean was 162.74 and f value was 56.48 Two mean was highly significant.

Above table shows the male kabaddi players mean was 169.46 and female kabaddi players mean was 159.26 and f value was 5.71 Two mean was highly significant.
Interaction A x B is also significant (F = 2.66, df = 1 & 392, P = NS) it means main effect A and C are not dependent on each other.

Above table shows the interuniversity kabaddi players mean was 11.77 and intercollegiate kabaddi players mean was 9.96 and f value was 446.72 Two mean was highly significant.

Above table shows the male kabaddi players mean was 12.28 and female kabaddi players mean was 9.45 and f value was 182.73 Two mean was highly significant.

Interaction A x B is also significant (F = 73.77, df = 1 & 392, P < 0.01) it means main effect A and C are dependent on each other.

Above table shows the interuniversity kabaddi players mean was 16.34 and intercollegiate kabaddi players mean was 19.81 and f value was 102.55 Two mean was highly significant.

Above table shows the male kabaddi players mean was 15.7 and female kabaddi players mean was 20.45 and f value was 54.73 Two mean was highly significant.

Interaction A x B is also significant (F = 15.22, df = 1 & 392, P < 0.01) it means main effect A and C are dependent on each other.

Above table shows the interuniversity kabaddi players mean was 30.95 and intercollegiate kabaddi players mean was 36.45 and f value was 19.52 Two mean was highly significant.

Above table shows the male kabaddi players mean was 32.12 and female kabaddi players mean was 35.28 and f value was 59.13 Two mean was highly significant.

Interaction A x B is also significant (F = 1.55, df = 1 & 392, P < 0.01) it means main effect A and C are not dependent on each other.