CHAPTER - I

INTRODUCTION

1.1 INTRODUCTION TO SPORTS PSYCHOLOGY

Psychology deals with aspects of behaviour and with the feelings, thoughts and motivations underlying that behaviour (Lai-Yeung, 2011; Carr, 2011; Nezhad & Vahedi, 2011). It is an important subject with academically useful aspects along with research and professional significance. Psychology is an applied field of science and it is used to study behavioural pattern of players in sports at different competitive levels (Wann, 1997). It has become a major discipline lately and lots of academicians and researchers are working in this field.

1.2 HISTORY OF PSYCHOLOGY

“Psychology” term is derived from Greek word “Psyche” meaning mind/soul and “Logos” meaning science. Therefore psychologists study human nature scientifically and rather formula to conditions.
Psychology gained importance as a Science in late 19\textsuperscript{th} century. The year 1879 is historically important because German scientist Wilhelm Wundt started the first psychological research laboratory in Leipzig, Germany in this year (Danziger, 2001; Montanari, 2013; Tamminga, 2005). Psychology is not exclusively associated with brain or nervous system. It can be understood in terms of theories on information processing. Insights on brain functioning is being included in theory and practice of psychology, more specifically in various areas like cognitive neuroscience, artificial intelligence and psychology (Abe et al., 2013; Eierud et al., 2014; Fukushima, Chao, & Fujii, 2015; Kiili & Perttula, 2012).

1.3 APPROACHES IN PSYCHOLOGY

Wundt - the father of Psychology, employed philosophical introspections with experimental techniques in combination and these investigations gave way for better understanding of human behaviour. This approach can be called as a breakthrough in Psychological studies. (Froese, 2013; Danziger, 2015; Jacobs & Silvanto, ; Pronin, 2009). Herbert Simon and Allen Newell also carried out important studies in psychology and they used 'thinking-aloud' method, in which subject spoke to himself and investigators watched his introspection
(Cenani, Arentze, & Timmermans, 2012; Chanduvã-, Lama, & Morey, 2015; Hatch et al., 2007; Lee et al., 2014; Marques, 2014). William James was more interested in experiments to understand the adaptation of mind to situations and changing environment. His approach proved important in some areas like educational psychology (Sprung, 2015; Schreger & Rauschecker, 2006; Sprung, 2001).

Perception was another approach used by Max Wertheimer. Many principles of this approach are used to explain how we perceive objects (Arip, Bakar, Ahmad, & Jais, 2013; Farahzadi & Masafi, 2013). In his Book "Psychology as the behaviourist views it" Watson advocated behavioural approach. This approach has been dominant approach so far in psychology since the early 1900s (Watson, 1913). Cognitive psychology has an important role is the psychological science in which, cognition is used to study human behaviour on the basis of hypotheses (McWilliams, 2015).

The framework of cognitive psychology has been adopted by mainstream psychology (Smith, 2015; Hahn & Heit, 2015), although other approaches are also used whenever required. Thus, Psychology has various approaches and domains and it is am dynamic subject in behavioural science. It gives us an understanding of memory,
knowledge representation, reasoning, attention, and creativity problem solving (King & Delfabbro, 2014; Carugati & Perret-Clermont, 2015).

1.3.1 SPORTS PSYCHOLOGY

Sports psychology is concerned with psycho regulative analysis of sports ability and performance, sports ability relationship with training and competition, psychology of different sports and physical exercise, psychological effect of subjective and objective environments, formation of personality through sports ability and participation, utilizing psychological principles in preparing the athletes and application of socio psychological findings (Yusof, Chuan, & Shah, 2013; Zekan, Peronja, & Russo, 2012; Zhang & Li, 2012).

Sports psychology is a branch to study of sportsmen’s behavior scientifically in various sports settings. Sports are typically understood as recreational activity, physical activities as well as highly organized competitive athletics events and games such as Volleyball and Basketball etc. Anxiety and aggression are the psychological variable selected for this investigation (Clarke, Cooper, & Creswell, 2013; Iusca & Dafinoiu, 2012).
Education psychology is concerned with youth and children in education. Educational psychologists are equipped to resolve various learning problems, emotional problems; disability and multifarious developmental disorders. Educational psychologists try to understand the issues through observations, personal interactions and input from friends (Fazio, Isidori, & Bartoll, 2015; Granero-Gallegos, Baena-Extremera, Gaemez-Laepez, & Abraldes, 2014; Honari, Goudarzi, Heidari, & Emami, 2010). They assess the issue in terms of its severity and effects and offer expert opinion and help. These inputs form the psychologists play an important role. Modern methods adopted by these experts help vulnerable young people to restore balance. They train teachers, assistants and people working with children at various levels including sports (Khalkhali & Golestaneh, 2011; Kolayis, Turan, & Ulusoy, 2012; Lese, 2014).

1.4 SIGNIFICANCE OF PHYSICAL EDUCATION

Physical Education is important requisite of education. It is aimed at inculcating healthy habits, improving physical strength and mental endurance, developing positive attitude and adopting physically active and healthy lifestyles (Agyar, 2013; Alipour, 2011). Physical education also contributes towards developmental needs of
students in terms of improvement in mental alertness, academic performance, strong physique and increased stamina (Crova, Marchetti, Struzzolino, Forte, & Pesce, 2014; Cuevas, Contreras, & Garcaaa-Calvo, 2012).

According to the guidelines of (NASPE), National Association for Sport and Physical Education, a good physical education program provides learning opportunity under expert guidance. Regular physical activities provide a wide range of developments to all children and youth (De la Cruz-Sanchez, Pino-Ortega, DÃ–az-SuÃ¡rez, & Romero-Cerezo, 2011; Derri, Papamitrou, Vernadakis, Koufou, & Zetou, 2014; Devin, Zohoorian, Peymanizad, & Sane, 2012). Increased physical strength, stamina, cardio-vascular performance, body composition, flexibility are the advantages of fitness (Ennis, 2013; Esfahani & Soflu, 2011).

Sport psychologists offer counselling to referees to make them deal with the stressful and demanding aspect of their responsibilities. They advise coaches to build solidarity within group, to help athletes with personal development and to come out of mental trauma in case of sustaining injury (Lupu, 2012; Lupu, 2014). Psychologists help in optimising the benefits of exercise and help individual clients with the
implementation of goal oriented strategies. They hold specialization in sports psychology or fitness training (Mereuta & Mereuta, 2013).

Utilization of different psychological skills can enhance performance, improve steadiness in training, competitions and minimize or eliminate undesirable mental states like burn-out, irritation and annoyance. Even though most athletes understand that their psychological state drastically affects their performance, fewer numbers of them uses the skills necessary to help themselves. Generally, after poor performance, the athlete blames other aspects like diet regime and training, unfortunately the psychological aspects go unrecognized (Bergström, Hagström, Hagberg, & Elinder, 2013; Lasikiewicz, Myrissa, Hoyland, & Lawton, 2014; Lieberman et al., ).

Mental stimulation and provocation contributes in influencing performance. When mental stimulation is either high or low beyond limits, the performance is affected severely. The best and desired stimulation is between two extremes. Super excited mental state is commonly reported in athletes and leads to disastrous performance. Identification and moderation of arousal is important to extract the
best performance from them. Mostly regulation is achieved by positive self-talk and gradual muscular relaxation.

1.5 FOOTBALL IN INDIA

Football is the world’s most favourite game and in India it is second only to cricket. It has gained popularity in the north eastern states of the country namely Assam, Manipur, Nagaland and Mizoram. It is also very popular in other states such as Kerala, Goa and West Bengal. These states have major football clubs of the country.

The Indian Football Association (IFA) was established in Calcutta in 1893. The All India Football Federation, which is affiliated to FIFA, was formed in 1937. India qualified for the 1950 FIFA World Cup (Moorhouse, 1983; Dimeo, 2002). In the first Asian Games in 1951, India won the gold in football by defeating Iran. In 1956, Indian football team reached the semi-final in Melbourne Olympics and stood fourth. India again won the gold in 1962 in the Asian Games in football. 1951–1962 can be simply called as "golden phase" (Dimeo, 2001b; Gannon, 1994).

The top domestic league in India is the Indian League, formed in 2007 to bring in professionalism in football and further progress in
this direction led to formation of the Indian Super League in 2013. It was initially formed with eight teams and it was open to international players. Before the formation of this league there exists Santosh Trophy which was a knockout event between different states and large government institutions such as Railways, Defence, Air India etc. Mr. Kim Koevermans who is ranked 171st in the Federation of International Football Association World rankings coached Sunil Chhetri, the current Indian captain who led the Indian national side at various international events (Kapadia, 2001; Dimeo, 2001a; Mills, 2001; Hammond, 2001; Parker, Burns, & Natarajan, 2008).

1.6 SPORTS AGGRESSION

Sports aggression is a commonly observed behaviour in competitions at all levels including world cups. Aggression is a behavior intended to harm other person by physical or verbal means (Rahimizadeh, Arabnarmi, Mizany, Shahbazi, & bidgoli, 2011; Uludag, 2014). Accidental injuries are not considered to be caused by aggressive behaviour, but a person trying to hurt somebody is considered aggressive.

It is believed by the psychologists that frustration is the major cause of aggression. Dollard and colleagues, asserted that aggression
is the consequence of frustration in their book “Frustration and Aggression” (Dollard, Miller, Doob, Mowrer, & Sears, 1939). In 1941 Barker, Dembo and Lewin designed an experiment where a group of children was given attractive toys and other group of children was made to stand outside the room while they could see the first group playing with the toys. When this second group was given the opportunity to play, they exhibited aggressive behavior like throwing the toys and breaking them (Lewin, Barker, & Dembo, 1941). Another proposition regarding aggressive behaviour is that status-seeking leads to aggression (Crick & Grotpeter, 1995).

1.7 SPORT COMPETITION ANXIETY

Anxiety in sport can also be termed competitive stress and it is common in sports competitions (Ciucurel, 2012). “Sport psychology: A self-help Guide, describes sport competition anxiety is the result of an interaction between the individual and the environment (Bull, 1991). Anxiety is complex emotional state characterized by a general fear accompanied by tension (Khodayari, Saiiari, & Dehghani, 2011). Anxiety can also be explained as the emotional dimension of arousal (Sotoodeh, Rasool, Arabameri, & Zeidabadi, 2015; Vasilica, Cristina, Iulian, Georgeta, & Radu, 2013).
Anxiety is one of the important psychological factors influencing sports performance. Anxiety plays detrimental role in performance (Ciucurel, 2012; Moslehi, Saihari, & Marashiyan, 2011; Ticusan, 2014; Vitasari et al., 2011).

1.8 MENTAL TOUGHNESS

Loehr coined the term Mental toughness. He was a sports psychologist working with athletes for improving sporting performance (Kaiseler, Polman, & Nicholls, 2009).

Mental toughness is a trait of perfectly disciplined individual who refuses to give in. It is a state – one can call it as the character in action (Delaney, Goldman, King, & Nelson-Gray, 2015). Mental toughness as a characteristic has gained significant attention from sport psychology researchers who are trying to understand how psychological factors can result in success in sport (Nicholls, Polman, Levy, & Backhouse, 2009).

Mental toughness is a popular research topic because sports are no longer a pastime. At the highest level of competition like Olympics and World Cups Events, mental toughness plays a deciding role in bringing out the best performances from the individuals and teams (Nicholls, Polman, Levy, & Backhouse, 2008; Crust, 2009). Focus
and visualization, persistence, resilience, confidence and discipline are some of the attributes which define mental toughness (Dewhurst, Anderson, Cotter, Crust, & Clough, 2012; Golby & Sheard, 2004). Mental toughness can be developed with continuous training and psychological suggestions to the individuals and teams. It is a gradual process as study suggested that mental toughness development proceeds first through the development of a tough attitude for training followed by competitive spirit (Hardy III, Imose, & Day, 2014).

1.9 STATEMENT OF THE PROBLEM

The purpose of the study will be to investigate the psychological variable viz. Sports, Aggression, Sports Competition Anxiety and Mental Toughness in football players at Inter-Collegiate, West Zone Inter-University Level and All India Inter-University Level Competition.

1.9.1 VARIABLES

1. Sports Aggression

2. Sports Competition Anxiety

3. Mental Toughness
1.9.2 DELIMITATION

The study will be conducted only male football player of India irrespective of their affiliation to a geographical region of India, socio-economic status, caste, colour or creed.

1.9.3 LIMITATION

1. Research by questionnaire has its intrinsic limitation caused by any bias that might have crept into the response by subjects on their account.

2. The tests were administered at different points of time considering the availability of the subjects, their mood states as a result of winning or losing a particular match.

1.9.4 HYPOTHESES

The hypotheses of the present study are

H1: There will be no significant difference between Aggression among different level of participation in football players.

H2: There will be no significant difference between Sports Competition Anxiety among difference level of participation in football players.
H3: There will be no significant difference between Mental Toughness among different level of participation in football players.

1.9.5 SIGNIFICANCE OF THE STUDY

1- The present study may help the coaches in understanding the psychological factors which are useful in the modern sports not only during the training period but also at higher level sports competition.

2- The coaches will know about the psychological training to ensure the peak performance among the player.

3- The coaches may get better understanding of role of these three variables in deciding the performance. The understanding will enable the coaches to treat individual players according to their requirements and bring out the best performance from the players.

4- The coaches will be well placed to deal with the mental trauma in case of unfortunate injuries caused to the players during the competitions and training.
5- The finding of the study may provide guideline to the future researcher, investigator in sports psychology and sports science to conduct further research in the field.

1.10 MOTIVATION OF STUDY

Savitribai Phule Pune University is one of the leading universities of the country. Here students are specially trained and motivated in the field of sports and in particular football. The university has very skilled football players but as a team they fail to deliver in various football tournaments. They have qualified only twice in the West Zone Interuniversity Tournament. This failure has motivated us to take up its study for the doctoral synopsis.
1.11 REFERENCE LIST


Jacobs, C. & Silvanto, J. How is working memory content consciously experienced? The â€˜conscious copyâ€™ model of WM introspection. *Neuroscience & Biobehavioral Reviews.*


Watson, J. B. (1913). Psychology as the behaviorist views it. Psychological review, 20, 158.
