

IMPACT OF PSYCHOLOGY BEHAVIOUR ON ATHLETES SPORTS

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ABSTRACT

A research on the prevalence of aggressive behavior in high-level athletic competition was carried out by Coulomb and Pfister (1998). They discovered that experienced athletes utilized more instrumental aggression, which is aggressiveness that is employed to an athlete's benefit, and that hostile aggression was used less often by experienced athletes. Competitors with more experience were able to better manage their aggressiveness by practicing self-control. According to the frustration aggressiveness emerges when a person is frustrated as a result of a goal being blocked from their progress. On the other hand, according to this notion, a player would always act aggressively once they are irritated because of the game. On the other hand, the generic aggressiveness model contends that a person's aggressive behavior may be caused by a combination of personal and environmental variables, including stressful situations. As a result, the nature of a player's personality will be a significant factor in predicting whether or not they would behave aggressively in certain circumstances. Because this model also takes into consideration socially learned signals, it follows that if a player has been instructed not to use violence in a certain circumstance, he will not use aggressively in that circumstance. It is clear that aggressive behavior may have many origins, and it is critical that one be aware of these origins if one is to effectively address the problem. We are able to grasp what makes an athlete upset, which in turn may lead to aggressive behavior and a reduction in performance thanks to the pressures that sport presents. A player will, during the course of their career, find themselves in a number of high-pressure scenarios in which they will need to learn how to cope with a variety of pressures. Personal stresses, such as fear and anxiety, as well as situational stressors, such as issues relating to a team, may all be included in this category. In the present research, the aggression among various athletes and its effect on their performance is checked and various results are explained.

KEYWORDS: Psychology Behaviour, Athletes Sports, aggressiveness emerges, environmental variables

INTRODUCTION

Sport psychology is the study of how people behave during athletic practise and competition with the aim of enhancing athletes' performance under pressure. Aggression, which is characterised as irate or hostile behaviour, has an impact on how well athletes perform. According to Kaufman (1970), aggression is the desire to damage and harm the other person coupled with a physical arousal. Athletes may be aggressive in a number of ways, including via physical aggression, abusive behaviour, and even violating the rights of others. The research' results show that a number of factors, including competitive sensitivity, referee performance, crowd provocation, athlete personality traits, and gender, might assist to provoke violent behaviour. Different authors discuss and clarify different definitions and concepts of aggressiveness while taking into consideration a range of points of view. Following is a list of some of them.

According to Kroll (1964), players use a mix of cerebral processes rather than just their body to perform. The relationship between violence and sports has been a sensitive subject for a long time. In sports, violent behaviour is intentional and within the control of the aggressor, but how it is interpreted varies depending on the sport and the player. An aggressive act that is often frowned upon while watching a sport with a reputation for violence, such as football or soccer, may not be seen as hostile in that context. The same conduct can be seen as aggressive in a violent sport that is less accepted culturally, such as baseball or volleyball. Aggressive behaviour may be legal despite the harm it causes. The social context in which aggression occurs is often what determines whether it is legitimate. Aggressive behaviour may include a football "hit," a baseball player's "at bat" at the plate, or an executive's ascension to the top of their field. In conclusion, various sports have varying definitions of violence. It is still unknown, however, whether an aggressive person engages in sports to vent anger or whether the competitive nature of sports fosters rage that is hard to control after the activity is ended. In fact, violent behaviour enhances the likelihood of more aggressive behaviour, according to Aronson (1995). This implies that violence may affect society in addition to sports. Any interpersonal behaviour intended to hurt or upset another person is referred to as aggression. In sports, aggression is defined as an unprovoked physical or verbal assault, while aggressiveness is the intent behind such an assault. Another definition of aggression is "an overt verbal or physical act that may cause mental or bodily harm to another person or oneself." In today's sports, aggression is a need. When one person causes an

unpleasant stimulus to be delivered to another with the intent to do harm and the expectation of doing so, the recipient is motivated to escape or avoid the stimulus.

AIMS OF SPORTS PSYCHOLOGY

Sports psychology is a crucial component of psychology for physical education. As a result, its goals are similar to those of psychology. Additionally, it has certain specific objectives. As a result, the objectives of sports psychology for physical education may be examined in one of the following three ways:

1. General Objectives
2. Social Objectives
3. Specific Objectives

Detail of above mentioned aims are given below:-

1. General Objectives: The general objectives of educational psychology and sports psychology for physical education are the same. These objectives centre on the child's balanced and all-around growth. In general, it implies that Sports Psychology for Physical Education seeks to develop a child's physical, mental, intellectual, moral, and spiritual selves. The overall goal of education is put before Sports Psychology for Physical Education with this objective in mind. According to T. P. Nunn, education should lead to situations that aim at the child's complete or all-around growth so that when he or she is an adult, he or she would be able to contribute fully to the advancement of humanity.

2. Social Objectives: Educational psychology and physical and sports psychology also have social objectives. The social objectives of educational psychology work to socialise children. It implies that plans should be made for an education that will prepare the kid to contribute to society as an adult. John Dewey said it extremely well when he said, "Education performs the same thing for an individual's social life that nourishment does for the body."

HamayunKabira different approach, "If a person needs to become a productive member of society, he has to strive not only at individual growth, but also at the development of society." We must not overlook the fact that man is a social animal. He matures and grows up within society. Therefore, both sports and education should work toward preparing the youngster to contribute to society when he or she grows up.

Thus, it becomes clear that physical education and sports education are crucial to a child's whole development via play and sport. This complete development includes the child's ideal socializing.

The name “**Physical Education or sports Education.**” should not give the impression that the child's growth is just being focused on physically. He must integrate with society. His growth is therefore not complete until he is completely at peace in the community in which he lives. However, games and sports are used in sports education to achieve this goal rather than textbook study.

3. Particular Aims: Additionally, sports psychology for physical education has specific goals. One of these specific goals is to enhance the pupils' physical fitness via sports and games. The pupils' preparation for numerous sports and gaming events is another associated goal. The most essential specific goal of physical education is, in reality, competence in games and athletic competition. In order to improve them, sports psychology for physical education approaches physical activities, contests in games, and sports from a psychological perspective.

RELATIONSHIP BETWEEN SPORTS PSYCHOLOGY AND PSYCHOLOGY AND PSYCHOLOGY

1. Healthy Behavior -

Both psychology and sports psychology are geared on changing an individual's behaviour. It is crucial for the person's balanced growth that he be guided toward healthy conduct in all situations by sublimating inclinations. Under all situations, he should be guided toward acting in a healthy manner. Therefore, the connection between psychology and sports psychology for physical education is the individual's healthy conduct via the sublimation of impulses.

The need of balanced conduct in games is stressed by sports psychology for physical education, despite the fact that it might be challenging to maintain under certain provocative and inciting circumstances. Thus, much like with psychology, sports psychology for physical education must delve into the origins and drivers of human behaviour. In order to change people's behaviour, it must also use sublimation techniques, much as psychology does.

2. Relationship of providing Stimulus.

Every kind of labor requires that it be completed correctly and with all of the person's energy. According to psychology, this sort of energy is often the result of some stimuli. Everyone needs a stimulus to give them the energy they need to work. Only if there is a stimulant for his task can the worker work with all of his might. This stimulation is necessary for a student who is heavily engaged in his studies to replenish his energy. Similar to how a player needs this stimulation to refuel for his athletic endeavours and effectiveness during games. This

motivation might come in the form of a tempting award for exceptional play in games and sports, or it could be the improvement of the player's or the school's public reputation. Therefore, a unifying goal of psychology and sports psychology for physical education is the study of the appropriate stimuli for a certain kind of activity or game.

3. Relationship in Preparation for work.

A worker can do any task at its best provided they are completely prepared for it. This is true for players as well as laborers, businessmen, students, and other types of workers. As a result, both psychology and sports psychology attempt to get a worker or player ready for the task at hand or the activity in which he will participate. Every kind of employment or activity has particular prerequisites. These conditions must be studied in both psychology and sports psychology for physical education. They emphasize that these requirements must be met before the task or game can start.

As a result, we draw the conclusion that psychology and sports psychology for physical education are closely related.

USES AND SCOPE OF SPORTS PSYCHOLOGY

Many applications exist for sports psychology in physical education. Thus, its use is rather broad. The applications of sports psychology in physical education include the following: -

1. Identifies the origins of physical development. Sports psychology for physical education covers all sports, games, and physical activities. As a result, it identifies actual resources for everyone—students and individuals—to grow physically. For instance, when playing games, participants must put in a lot of physical effort for a certain amount of time. This enables easy workout for all body limbs. It enhances players' overall health. It improves the vigour and attractiveness of their bodies. Additionally, it improves their endurance for prolonged physical exercise.
2. Body and mind coordination. Sports psychology for physical education focuses on how the body and mind may work together throughout various sports and physical activities. As a result of the simultaneous and correct coordination of the body and mind throughout all physical activities, games, and sports, we can see that they all promote coordination of the two. Sports psychology for physical education investigates how the body and mind work together and works to improve this coordination at every turn. The use of sports psychology to physical education broadens its application across all walks of life.

3. Techniques for imparting life lessons. Sports psychology for physical education investigates the methods used to impart life lessons. Some of these lessons are provided in advance:

i) Lesson of Good Citizenship

Sports psychology for physical education focuses on the civics lesson. Sports, games, and other physical activities all provide valuable life lessons. Some of these lessons are provided in advance:

This lesson is crucial in helping students develop the traits that make for the best citizens of a nation.

ii) Discipline lesson

Physical education uses sports psychology to educate students about discipline. Every sport or physical activity has regulations that must be followed. All participants must also play with flawless discipline. The captain's commands must be followed. Even if they believe that some of the referee's rulings are gravely flawed, they must accept all of them. As a result, kids develop the habit of adhering to severe discipline throughout their lives.

iii) Life Balance Lesson

All participants in physical activities, games, and sports of any sort learn the value of a healthy life via sports psychology for physical education. Under all conditions and circumstances, players and sportsman must have a balanced state of mind. They aren't supposed to be very happy about winning a game. They must also resist showing anger or disappointment at their loss. They come to understand the need of maintaining mental equilibrium in all circumstances. Children really learn how to win and how to relax life on the playground.

iv) Sociability Lesson

Sports psychology for physical education imparts a social skills lesson. All sports, games, and physical activity have considerable significance as a means of social contact. The participants are given several opportunity to interact and work through their many differences. They learn the value of making amends with others in society in this manner. As a result, every participant develops social skills.

v) The Value of Competitiveness

The importance of healthy competition is taught via sports psychology in physical education. It emphasises healthy competitiveness without unfair tactics. Because it may be applied to

many aspects of life, this lesson has a very broad application in daily life. When a player reaches the actual world and is forced to compete with others, he engages in fair competition without using any dishonest methods to further his own interests at the expense of others.

vii) The value of self-sacrifice and sacrifice Through games and athletic competition, sports psychology for physical education plays a vital role in imparting lessons about self-denial and sacrifice. In actuality, sports and activities encourage pupils to behave altruistically. When participating in a match, the participants are not required to compete for their own glory and honour. They, on the other hand, compete for the reputation and prestige of the group or institution they represent. At every round of the game, they are taught the value of self-control. For instance, during a hockey or football game, each player displays self-restraint by passing the ball to a teammate rather than attempting to carry it to the goal area himself and claim the glory of scoring a goal and winning the game.

vii) The Value of Respecting Opponents An important lesson in sports psychology for physical education is to respect your opponents. It teaches a player to appreciate opponents on the other team. It also teaches him to value the contributions of the other team's players, regardless of whether they succeed or fail in the game. All athletes are expected to apply this lesson to their daily lives and recognise the positive traits of rivals and even foes, according to sports psychology for physical education.

viii) Teamwork and adjustment lesson All athletes are taught the importance of adaptability and team spirit in sports psychology for physical education. Every player learns how to interact with other players and give them their fair portion of the game. Every player must submit to the team's needs in order to fit in and work together with teammates for the good of the group. Experiences of a team's collective effort when all of their members work together towards a shared objective are a terrific way to develop team spirit. A gamer may use this instruction in real life as well. He makes an effort to modify himself in real life so that he can cooperate with others and use teamwork to work toward a shared objective.

ix) Leadership and responsibility lesson

Players are taught the importance of responsibility and leadership via sports psychology in physical education. There are various crucial moments in a game when each player must rely solely on himself and make a snap choice to act immediately, even if the players are supposed to exhibit self-denial and work in the spirit of teamwork. It is a really beneficial life lesson. It prepares a player for exercising initiative in everyday situations and accepting

responsibility. Thus, we can see that Sports Psychology for Physical Education has various applications in both real life and a profession in sports. Sports psychology really has a very broad reach because of all the many applications and life lessons it can teach.

CONCLUSION

Students are taught correct participation techniques for all sports, games, and physical activities via the study of sports psychology in physical education. It helps the players realise that playing attentively, skillfully, and wisely is the only way to win a game. Sports and games are thus highly beneficial for developing a player's skill and intellect. Sports psychology is becoming popular in schools because it teaches athletes the psychological techniques for enhancing the ability and intellect needed to play sports to their fullest potential. They get comprehensive instruction on how to manage people successfully in real life as well as be effective game captains. It teaches them the proper methods for leading others and providing them with leadership in both virtual and actual environments. Thus, Sports Psychology of Physical Education has gained a lot of popularity among athletes who strive to lead their teams as captains and who later hope to lead groups of people in real life.

All good athletes in schools and colleges are reminded by sports psychology for physical education that they have a right to preferential treatment over other students in the areas of fee reduction, admission to educational institutions for higher studies, and many other benefits because they are good athletes. They learn that they have the right to be given precedence over other applicants while competing with them for a good job in the public or private sector since superb athletic credentials are in no way inferior to excellent academic credentials. All of this increases the popularity of sports psychology for physical education among all elite athletes.

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