

6

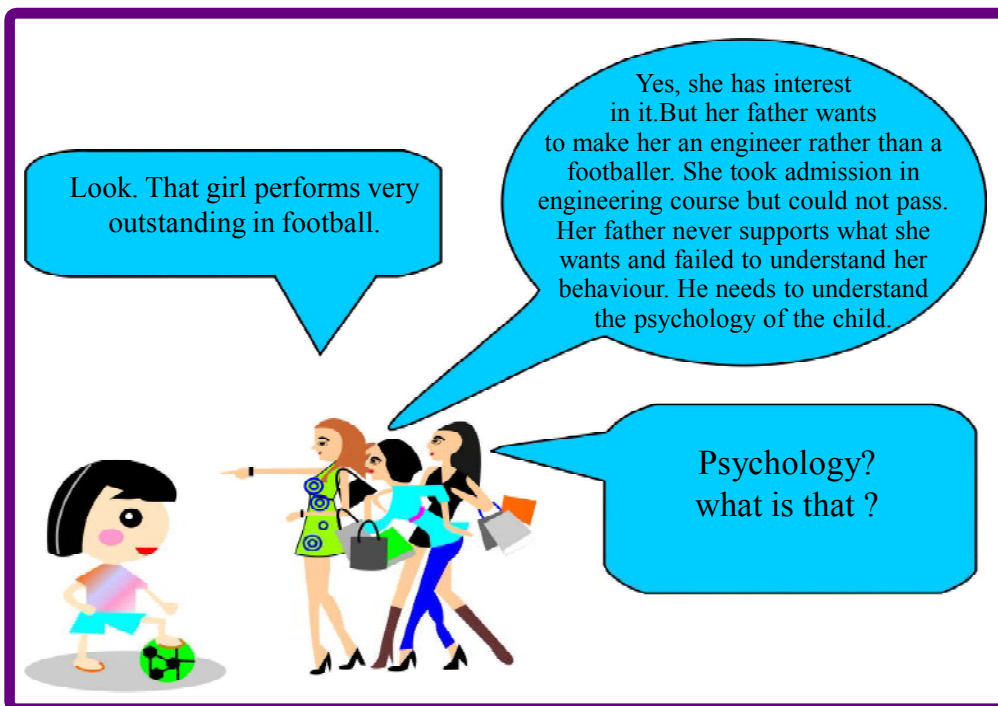


373en06



**Note**

## PSYCHOLOGICAL ASPECTS



From the above conversation we can make out that to understand child psychology, parents must know about the psychology. As the child grows she/he faces many challenges as an adolescent. What type of personality she/he possesses, what are the driving forces which compel her to do something. What is her potential to learn things? Also many factors which could enhance her/his performance. Let us find the answers to all the questions that have arisen from the active conversation.



### OBJECTIVES

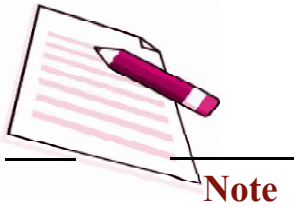
After studying this lesson, you will be able to:

- identify the psychological characteristics and problems of an adolescent;
- explain the concept of personality, learning and motivation;



*Physical Education and Yog*





- Analyze the psychological factors affecting performance and
- assess the emotional and psychological impact of yog.

## 6.1 CHARACTERISTICS OF ADOLESCENT

A child passes through the different stages of growth and development such as infancy, childhood, adolescence and adulthood. Adolescence is the transitional period between childhood and adulthood. Adolescents are teenage. It is very difficult to say exactly when adolescence starts. However, adolescence stage starts from the on-set of puberty to the age of maturity; it generally starts from 10 to 19 year. During the on-set of puberty there is a spurt in physical growth and appearance of sex characteristics which continue upto first 2 years and this phase is also known as beginning of adolescence stage. Onset of puberty in boys is marked by nocturnal emissions and in girls it is marked by first menstrual cycle.

There are various changes that occur in adolescents such as physical changes, cognitive changes, social changes and emotional changes. These changes occur due to hormonal fluctuations in the body of adolescents. These changes are based on a uniform pattern but rate of uniformity may not be the same in all adolescents; it means all adolescents do not develop at the same time but changes occur during this stage. Some may mature too early and some mature too late. For example, the two adolescents of same age may not have the same height, weight or same intellectual talent but they will achieve their maximum height, weight or intellectual development in this stage. The characteristics pertaining to adolescent stage have been explained in detail given below:

**Physical changes:** In this stage, the child achieves his/her maximum limit in physical growth. Bones and muscles achieve their final shape. Growth and functions of organs are at their peak. All glands become almost active. Height and weight increase and achieve their final shape. The succession of these events during puberty is consistent among adolescents, however the rate of uniformity in growth may not be the same in every individual. For this reason, it is difficult to find this period in chronological years. Additionally, the child is sexually matured and able to reproduce his/her own kids. Besides, the quantity and quality of hair increase on the body is related to physiological maturity of children. The voice becomes harsh in boys and becomes soft in girls.

**Emotional changes:** Emotions such as anger, love, fear, and happiness etc. are instable, intense, and an individual is unable to control them, and sometimes are irrational in the beginning of this stage. If things are going in a right way he may become happy. So, at the beginning of this stage the child is often irritable, can



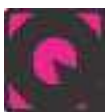
easily get excited and explodes emotionally instead of trying to control his feelings; however, in later years of adolescence stage he is able to control his feelings and becomes emotionally stable. In addition, the child is very much concerned about his self-consciousness, self-respect and personal pride. For example, in this phase they may get embarrassed by scolding by their parents in front of others.

**Social changes:** Adolescents change their relationship with the family. They separate themselves from their parents. The adolescent gives importance to the group or circle of his/her friends and becomes loyal to them rather than their parents. It can be said that they develop the strong emotional attachment and trust for their group and may have conflicts with their parents. Apart from this adolescents want to feel that they are independent; therefore, they don't want to take any help from their parents to solve their problems. Additionally, she/he wants acceptance rather than rejection in their peer group. At the end of this stage a child is able to behave according to the norms of the society as he may perceive the difference between right and wrong.

**Cognitive changes:** Adolescents thinking becomes abstract. Now they can think over an issue with logic. Sometimes they analyze the things critically, i.e., how things are and how they may be, so that they question everything and their parents feel that their child questions everything just for the sake of argument. In this stage they become rational. They develop the reasoning power and interpret everything in the environment in their own way. This is clearly seen in the adolescent's increased interest in thinking about interpersonal relationship, politics, philosophy, religion and morality, that involve such abstract concepts as friendship, faith, democracy, fairness and honesty. They have strong likings and disliking for certain events. For example, if the boy/girl has a strong liking for special type of clothes s/he shall prefer to wear the same.



**Note**



**INTEXT QUESTIONS 6.1**

1) Match the following

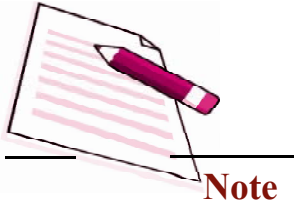
**Column A**

- a) Social changes
- b) Emotional changes
- c) Cognitive changes
- d) Sexual changes

**Column B**

- i) Body
- ii) Interpersonal relationship
- iii) Anger
- iv) Mind





- 2) Adolescent stage generally starts from .....to ..... years.
- 3) Adolescent stage is the transitional period between childhood and .....



**DO YOU KNOW?**

The adolescence came from the Latin word “adolescere” which means “to grow” or “to grow to maturity”. Maturity involves not only physical but transformation also mental growth. It is a stage which fulfills the gap between the childhood, and adulthood also known as of a child into an adult.

**6.2 CONCEPT OF PERSONALITY**

For a lay-man, the term personality means a good looking and attractive person etc. Physical appearance often defines personality. How an individual talks and interacts with others are the indications of a good personality. Persons who is not good looking or not well dressed or does not interact properly is considered to have a poor personality. The external behaviour or character of individual is considered to define the personality. Sometimes personality is understood as equivalent to one’s character. But scientifically this is not a true concept of personality. Now we will talk about the definition of personality given by Allpart which would helps us to understand personality in a better way.

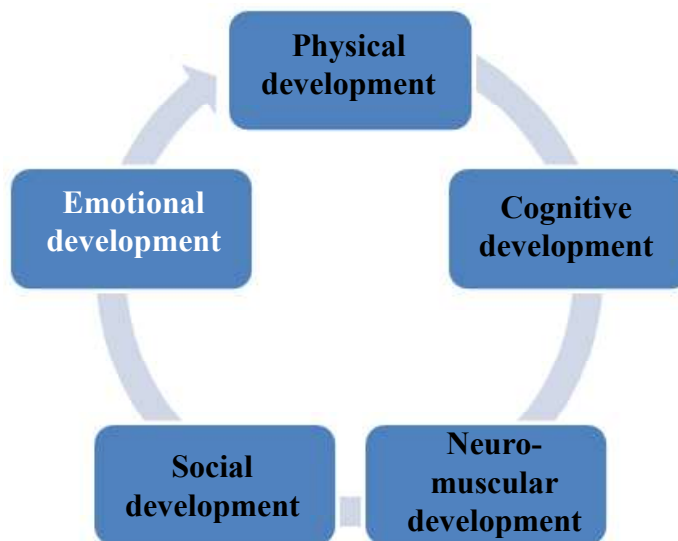
Personality is dynamic organization of those psycho-physical systems which determine her/his unique adjustment to his environment.

As per the psychologists it can be described that personality not only involves the physical characteristics but also includes the traits of the individual which are responsible for their behaviour, physique and their social adjustment which is the result of long observation. Personality is described as sum of all inherited tendencies as well as acquired tendencies of environment. Basically individual’s structure of personality depends on the heredity and environment.

**6.2.1 Personality Development through Physical Education and Sports**

The development of personality through physical education programs and sports activity has been a topic of interest for the sports psychologists right from the time the term came into existence. Psychologists identified the determinants which directly or indirectly influence the growth and development of personality. Although there are a large number of determinants, which influence the development of personality, such determinants have been broadly grouped into five general categories and these are given below.





**Figure 6.1: Determinants of Personality**

A sport is understood as all forms of physical activity that contribute to physical fitness, mental wellbeing and social interaction. Sport includes play, recreation, casual and organized competitive sport and indigenous sports or games. Athletes may have a lot of opportunities to participate in competition at higher level.

Sport is the medium for athlete development in which they develop not only physically but emotionally, socially and cognitively. These developments have their own importance that helps an individual to become mature to play a vital role in society. Therefore sport has been followed by many different societies. Let's talk about the development of individual in terms of physical, cognitive, neuro-muscular, social and emotional aspects, which have been explained in detail below.

### Physical Development

The functional quality of the organic systems could be improved through running, jogging, walking or participating in other sports activity such as volleyball, football, basketball, swimming or any other activity. Players improve the ability to delay their fatigue, ability to recover fast than who do not participate in the vigorous physical activity, which means those who are regularly participating in the activity can perform their daily routine work without fatigue. Furthermore, they improve their health related components such as cardiovascular function, body composition, strength, flexibility, that are essential for physiological functioning.

### Social Development

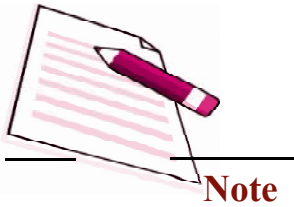
Sports play a very important role in social development. Players have to participate in competition and to perform as per the rules. In this way an individual



**Note**





*Dimension of Physical Education and Yog*

may carry his improved behavior to the society and behave as per the rules developed by their society. She/he can adjust himself in the group and could develop his healthy interpersonal relationship with other individuals as they have developed the quality of friendship and social interaction in sports. For example, in sports a captain has to consider every weak player as important as elite player. Because team game cannot survive on a few good players of the team; instead, it depends on the each and every player of the team. In this way an individual learns how to develop cooperation and coordination with others. Learning of languages, customs, traditions, ideas and skills are improved with participation. Group play has its own importance that makes a child to share his things with other team members. In addition, the social values namely cooperation, understanding, friendliness, sportsmanship, discipline, dedication, conformation to laws, respect for duties and others rights, are acquired through participation in physical activity and sports instead of inborn qualities of the individual, required in the society.

**Cognitive Development**

A player has to perform very efficiently to get success in the sports. Without thinking and analyzing the competition environment in sports, a player cannot perform well. In this way he acquires knowledge of different rules and regulations of game. She/he refines her/his skills and learns different strategies to apply in sports competitions. She/he is able to take the right decision for his action in a difficult situation in the competition. In this way decision making ability, thinking, reasoning, and critical thinking influence with the participation in sports.

**Emotional Development**

When a player participates in the competition she/he has to face many outcomes that are beyond his control. Sometime She/he loses her/his match in the competition, but still behaves normally rather depressed, which is called emotional development. There is no influence of results of match on the emotions.

In some cases she/he has to control his/her anger in the match and coordinate as per the rules and regulations of the game which develop the controlling power among the athletes. Self respect, self-consciousness, and love etc. are the basic needs of the individual that are fulfilled through sports activity.

**Psychomotor Development**

A player learns a number of fundamental movements through sports such as walking, jogging, running, turning, twisting, pushing, pulling, throwing, catching, passing etc. that help to make him physically fit, mentally sound, and socio-emotionally adjustable. If a player is very much interested in particular sport he also learns the required specific as well as complex skills that enable him/her to perform the task with minimum expenditure of energy and time. Efficiency is



achieved through maximum certainty in the performance. Player is able to meet the performance goal, or end results with maximum certainty. For example, kicking a football into the goal post for goal. Furthermore, the minimum energy notion describes that a skilled performer is able to organize the skill in such a way as to which reduce the physical and mental demands of the task. Third quality of player is to use less time to complete the task. For example, sprinters or swimmers have to perform with less time as their primary goal.

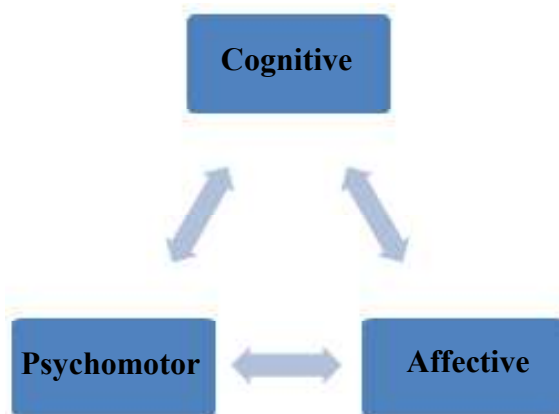


**DO YOU KNOW?**

The word personality derived from the Latin word “persona” which means the mask.

**6.2.2 Concept of Learning**

Learning may be defined as a relatively permanent change in behaviour. This change could be due to a result of instruction, experiences, study and practice. These internal changes are not visible but can be seen from behavior and performance. Learning can be divided into three domains.



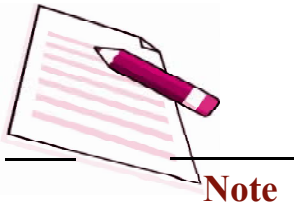
**Figure 6.2: Domains of Learning**

- **Cognitive** – In teaching cognitive learning the physical educator or instructor is concerned with increasing individual’s knowledge, enhancing problem solving abilities, clarifying understandings and developing and identifying concepts. They also deal with developing the reasoning level, evaluation and critical thinking of the individual. The prime focus of this domain is mental process that can be obtained and improved through learning.
- **Affective** – In this domain the physical educator is concerned with attitude, appreciations and values. The physical educator through his/her teaching develops the proper and positive attitude towards the physical activity and



**Note**





sports. Teacher may also focus on developing the values such as sportsmanship, team work, dedication, sportsmanship, fellowship and leadership. In addition, appreciation is one of the factors which influences confidence level of the individuals, which affect learning, for example, a teacher appreciates his students for their good performance in the physical education which helps to further improve his performance.

- **Psychomotor** – In teaching, psychomotor learning is concerned with the acquisition and refinement of motor skills. A teacher has to focus on the acquisition of the skills that include both fundamental motor skills as well as specific skills in various sports activities, keeping in mind the physical condition, age, and learning stage of the individual.

### Motor Skill Learning

Motor learning is an internal process which reflects the level of an individual's performance abilities to execute the skill. Skill learning is the acquisition of Motor Skill as a result of practice. For learning an individual has to practice a lot. The assessment of the skill learning can be done by observing the individual's motor skill performance. For example, one goal is to learn a tennis serve, to assess how well an individual learned the tennis serve, the teacher would observe the person performing the skill. When students learn the skills through practice their performance improves and becomes consistent. These changes in the skill performance lead the instructor to conclude that the learning has taken place.

Learning can be influenced by various factors like readiness, motivation, reinforcement, personality, individual differences and level of developmental stage. An individual's anxiety, attention and previous experiences can influence performance. There are three stages of skill learning such as cognitive, affective and psychomotor. As the individuals are not same in their level of performance, some may be beginners and some may be average or advanced, the teacher should be familiar with the stages of the learning so that he can assess their level of performance. If the individual is in advanced stage, there is no need to practice that particular skill. It may be concluded that skill learning has taken place. The detailed explanation of the different stages has been given below.

### Stages of Learning

#### Cognitive Stage

The first stage of learning is cognitive stage. During this stage the learner has to focus on the verbal and visual instructions of the skill. In this a teacher gives verbal instruction regarding the skill, and discusses the nature and importance of the same skill. A learner needs to focus on the instructions. In this stage the learner may be concerned with such questions as how do I stand in football? How do I kick the ball for passing? How do I score in this game? Apart from this, visual instructions in terms of videotape or demonstration of the skill of the performer executing the same skill could also be used.





After collecting information through verbal and visual instructions, a learner makes his plan of action based on his understanding of the skill. He attempts to perform the skill based on his understanding of the skills. She/he commits a lot of mistakes at this stage, his performance becomes inconsistent. She/he performs very slowly. Sometimes the movement performed in this stage is inappropriate. The skill may appear to be rigid in nature. Besides, the confidence level of the learner is weak in this stage.

### Motor Stage

Second stage is the motor stage which is also referred to as associative stage. At this stage basic information of skill has been acquired by the individual although he has not achieved the mastery over the skill yet. S/he still needs to focus on the refinement of the skill. It can be said that this phase is more motor rather than the cognitive in nature. An individual has to practice more and more.

This stage includes the process of refining, modifying and adapting the skill. This phase is based on trial and error method, in which he is performing the skill a number of times and is aware of errors made in executing the skill. At the end of this stage the learner achieves some coordination.

### Autonomous Stage

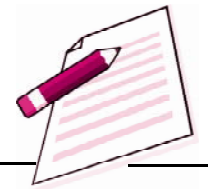
This is the autonomous stage in which the movement becomes almost automatic. Individual is able to detect and correct errors and their performance becomes consistent. It is difficult to determine exactly her/his progress from motor stage to autonomous stage. In this phase s/he executes the skill effortlessly and in a well coordinated manner. The confidence level of the learner is high in this stage. S/he has adapted and achieved the mastery over the skill in this phase.

## 6.2.3 Concept of Motivation

A boy wakes up early in the morning to practise cycling. Most of the time he fell down and got injured but never left to learn cycling. He wants to achieve excellence in cycling so that he can earn money. His strongest need forces him to perform well and practice more and more in cycling.

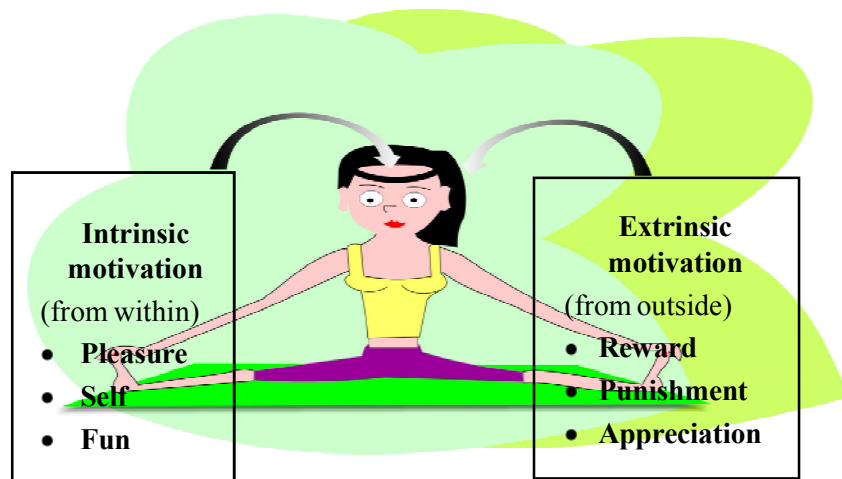
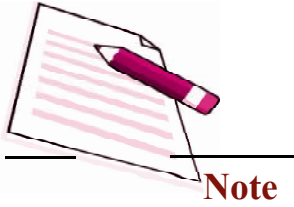
So we can say that ‘why’ and ‘how’ of behavior lie in the key word “motivation”. There is something which forces us to act or behave in a particular manner at a particular time. That force is responsible for our behavior. Motivation depends on the needs. If need is high, motivation level will be high, if need is low motivation level will also be low. Lander’s (1978) said that motivation can not be observed directly but rather it is inferred from goal-directed behavior.

Motivation can be broadly categorized in three parts: intrinsic motivation, extrinsic motivation and amotivation.



### Note

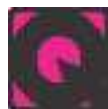




Intrinsic motivation is a natural urge of the human beings. Individuals are naturally motivated and perform an act because of their interest. They perform for their pleasure, own reward, satisfaction, genuine interest in the activity

Extrinsic motivation – In this kind of motivation the source of pleasure does not lie within the task. There is no functional relationship to the task. Individual learns not for his own sake, but as a means of obtaining desired goals or getting some external reward. For example: Honor, money, receiving praise, Rewards, avoiding punishment etc.

Amotivation means lack of purpose and intentionality in one’s action. It can be described as absence of motivation. The Individual is not motivated for a particular activity. If we compare extrinsic motivation with intrinsic motivation, intrinsic motivation as a source of natural inspiration and stimulation, and brings better results. Therefore, it is better to use intrinsic motivation. When it is not appropriate to make use of intrinsic motivation, use of extrinsic motivation should not be suspended. Type of motivation should depend on learning situation and nature of the task.



**INTEXT QUESTIONS 6.2**

Choose the correct option-

- 1) Personality is derived from the Latin word “Persona” which means
 

a. Face	b. Behaviour
c. Attitude	d. Mask
  
- 2) Psychomotor development is related to
 

a. Physical Development	b. Social Development
c. cognitive Development	d. Motor Skill Development



3) Fill in the blanks to make the sentence meaningful.

- a. In teaching, learning is concerned with the skills which come under ..... domain.
- b. In teaching, attitude, appreciation and values come under ..... domain.
- c. In teaching, physical education teacher is concerned with the knowledge accumulation which is related to ..... domain.
- d. “Rewards” is the example of ..... motivation.
- e. Pleasure is the example of ..... motivation.
- f. Lack of motivation means .....



**ACTIVITY 6.1**

Write briefly about the personality of your role model from the field of sports.

**6.3 PSYCHOLOGICAL FACTORS AFFECTING PERFORMANCE**

The sports psychology is defined as the scientific study of people and their behaviour in the sport and application of that knowledge in the real-life situation. The study of sports psychology is concerned with the effect of psychological factors on participation and performance in the sports and physical activity. For example-

- The individuals, who have a high confidence level, can participate in the activity and perform well.
- The individuals who are having higher anxiety may find decline in their performance.
- The individuals who are using Goal setting techniques can perform better in sports.

Sports psychology is also explained as the effect of participating and performing in sports and physical activity on the psychological factors. For example-

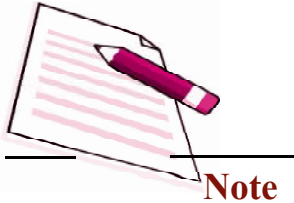
- The individuals who are regularly participating in sports enhance their self-confidence.



**Note**

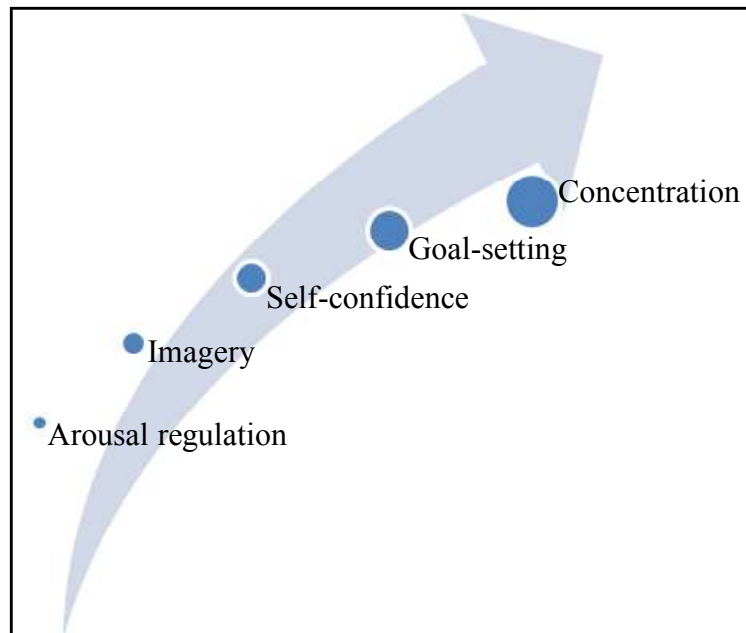


*Dimension of Physical Education and Yog*



- Physical activity can improve the self-confidence in the child.
- Participation in sports activity can enhance the personality development.
- Regular participation in sports can reduce anxiety.

In short it can be said that psychology and sports are interrelated. Sports psychology can help athletes to enhance their physical performance as well as psychological performance through participation. The following factors contribute the most in performance and the detailed explanations of psychological factors are presented here.



**Figure 6.3: Factors that contribute to performance**

**Arousal regulation**

Arousal is a combination of physiological and psychological characteristics in a person, and it refers to the intensity dimensions of motivation at a particular moment. An individual becomes mentally and physically activated. Intensity of arousal falls along a continuum ranging from not at all aroused (i.e. comatose) to completely aroused.

Arousal has a direct relationship with physical performance. The two theories can be considered with respect to relationship of arousal with performance. The inverted U-theory and drive theory. Drive theory represents the linear relationship between arousal and performance, which means that if the individual has low arousal, the performance will be lower, and the player is not psyched up. As arousal increases, performance increases as per the drive theory whereas Inverted U theory shows that arousal and performance relationship will be the same as drive theory up to optimal level where best performance occurs. After that further



improvement in arousal can cause deterioration in the performance. This way represents the inverted U theory that reflects high performance with the optimal level of arousal, and lesser performance with low or very high arousal. Inverted U-theory proposes a curvilinear relationship.

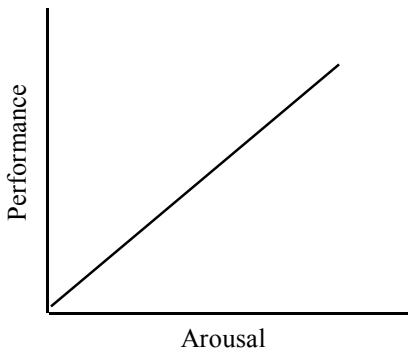


Figure 6.4

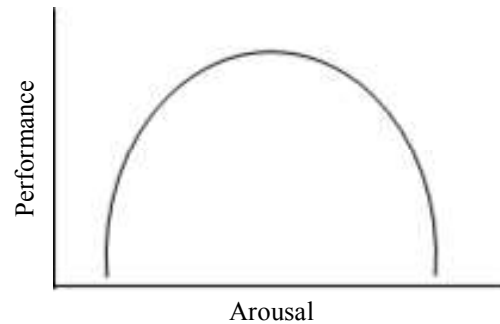


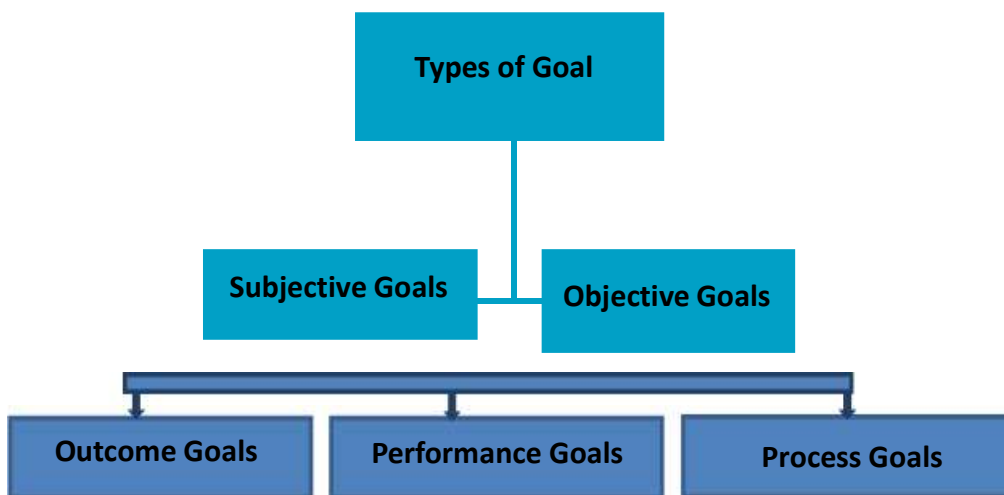
Figure 6.5



**Note**

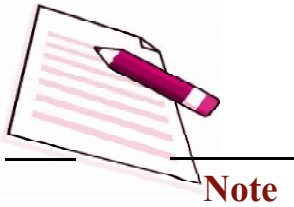
**Goal Setting**

Goal setting is one of the psychological factors that have been found to be the most effective performance enhancement techniques in sport psychology. Goal setting not only enhances the performance of the sports persons, but also improves the psychological state of an athlete in terms of arousal regulation, confidence and motivation. The very few however are aware of the goal setting. According to Lock and Latham (1985) goal can be defined as the aim or object of something we are trying to obtain. There are many worthwhile goals used in sports. Goals on the basis of their distinct nature can be divided into two broad categories subjective goals and objective goals as presented below.



**Subjective Goals-** Subjective goals are some general goals that can not be specific. Subjective goals are based on non-quantifiable measures such as “to



**Note**

perform better” or “to improve”, “try very hard”, “create and run interesting practices (goal for coach)”, “be liked and appreciated”, “be happy and have fun”. It’s a qualitative measure, therefore, are often not used in sport psychology quantitative interventions. Goals can also be categorised as objective goals.

**Objective goals** are quantified and are based on more quantifiable measures, such as decreasing a 10,000-meter performance, winning a competition, increasing the percentage of first possessions, to decrease the number of throw-in foot errors Objective goals are simpler to evaluate and allow better control by the individual. Objective goals can also be further divided into three different categories namely outcome goals, performance goals, and process goals. These categories of objective goals focus on different aspects of the athlete’s performance.

**Outcome goals** typically focus on achieving a certain result in a competition. Results could be achieved by focusing on outcome goal. Winning the match or to beat a particular opponent are the examples of outcome goals. Whereas, achieving the outcome goal depends on many factors such as opponent preparation, and environment. The next psychological factor is imagery which has been described here.

Achieving individual skills and modification of behaviour could be achieved by performance goals. In order to improve drop shot on badminton, a certain member of days, to increase strength working out a number of repetition and a set a number of days per week are some examples of performance goals. To achieve a performance, focus is placed on the skills, action and techniques which are process goals. Assuming perfect body position for dividing in the competition or focusing beyond the finish line to ensure focus is retained until the line has been crossed or a gymnast may set a goal of maintaining a long, stretched body hollow position in his back somersaults n floor exercise.

Since a performance is in contact of the athlete performance, process goals, therefore, are the goals which are more effective than these outcome goals.

### Imagery

Imagery is a kind of mental practice in which a player has to rehearse the skill in his mind before applying it in reality. Posturizing the perfect skill help them to prepare to execute the skill. In this way an athlete enhances her/his performance. There are various uses of imagery in sports; first we will understand imagery.

Sometimes we use mental practice as a form of imagery. Imagery involves as many senses as possible, out of which five major senses have been discussed here.

**The kinesthetic sense** – the sensation of bodily position or movement. Sense is the feeling of our body as it moves in different positions.





**Visual sense** – visual sense is used to watch the movement. Athletes can watch the videotapes of their movement or opponents' movement.

**Auditory sense** – auditory sense is used to hear the sound. For example athletes can hear the sound of bat hitting the ball

**Tactile sense** (touch) - tactile sense is basically used for touch. Athletes focus on how the bat feels in their hands.

**Olfactory sense** – olfactory sense is used to smell. An athlete can smell the freshly mowed grass.

### **Athletes Image in Practice and Competition**

Imagery can be used in practice and competition to facilitate learning. Player has to focus on practice situations rather than competition for enhancing performance. Therefore, coaches might want to focus more on teaching imagery during practice so that athletes can transfer it over to competition and also practice the correct use of imagery on their own. Athletes can use imagery before, during and after practice; outside of practice (home, school, and work) imagery can also be applied just before the competition.

Athletes use either internal or external imagery; it depends on the athlete and the situation. We will be looking briefly at each types of imagery.

### **Types of Imagery**

Internal imagery means to imagine if you actually executed a particular skill. External imagery refers how you view yourself from the perspective of an outside observer or from a third person's perspective. The athletes watch the other opponent in the match or they use videotapes to see the tournaments. There is a little emphasis on the kinesthetic feel of the movement.

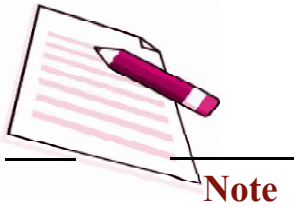
There are numerous benefits of the imagery in sports. With physical performance concentration also improves through imagery, i.e., after missing an easy shot an athlete is able to concentrate ahead. An athlete can focus on a particular skill or task. Imagery can improve self-confidence of an athlete because he imagines the positive aspect of performance i.e. he imagines himself completing a good shot. Apart from this an athlete who is using imagery skill can control his emotional responses. For example, if a player is not motivated up and feels lethargic with arousal, he can reduce his anxiety. He can acquire skills and strategies that help in learning the skills and strategies of sports.

Imagery can be used to cope with pain and injury. The next psychological factor is self-talk that is used as performance enhancement technique in sports.



**Note**





### Self-talk

Self-talk is the communication which we do with ourselves. We talk to ourselves and these inner dialogues are important. What we say to ourselves usually helps to shape and predict how we act and perform. For example if an athlete says to himself that he can perform the particular skill, this statement can him enable make to perform the same skill. When he says, no he can't perform the particular skill then in reality he is not able to perform the same skill. Self-talk is related to motivation. If someone is saying to himself that he is looking good and slimmer than before, in this way he may improve his motivation. Self-talk also helps to deal with distractions. Self-talk can take many forms here; it is categorized in three parts described below.

- **Positive talk** – Positive talk is a motivational task. For example, a player says to himself that he can perform well.
- **Instructional self-talk** – In this kind of self-talk an individual focuses on the technical or task related aspects of the performance execution. For example raise your leg to release the ball for basketball shoot or bend your knees etc.
- **Negative talk** is a critical and self-demeaning. It increases the anxiety of the individual. An individual says that he can never win or she/he can no perform well, are the examples of negative self-talk, which will not enhance the performance or create positive emotions. It creates the self doubts. There are many uses of self-talk like enhancing concentration, increasing confidence, enhancing motivation, regulating arousal levels, improving mental preparation as well as improving skills, acquiring new skills, initiating action, breaking bad habits, sustaining efforts.

### Concentration

According to William James – It is taking possession by the mind, in clear and vivid form, of one out of what seem possible objects or trains of thought.

Concentration in sports constitutes of four parts.

- Focusing on relevant environment (selective attention).
- Maintain attentional focus overtime.
- Having awareness of the situation.
- Shifting attentional focus when necessary.

**Focusing on relevant environment** -The first part of concentration refers to focusing mental efforts on the relevant cues in the environment which is also known as selective attention because one is selecting what cues to attend to what cues to neglect. For example, players concentrate on the basketball, dribbling



the ball, looking up at the basket and focusing on the rim, and ignore the irrelevant cues such as focusing on the opponents lined up for the rebound and the spectators making a lot of noise.

**Maintain attentional focus overtime** - After focusing on relevant cues the second part involves maintaining the attentional focus overtime in competition. When environment is changing rapidly, attentional focus must also be changed rapidly. Thinking of past or future may give rise to irrelevant cues that often reduce performance. A player has to save himself from the irrelevant cues. For example, players should not be the affected by spectators making noise, missing easy shots, opponent tactics, and last minutes of match.

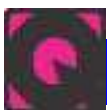
**Situation awareness** – Most important aspect of attentional focus in sports is athletes’ awareness regarding their environment, i.e, what is going on around him. He must be aware of match situation, and his/her opponents. Players take appropriate decision in the match which is based on environment awareness.

**Shifting attentional focus when necessary** – During an event a player has to shift his attention from one aspect to other aspect which is known as attentional flexibility. The attentional focus can be grouped in four categories.

- 1) *Broad external environment* - a player focuses on a wide range of the external environment, i.e scanning of the width of the field, assessing the situation on field
- 2) *Broad internal environment* – a player focuses on past events to adjust in new situations or to different player’s needs. He may use mental rehearsal to achieve this awareness.
- 3) *Narrow external focus* – a player concentrates on some of the external cues like rim in a basketball shooting, hurdles in high jump.
- 4) *Narrow internal focus* - a player focuses on one thing for example, a thought or idea. A player becomes aware of himself or his own tension levels.



**Note**



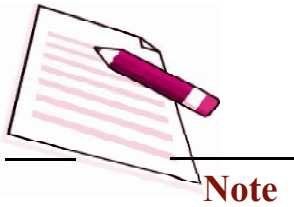
### INTEXT QUESTIONS 6.3

Fill in the blanks to make the sentences meaningful.

- 1) Kinesthetic sense is used to feel ..... movement.
- 2) Self talk involves three forms: positive, negative and .....
- 3) In goal setting there are three types of goals: process, outcome and .....
- 4) Reframe types of imagery.

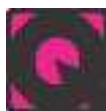


**6.4 EMOTIONAL AND PSYCHOLOGICAL IMPACT OF YOG**



Yog is one of the physical activities which transforms a person in body and mind. Yog and meditation improve the physical and mental health. It changes your posture and slows down the breath. Yog and meditation also influence the psychological factors as well as emotional factors. Let’s read all the emotional and psychological impact of yog.

- People who practice Meditation demonstrate the ability to solve problems and acquire and recall information better.
- They are less distracted by their thoughts, which can hamper their performance.
- They are mentally fit.
- Yog can makes us happy
- It improves concentration
- It improves eye and hand coordination and reaction time
- It improves memory, and even IQ scores
- It relaxes you by releasing tension in the muscles and mind
- It helps you in better sleep.
- It increases peace of mind. It slows down the mental loops of frustration, regret, anger, fear, and desire that can cause stress.
- Yog can increase your self-esteem
- It gives you inner strength
- It can help you serve others
- It can encourage self-care
- It helps to relieve the stress
- It works as an intervention for depression, stress and other mental disorders



**INTEXT QUESTIONS 6.4**

1. Explain any four psychological and emotional benefits of yog.
2. Fill in the blanks to make the sentence meaningful.
  - i) Yog is one of the ..... activities.
  - ii) Yog works as an Intervention for ..... disorders.





## WHAT YOU HAVE LEARNT

- Different changes occur in us during the adolescence period with respect to physical, cognitive, social and emotional aspects.
- Personality has four dimensions namely physical, cognitive, social and emotional.
- Participation in physical activity enhances personality. Children may be encouraged to participate in physical activities.
- Learning takes places in three stages namely cognitive stage, motor stage and autonomous stage.
- A force helps us to act or behave in a particular manner and motivation.
- Performance of an athlete is affected by many factors such as arousal, regulation, goal setting and self-talk.
- Attention focus is grouped in four categories namely broad external and internal focus.



### Note



## TERMINAL QUESTIONS

- 1) Highlight the characteristics of an adolescent.
- 2) Explain the concept of personality and personality development.
- 3) Explain the concept of learning.
- 4) Explain the concept of motivation.
- 5) How do psychological factors affect players performance? explain



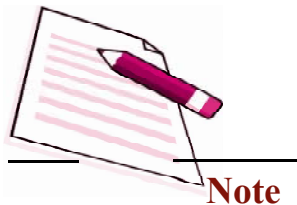
## ANSWER TO INTEXT QUESTIONS

### 6.1

1. a) ii)      b) iii)      c) iv)      d) i)
- 2) 13 years to 19 years
- 3) Adulthood



*Dimension of Physical Education and Yog*



**6.2**

- 1) d
- 2) d
- 3) a) psychomotor  
b) affective,  
c) cognitive,  
d) extrinsic motivation,  
e) intrinsic motivation,  
f) amotivation,

**6.3**

- 1) Bodily
- 2) Instruction
- 3) Performance
- 4) Internal and external imagery.

**6.4**

- 1) Improves Concentration, Reduces Stress, Improve Memory and Cure Certain illness.
- 2) Physical
- 3) Mental

