



BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI - 620 024

DEPARTMENT OF PHYSICAL EDUCATION



SPORTS PSYCHOLOGY AND SOCIOLOGY

**Bachelor of Physical
Education**

(B.P.Ed.)

Lecturer By

M. Bastin Ranjith,

Guest Lecturer,

Unit-I Introduction to Sports Psychology

Meaning, Importance and scope of Educational and Sports Psychology. General characteristics of various stages of growth and development. Types and nature of individual differences: Physical and Body type. Heredity and environment: Factors affecting. Psychomotor- Meaning - Components – Psychomotor and performance.

PSYCHOLOGY

- **Psychology** is the study of the **mind** and **behaviour**.

- The discipline embraces all aspects of the human experience

from the functions of the brain to the actions of nations, from child development to care for the aged.

EDUCATIONAL PSYCHOLOGY

- Educational psychology, theoretical and research branch of modern psychology, concerned with the learning processes and psychological problems associated with the teaching and training of students. Philosopher **Johann Herbart** as the "father" of educational psychology.

Definitions

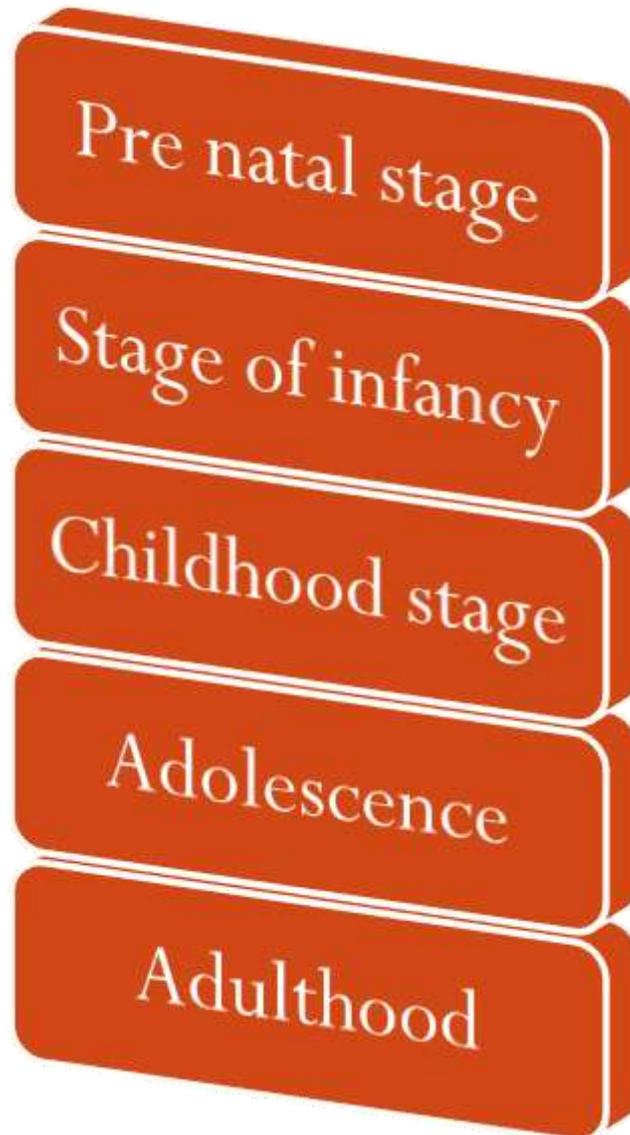
- Educational Psychology describes and explains the learning experiences of an individual from birth through old age.

-Crow and Crow

- Branch of Psychology which deals with teaching and learning.

-Skinner

Stages of Growth & Development



TRIAL AND ERROR LEARNING THEORY

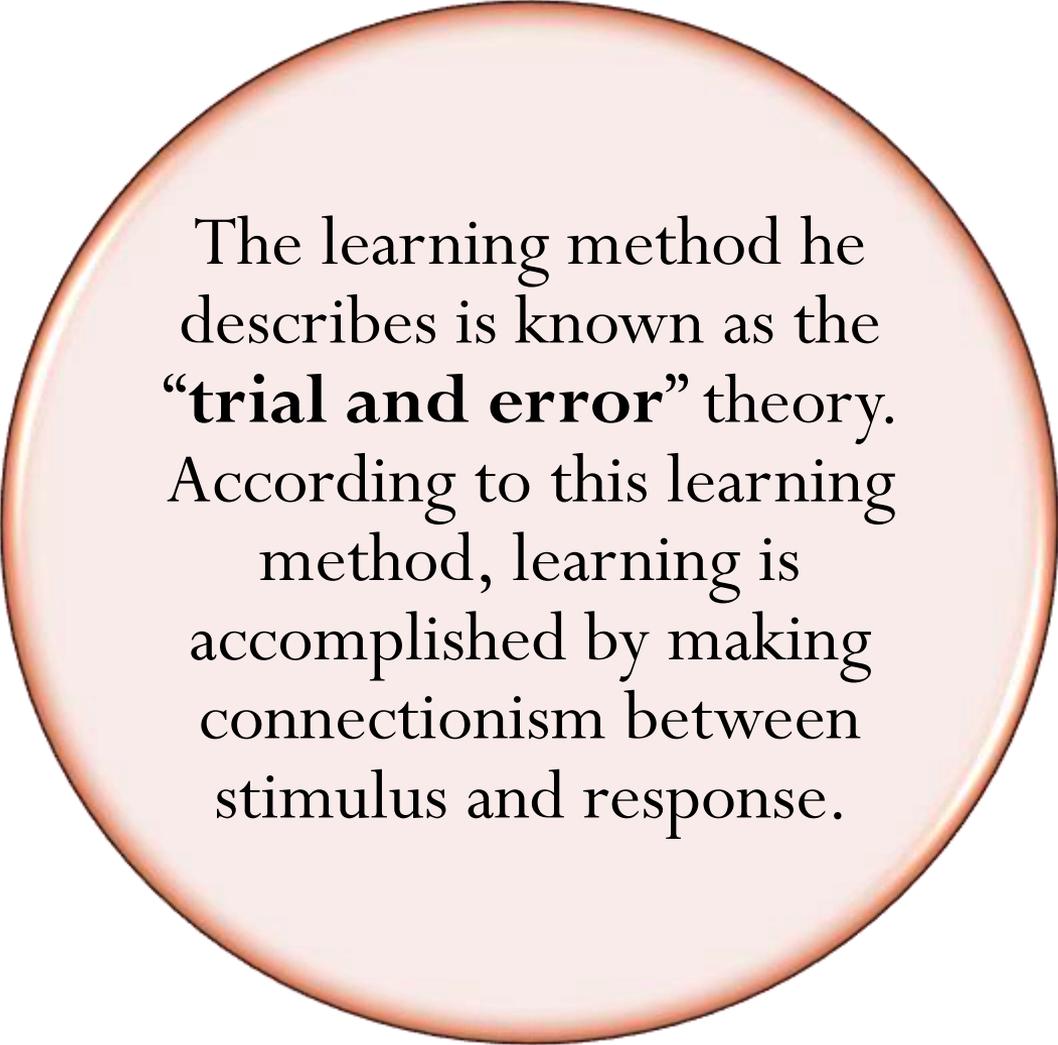
By Edward Lee Thorndike, an American psychologist.





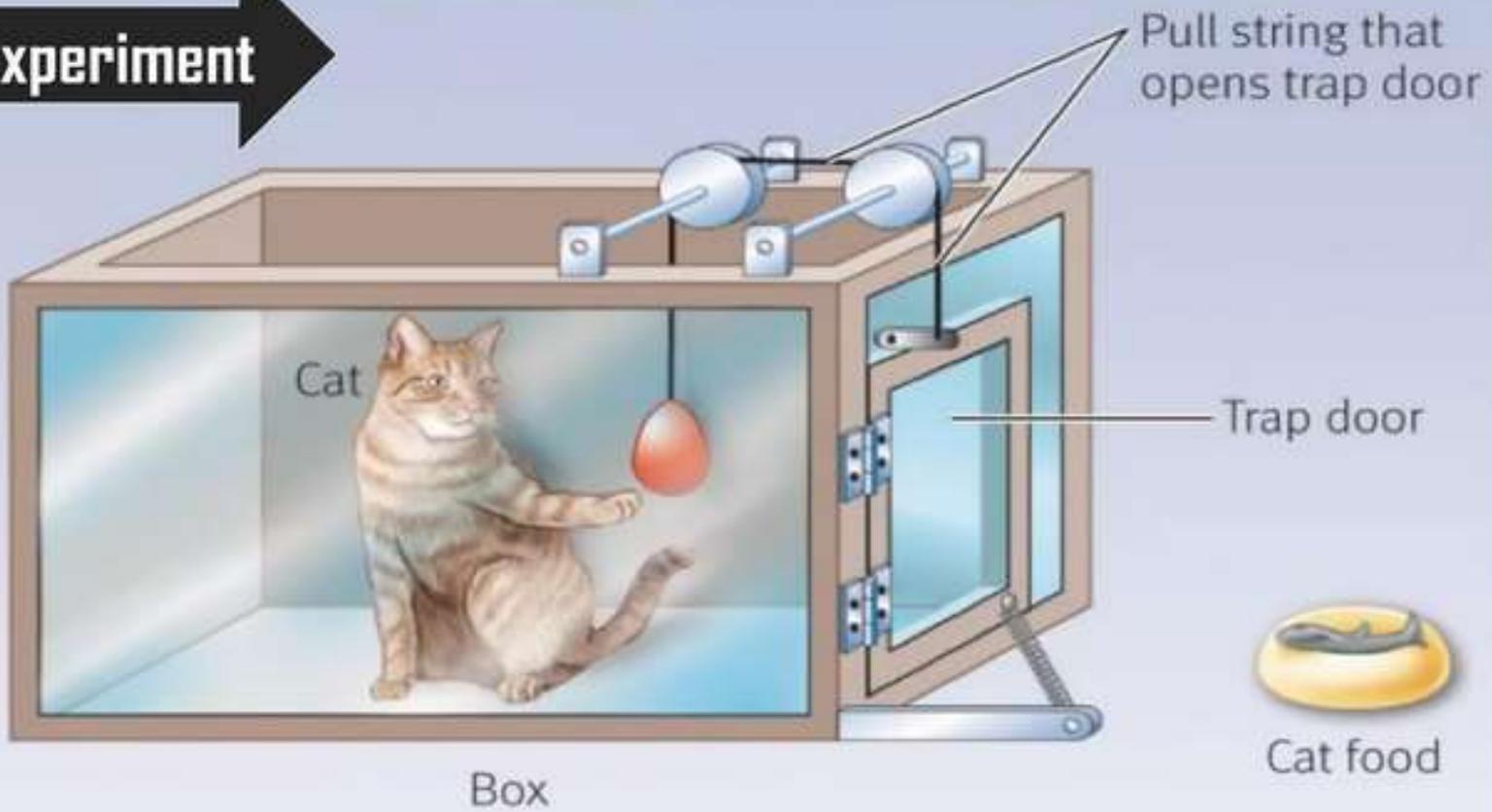
According to him learning takes place by trial and error. In learning the learner selects a correct response out of a large number of possible ones and connects it with the appropriate stimulus. Learning by this method is called trial and error learning theory.

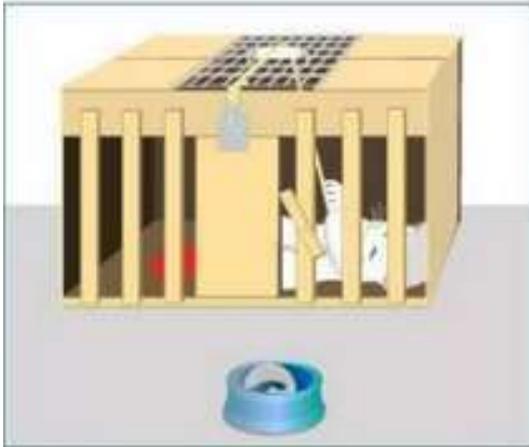




The learning method he describes is known as the “**trial and error**” theory. According to this learning method, learning is accomplished by making connectionism between stimulus and response.

Experiment





**Random
movements
of the cat**

- Thorndike conducted several experiments to explain the situation under which the connection occurs. Based on the observations of Thorndike's **trial and error** theory experiment,
- He mentions **three** major laws of learning and **five** secondary laws of learning.

Thorndike's Laws of Learning

Major Laws

- **Law of readiness**
- **Law of exercise**
- **Law of effect**

Secondary Laws

- **Law of Mental Readiness**
- **Law of Multiple Response**
- **Law of Partial Activity**
- **Law of Assimilation**
- **Law of associative shifting**

Three Major laws of Learning:

1. Laws of Readiness:

It is said in this Law, Physical preparation is required to make connections between stimulus and response. When the human being or animal is ready to do something, it learns and gets satisfaction. When he is not ready and then feels irritated.

Laws of Effect:

- According to Thorndike, if the bond of connection between the stimulus and its appropriate response is satisfying to the individual, then the learning will be strong and permanent. On the other hand, if the bond of connection is unpleasant to the individual, the learning would be weakened and forgotten completely.

Laws of Exercise

- Thorndike's law of exercise emphasizes repeated practice to establish connections between stimulus and response. This law can be divided into two parts. These are —

Behavioural Perspective: Edward Thorndike

Law of Effect **Part I: Laws of Learning**



I love eating  chocolate again and again because everytime I eat it, I feel so so good, YumYum

Humans and animals acquire behaviour through Association of Stimuli and Response.

Law of Exercise

I have stopped studying so long ago, now it's so hard to sit and study again.



I have been studying every single day and it's getting easier and easier to study.

Law of Readiness



Students you learn best when you know why you need to learn.....



Behavioural Perspective: Edward Thorndike

Part II: Connectionism



S-R
Connection is
Strengthened



It's so so
Yummy.

Because



Law of Readiness:
I must learn to
get out because
I am hungry.



Law of Exercise:
Oh I noticed, more
I repeat opening
the cage,
more easily &
quickly I can open
it next time.



Law of Effect:
Everytime I open
the cage, I get
to eat the
yummy fish, so
I'm gonna
repeat it often.

Importance of Educational Psychology

- **Enhancing learning outcomes**
- **Supporting student motivation and engagement**
- **Promoting mental health and well-being**

Scope of Educational Psychology

- **Learning and cognition**
- **Educational assessment and evaluation**
- **Classroom management and behaviour**
- **Special education**

Importance of Sports Psychology

- **Enhancing athletic performance**
- **Mental resilience and well-being**
- **Team dynamics and leadership**

Scope of Sports Psychology

- **Performance enhancement**
- **Mental skills training**
- **Injury rehabilitation**
- **Coaching and leadership**

General Characteristics of various stages of Growth and Development

Infancy (0-2 years):

- Rapid physical growth and development.
- Dependence on caregivers for basic needs.
- Development of trust through consistent and responsive care giving.
- Exploration of the world through sensory experiences.

Early Childhood (2-6 years):

- Continued physical growth and refinement of motor skills.
- Developing language and communication skills.
- Increasing independence and self-control.
- Expanding social interactions and play with peers.
- Development of a sense of initiative and exploration.

Middle Childhood (6-12 years):

- Steady physical growth and improved coordination.
- Acquisition of academic and cognitive skills.
- Developing a sense of industry and competency in tasks.
- Expanding social relationships beyond the family.
- Increased self-awareness and self-esteem.

Adolescence (12-18 years):

- Rapid physical growth and sexual maturation.
- Formation of identity and self-concept.
- Exploration of different roles and values.
- Peer relationships and increased social influence.
- Emotional and psychological challenges related to self-identity.

Young Adulthood (18-35 years):

- Physical maturity and peak physical abilities.
- Establishment of personal and professional goals.
- Development of intimate relationships.
- Increased independence and decision-making.
- Exploring and shaping personal values and beliefs.

Middle Adulthood (35-65 years):

- Stability and decline in physical abilities.
- Career consolidation and advancement.
- Focus on family, relationships, and community involvement.
- Reflection on life choices and meaning.

Late Adulthood (65 years and older):

- Gradual physical decline and increased health concerns.
- Retirement and adjustment to new roles and activities.
- Reflection on life experiences and accomplishments.
- Concerns about mortality and legacy.
- Increased leisure time and opportunities for personal fulfillment.

- It's important to note that these stages are not rigid boundaries, and individuals may experience overlapping or non-linear progressions. Additionally, other theories and frameworks may emphasize different aspects of development or propose alternative stages.

Types and Nature of Individual Differences in Sports Psychology

- In sports psychology, individual differences refer to the unique characteristics, traits, and abilities that athletes possess, which influence their performance, motivation, behaviour, and overall psychological well-being in sports. These individual differences can be categorized into various types and nature, including:

- **Personality Traits**
- **Motivation**
- **Cognitive Abilities**
- **Physical Attributes**
- **Skill Level and Expertise**
- **Psychological Characteristics**
- **Social and Cultural Factors**

Personality Traits

- Personality traits are enduring patterns of thoughts, feelings, and behaviors that differentiate individuals from one another. In sports psychology, certain personality traits have been associated with athletic performance, such as extraversion, neuroticism, conscientiousness, and competitiveness. For example, extraversion may be beneficial for team sports, while conscientiousness may contribute to disciplined training and preparation.

Motivation

- Athletes differ in their motivational orientation and drive to succeed. Some athletes are intrinsically motivated, meaning they are internally driven by personal satisfaction, enjoyment, and a sense of mastery. Others may be extrinsically motivated, seeking external rewards such as fame, money, or recognition. Motivation can influence an athlete's effort, persistence, and goal-setting strategies.

Cognitive Abilities

- Cognitive abilities encompass various mental processes, such as attention, perception, memory, decision-making, and problem-solving. Athletes with different cognitive abilities may excel in different sports or positions. For example, a basketball player with exceptional spatial intelligence may excel in court awareness and passing accuracy.

Physical Attributes

- Physical attributes, including body composition, strength, speed, endurance, and flexibility, vary among athletes and can significantly impact sports performance. Athletes with specific physical attributes may be better suited for certain sports or positions within sports. For instance, sprinters typically possess fast-twitch muscle fibers that contribute to explosive speed.

Skill Level and Expertise

- Individual differences in skill level and expertise are evident in sports. Athletes differ in their technical proficiency, tactical knowledge, decision-making abilities, and sport-specific expertise. Expert athletes often demonstrate superior motor skills and are more adept at anticipating and reacting to game situations.

Psychological Characteristics

- Athletes may differ in various psychological characteristics, such as self-confidence, resilience, mental toughness, concentration, stress coping strategies, and goal-setting abilities. These factors can influence an athlete's ability to handle pressure, bounce back from setbacks, maintain focus, and perform consistently under challenging circumstances.

Social and Cultural Factors

- Athletes come from diverse social and cultural backgrounds, which can shape their values, beliefs, attitudes, and behaviors related to sports. Cultural factors, such as collectivism or individualism, can impact an athlete's motivation, decision-making, and team dynamics.

MEANING OF PSYCHOMOTOR

- Psychomotor refers to the integration of cognitive (thinking) processes and motor (physical) skills. It involves the coordination and interaction between the mind and body to perform tasks that require both mental processing and physical movement.

PHYSICAL AND BODY TYPES

Somatotypes:

- William Sheldon's somatotype theory

categorizes individuals into three basic

body types:

- **Ectomorph:** Characterized by a lean and slender physique, ectomorphs may excel in sports that require endurance and agility, such as long-distance running or gymnastics.

- **Mesomorph:** Mesomorphs have a more muscular and athletic build, making them well-suited for sports like weightlifting, sprinting, and team sports.

- **Endomorph:** Endomorphs tend to have a rounder and softer body type, which may be advantageous in sports like sumo wrestling or powerlifting.

The term "psychomotor" combines two components:

Psycho: Relating to the mind or mental processes, including perception, attention, memory, problem-solving, decision-making, and other cognitive functions.

Motor: Referring to physical movement, coordination, and control of muscles, including fine motor skills (such as writing or manipulating small objects) and gross motor skills (such as running or throwing).

Factors affecting the psychomotor

- Psychomotor skills refer to the ability to coordinate physical movements with cognitive processes. These skills are essential for tasks that involve fine and gross motor control, such as playing sports, typing, driving, and playing a musical instrument. Several factors can influence psychomotor performance. Here are some key factors:

- **Practice and Experience**
 - **Physical Fitness**
 - **Cognitive Abilities**
 - **Age and Development**
- **Emotional and Psychological Factors**
 - **Environmental Factors**
 - **Neurological Factors**

Components of Psychomotor and Performance

- **Perception**
- **Motor Planning**
- **Coordination**
- **Execution**
- **Motor Control**
- **Reaction Time**
- **Muscle Strength and Endurance**