



INVESTIGATING SIGNIFICANCE OF SELF CONCEPT FOR PERFORMANCE OF SPORTS PERSON: A PSYCHOANALYTIC ANALYSIS

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ABSTRACT

Applied sport psychologists place a premium on delving into the mental linkages to peak performance in order to better understand the psychological elements that contribute to athletic achievement. Understanding what psychological processes may be contributing to quality of performance requires a closer look at certain psychological constructs having theoretical relevance to optimum performance. Psychological aspects such as anger, anxiety (and how to regulate and manage it), focus, mental practice, coach-athlete relationship, motivation, and personality have received significant attention from prominent psychologists. Therefore, it was decided to select aggression, sports competition anxiety, sports achievement motivation, personality traits, and self-concept based on literature, correspondence with psychological experts, and discussion with prominent physical educationists in this field and the availability of instruments.

Keywords: - Players, Person, Anxiety, Self-Concept, Psychology.

I. INTRODUCTION

In recent years, researchers and practitioners have come to recognize that self-concept is a key factor in understanding and predicting human behavior, including athletic success. The researchers focused on self-concept since it is not innate but rather developed via one's interactions with their surroundings. The youngster discovers not just his world and himself as he develops.

How a person treats themselves is a good indicator of who they are as a person. Consistency in either self-deprecation or self-aggrandizement stands out even to the untrained eye. A person's self-concept affects their thoughts, feelings, and actions about themselves.

Self-perceptions in each major category contribute to self-concept, which is in turn shaped by influential factors at the component level. The sense of one's own identity changes and becomes



conditional throughout time. For one's overall self-concept to shift, they would need to have several contradictory life events. The ability to evaluate oneself is a key aspect of one's self-concept. Both absolute criteria, like those of an Olympic winner with a seemingly flawless body, and relative standards, like those of one's peers, are used when evaluating one's own worth. People evaluate themselves based on how they think others would rate them.

II. SELF CONCEPT

According to the Encyclopedia of Psychology, an individual's self-concept consists of all of his or her beliefs about the significance of their own actions, aptitudes, and characteristics. The knowledge and computation of these factors is fundamental to one's sense of self.

An absence of Indian or native games is a significant distinction between the childhoods of today's youngsters and those of past generations. Our age (those born in the 1980s and earlier) played native games of this land both inside and outdoors. Cricket, tennis, and football are now universally played by children. Neither outdoor nor indoor sports like Kabaddi, Goli, Ghilli, Dhaayakattam, paramapadham, pallanguzhi, paandi, or aadupuliaattam are being played. These games were used to pass on information from one generation to the next, giving them significant cultural and historical significance. In addition to improving our hand-eye coordination, these activities also helped us develop keener powers of observation and calculation than their western hit-and-run counterparts. Hubbers are encouraged to share stories about playing and enjoying traditional games from their own countries.

Games in the past were intended to teach their players more than just how to have fun: they were also excellent tools for learning important life lessons like strategy building, focus, basic algebra, and target practice, among many others. These days, we acquire them by shelling out cash to private institutions that offer personal development courses.

Playing traditional games may help with education. One plays or watches a game for enjoyment, but they also teach us many things, such as how to deal with success and failure, how to use our senses, how to add and subtract, how to build motor skills, how to recognize colors, and how to better coordinate our hands and eyes.

When compared to the games of today, the benefits we reap from playing these games are greater. It's good for the environment, it teaches us about our history and culture, and it's fun for people of all ages, which fosters more communication and understanding across generations. These classic games served as the inspiration for many contemporary games enjoyed all over the globe. Our national pride is reflected in this.



Sports provide a cyclopean variety of individual variances, which are thus crucial to comprehend for the purpose of culling and training, and furthermore sensitive to gregarious management, group effort, and competitive environment. These distinctions concern both general athletic ability and specific variances within a certain discipline.

- **Importance of self-concept in sports performance**

Self-concept is not an inherited quality but is deemed as a result of one's experience and relation to the environments, and its importance in understanding and predicting human behavior, which plays an important role in sports performance, has become increasingly apparent in recent years.

It shifts as his self-assurance and bravery grow, and it adapts to his successes and setbacks. A child's sense of self-worth improves when he achieves his goals, so it seems sense that he would gravitate toward situations where that may happen and away from those where it is more likely he would fail. If a youngster believes he will not succeed or be liked, he is more likely to give up on his efforts. But if he's confident in his chances of success, he'll keep at it. It's well acknowledged that children and people who lack a healthy self-concept suffer from increased anxiety, tension, and poor adjustment.

III. REVIEW OF LITERATURE

Flanagan, L.A., (2015) performed research on gender differences in sports accomplishment motivation, self-concept, and anxiety levels in preparation for the SAF Games in basketball and volleyball. Prior to the 1991 SAF Games in Colombo, the goal of this study was to examine gender differences in basketball and volleyball teams in India in terms of achievement motivation, self-concept, and trait anxiety. Eight men and eight women from India who play basketball and twelve men and twelve women who play volleyball were selected as the subjects. A statistically significant difference was discovered between them on the chosen psychological characteristics.

C. and Ryan, R., (2015) Intercollegiate female athletes from a variety of sports (N=43; basketball = 12, hockey = 19, and others from kho-kho, football, kabaddi, gymnastics, and track and field = 12) had their levels of sports accomplishment motivation examined by Frederick,. Kamlesh's questionnaire, designed to measure the influence of intrinsic and extrinsic factors on athletic performance, was given to a manageable sample of participants. Female college athletes were shown to have an average drive for athletic success. There were no noted variations in accomplishment motivation across sports.

Dunn, J.G.H., Dunn, J.C., and Syrotuik, D.G. (2012) titled "A comparative study of sports competition of anxiety and aggression of inter collegiate and inter University male Kabaddi



players" examined these issues. The researchers wanted to see how University of Kabaddi players stacked up against their intercollegiate counterparts in terms of competitive anxiety and violence. Fifty college and fifty university athletes participated in the research. Their ages ranged from 17 to 23. Test of Anxiety in Competitive Sport All subjects filled out a form (SCAT) developed by Martens (1990) and a form (sport aggression inventory developed by Anand Kumar and PremshankarShukla, 1988), and the results were analyzed using a t-test with a.05 level of confidence. Using Pearson's product-moment correlation, we were able to determine that the levels of competitive anxiety and hostility were significantly different at the intercollegiate and university levels. The results of the research showed that male interuniversity kabaddi players performed better than their college counterparts on measures of hostility and anxiety.

Evans, V., and Quarterman, J., (2013) confined their research to athletes in the sport of track and field and conducted a scientific investigation of pre-competition anxiety among both sexes. The Sports Competitive Anxiety Test (SCAT) was given to 50 college players who had competed in an intercollegiate athletics competition.

There was a record of everyone's successes and efforts. Female athletes were shown to have far less anxiety than male athletes. It was discovered that prior to a competition, a state management relies heavily on experience and accomplishment level.

IV. PSYCHOANALYTIC CONCEPTS AND AGGRESSION

Let's say you're trying to finish off an article from a scholarly publication for one of your courses late one night in the library. You slog through the first few pages, expecting the text would become easier to understand when you get past all the large words and jargon. You've finally reached what seems to be the article's central argument, so you read every word slowly and carefully. You still don't understand. You reread the preceding paragraphs and figures. But once again, it doesn't add up. You give it another go, but this time you don't have any luck. You can't afford any more delays. Do whatever strikes your fancy. Most people's first reaction to this sort of situation is intense anger. They could start banging their fists on the desk or muttering obscenities at the author. They would probably toss the magazine across the room if they could. These responses are one example of the correlation between anger and frustration that many people experience.

Aggression-tinged incidents stand out as few others do in our life. Attempts by one person to inflict harm on another have been among the most studied human behaviors, from playground fights to muggings to war. The psychoanalytic view of personality, unsurprisingly, has something to say about the subject. Freud's early writings are notable for their attempt to elaborate the link between frustration and violence. Anger, according to Freud's original theory,



stems from a suppressed libido. When our need for instant pleasure is thwarted, we have a "primal reaction" to overcome the barrier. Our pride prevents us from attacking anybody who dampens our royal revelry. Therefore, Freud contended, aggression is frequently displaced. We can't physically assault the cop who won't let us drive as fast as we'd want, so instead we lash out at our coworkers, friends, and family members with angry words. Freud's theories on aggressiveness changed throughout time. He came up with the notion of a death instinct, Thanatos, after seeing the widespread slaughter of people in World War I. Freud hypothesized that everyone has a base drive to destroy himself. The frustration-aggression theory was developed by a group of psychologists in 1939 (Dollard, Doob, Miller, Mowrer, & Sears, 1939) who put their own spin on Freud's previous ideas. Their theories have an undeniably psychoanalytic flavor, despite the fact that many of these psychologists identified more closely with behaviorism. Take note that psychologists say that hostility has just one root cause (frustration) and one remedy (violence).

Students who fail to make the honor roll, workers who lose their jobs, and rats that can't locate any cheese are all justified in resorting to violence when their attempts are met with nothing but resistance. And everybody who behaves forcefully ought to have experienced dissatisfaction in the past. To explain how and when violence stops, the researchers used a different psychoanalytic concept.

They suggested that when we reach catharsis, which they defined as "a relinquishment of tension," hostility subsides. Catharsis, according to Freud, is the release of emotional or mental tension. However, the early researchers on aggression used terms like "arousal," "energy," and "muscle tension" to describe tension. Those who pound their bats against the dugout wall in frustration or the books across the room in anger should feel their tensions ease.

- **Frustration and Aggression**

In many parts of society, it is possible to see observe the correlation between frustration and violence. In one research (Guerra, Huesmann, Tolan, Van Acker, & Eron, 1995), elementary school students were asked to identify peers who had truculent comportment such as pushing and shoving. The study's authors discovered that kids whose parents were under the greatest stress and frustration had the most irritable offspring. In addition, Catalano, Dooley, Novaco, Wilson, and Hough (1993) conducted a visual analysis of formerly employed people who had just been laid off. Unemployed people were 6 times more likely to commit an act of violence, such as hitting a spouse, than employed people. Two studies (Landau, 1988, Landau & Raveh, 1987) looked at how irritating gregarious situations affected people visually. Researchers identified a correlation between growing levels of pressures like unemployment and more aggressive criminal behavior.



- **Relation between aggression and performance**

In his article "The Rise of Unsanctioned Violence in Contact Sports," Young (1993) argues that the rise of professionalization and the financial incentives to win are to blame for the increase of violent incidents on the field. In several high-profile cases, the proliferation of novel and combative methods appeared to have improved efficiency. Examine Box 5.1 to learn more about the 'bodyline' debate in cricket, for instance. However, this is not meant to imply that aggressive behavior automatically yields positive results. Surprisingly, the correlation between aggressiveness and performance has been the subject of little study; the few studies that have been published on the topic have been focused on the sport of frozen dihydrogen monoxide hockey.

- **Theories of aggression**

Several schools of thought in psychology have set out to explain what motivates and inspires aggressive behavior in people. Instinct theories, gregarious learning theory, and the frustration-aggression hypothesis are three overarching perspectives that have made significant contributions to the field of sport psychology.

Natural hypotheses 'Instinct' is used in psychology with about as much precision as it is in everyday speech. A natural inclination toward behavior pattern X might be thought of as an instinct. When we say that a trait is "innate," we mean that it has its roots in our ancestry and is thus inherent in every human being. Aggression is seen as innate and, at least partially, unavoidable in a variety of psychological theories. While Sigmund Freud (1919) acknowledged that aggressive impulses are hardwired into us, he argued that they are also subject to some degree of self-control. As a result, a truculent demeanor is not necessarily a given. Some modern writers influenced by Freud see sports in general as a healthy outlet for the human death instinct. Putting the boot in" and "a kick in the teeth" are two examples of idioms that use kicking to describe aggressive intent, and Richards (1994) visually explored the primacy we ascribe to kicking in expressing our truculent inclinations. Football, Richards said, is especially important for taming our aggressive tendencies. Richards believes that football has a civilizing effect because of this.

- **Convivial learning theory**

Bandura (1973) provided a radical alternative to the instinct hypothesis by arguing that aggressive behavior, along with other forms of sociable behavior, is learned via imitation and reinforcement. Children mimic their parents' violent behavior, as shown by Bandura's renowned 'bobo doll experiment' (1965). Young viewers saw an adult brutally beating a gigantic inflatable



doll. They often tried to act like the bobo doll and often picked fights with it. Children's level of hostility increased when they were rewarded for hitting the doll or when they saw an adult being awarded for doing so. It's obvious that kids can see hostility in sports, and that there are a variety of ways in which that anger may be reinforced. Aggression may either directly lead to a goal or prevent the other team from scoring. The audience may applaud, and the coach or parents may praise the youngster for being disruptive. Also, kids who see adults being extremely assertive might try to model their own behavior after it. It might be difficult for a youngster to tell the difference between an authoritative shoulder-charge and a truculent shove if they are not well-versed in the nuances of the game.

V. CONCLUSION

Women's Kabaddi players at KhoKho University were far less aggressive than their Kabaddi counterparts. University of Kabaddi women players are more combative than their Kho - Kho counterparts. Kabaddi and Kho-Kho university women players were shown to have significantly different levels of sports competition anxiety. More Kho-Kho women than Kabaddi University women suffer from nervousness before sporting events. Kabaddi and Kho-Kho women players also differed significantly in their drive to succeed in sports. When comparing Kabaddi university women players to Kho - Icho university women players, this psychological characteristic favors the former. Kabaddi and Kho-Kho University Women Players also differed significantly on the chosen psychological variable personality characteristic - neuroticism. Female players from Kabaddi University have been observed to be more neurotic than their counterparts from Kho - Icho University. Statistical study revealed a substantial difference between university women who play Kabaddi and those who play Kho-Kho in terms of the personality attribute extroversion.

When compared to their Kabaddi counterparts, the women who play Kho- Kho at universities tend to be more extroverted. Kabaddi and Kho - Kho university women players differed significantly from one another in the self-concept psychological component. Female college players in Kho-Kho had better self-concept than their Kabaddi counterparts.

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