A-Level PE Year 13

Psychology

1. Personality

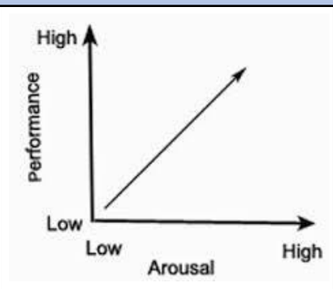
Personality	An individual's preposition to behave in a certain way.
Hollanders Model	This suggests that personality is a layered structure, with an inner core of beliefs, values and attitudes. This inner core which is fairly permanent and unlikely to change, affecting the next layer.

2. Attitudes

Attitude	What you think about something. An attitude is an option and can be described as a value or belief towards something (attitude object).
How attitudes are formed	– Role Models: - – Peer groups – Conditioning; rewards will strengthen attitudes – SLT, learned from significant others such as a parent, teacher, coach and role models – Reinforcement strengthen attitudes – Familiarity, the more a person experiences an attitude object the more likely they are to develop a positive attitude – Experience
Triadic Model	– C – Cognitive (think) "fitness training keeps me fit" – A – Affective (feel) "I enjoy training" – B – Behavioural (do) "I attend regular sessions
Sources of a negative attitude	– A negative experience during a match – "the penalty was a giant penalty" – Leads to Chelsea having feeling that refs are bias to them – Leads to social norms – Refs are afraid to give decisions to Chelsea due to criticism from the media – Social norm – a rule or standard of behaviour which is socially enforced, can be appropriate or inappropriate set of values, feelings or beliefs.

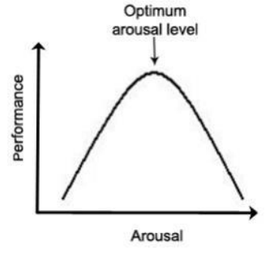
3. Arousal Theories

Drive Theory



– As arousal increases so does performance in a linear fashion. P=f(Drive*Habit)
– **Limitations**
– At high arousal, the performer reverts to their dominant response.
– If autonomous dominant response will be correct
– If cognitive dominant response will be incorrect

Inverted U Theory



– Suggests that as arousal increases so does performance up to an optimum level at moderate arousal.
– **Optimum performance occurs at lower levels of arousal if the situation involves a: -**
– Cognitive performer
– Introvert (high resting levels of adrenaline)
– Fine skill
– Complex skill
– **Optimum performance occurs at higher levels of arousal if the situation involves a: -**
– Autonomous performer
– Extrovert (lower resting levels of adrenaline)
– Gross skill
– Simple skill

4. Types of Anxiety

Somatic	Physiological symptoms of anxiety
Cognitive	Psychological symptoms of anxiety
Competitive trait	Performer has a natural tendency to become anxious in all situations
Competitive state	Performer only anxious in specific situations and often in high-pressure situations

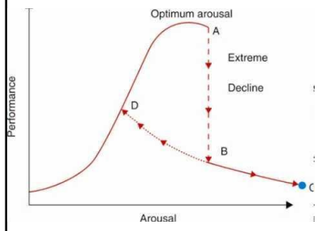
5. Causes of Anxiety

Causes of anxiety	– Task importance – Fear of failing – Perceived inaccuracy of official's decisions – Being fouled – Injury – Lack of self-efficacy – Audience effects – Evaluation apprehension

6. Measuring Anxiety

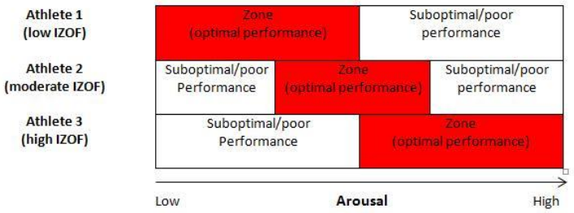
Questionnaires	– Performers answer question statements to rate their levels of anxiety in specific situations – Can evaluate how to control the performers anxiety – Cheap and efficient – A lot of info can be gathered – May not answer truthfully – May not understand the question – Can be affected by environmental factors

Catastrophe Theory



- Accounts for the sudden drop in performance once the optimum has been exceeded.
- The theory is multi-dimensional. Considers both cognitive and somatic anxiety.
- As arousal increases so does performance up to optimal levels, there is a dramatic decrease at over arousal.
- The effects can be reversed by using relaxation techniques.

Zone of Optimal Functioning



- The zone is a mental state that autonomous performers normally only experience once or twice in their whole sporting career.
- Characteristics of being in the zone include: -
- Performing at optimal arousal levels
- Feeling completely calm
- Complete attentional control
- Performing on autopilot
- Feeling that success is inevitable
- Performing smoothly, efficiently and effortlessly

Peak Flow Experience

- Describes ultimate psychological state for a performer
- It's very rare and intense
- Fully concentrated on task
- Has absolute control of their actions, which seem effortless
- Out of body experience
- Peak flow occurs when a performer: -
- Is presented with a level of challenge that matches their skill level
- Has a clear goal
- Has the correct attentional style
- Has a positive attitude
- Has control of their arousal levels

Observation	– Performer's behaviour is analysed before, during and after play – Very subjective – Time consuming – Observers need to know performer's normal anxiety levels – Performer may change their behaviour
Physiological Methods	– Generate factual data on somatic responses – Can be taken immediately – Monitors can restrict movement – Equipment is expensive – Performer may react to being monitored

7. Aggression

Aggression	When an individual purposely harms or injures their opponent. It is outside of the rules, hostile and reactive.
Assertion	When an individual plays hard, but within the rules, perhaps using more effort than usual, but there is no intent to harm the opposition.
Causes of Aggression	– Playing badly – Feeling teammates aren't trying – Disagreement with officials – Provocation by opponent – Important game – Religion – Contact sport – Naturally aggressive personality – Social learning – Over-arousal

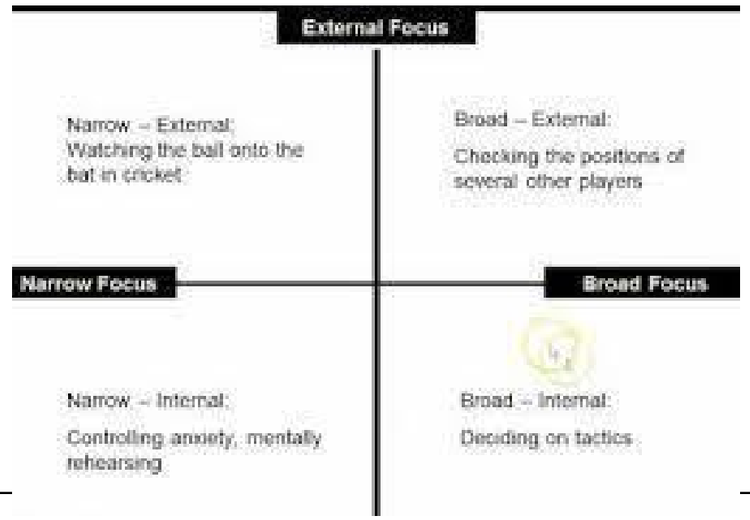
8. Theories of Aggression

Instinct Theory	– Born with the tendency to defend ourselves. Aggression builds up from within and it is within our genes. – Doesn't consider environment/social learning – Individuals often experience increased aggression – We are all genetically aggressive
Frustration-aggression Hypothesis	– When a performer has a drive to achieve a goal but is then stopped they experience frustration. This leads to an aggressive response. – Doesn't account for performers who: - – Experience frustration when their goals haven't been blocked – Have goals blocked so get frustrated but don't act aggressively

9. Stress Management

Stress	An individual's physical response to prepare the body for action when a threat is perceived.
Eustress	Describes the positive responses to stressful situations. The performer rises to the challenge, feels confident and motivated and performance is facilitated
Distress	Describes the negative response to stressful situations. The performer finds the stressor threatening and difficult to deal with.
Somatic	Physiological response such as Biofeedback – use of equipment e.g. heart rate monitors, Progressive Muscular Relaxation, Breathing Control, Centring and Warm-up

10. Nideffer's Model of Attentional Focus



<table>
<tr><td>Aggressive Cue Hypothesis (Berkowitz)</td><td>– Frustration leads to being ready for an aggressive act
– This aggressive act will only occur if a cue is presented</td><td>Cognitive</td><td colspan="3">Psychological skills training, Mental rehearsal, Visualisation, Imagery, Positive self-talk, Negative thought-stopping, Attentional control and cue utilisation</td></tr>
<tr><td rowspan="3">Social Learning Theory</td><td rowspan="3">– Aggression is learned by watching
– If an aggressive act is reinforced or successful the act is more likely to be copied
– Performers may also become aggressive due to socialisation
– Doesn’t take into account genetic explanations for aggression</td><td colspan="4">11. Motivation</td></tr>
<tr><td>Motivation</td><td>A person’s drive to succeed that inspires them to perform in sport</td><td>Extrinsic Motivation</td><td>Anything from an outside source, it can be tangible, such as money, or intangible, such as praise from a coach</td></tr>
<tr><td>Intrinsic Motivation</td><td>Comes from performer themselves, for example, developing health and fitness</td><td>Motivational Strategies</td><td>Intangible rewards will increase the confidence of performers, Make the activity fun, Set easily achievable tasks to ensure success, Use positive role models , Use variable practice, Generate intrinsic motivation through performance goals</td></tr>
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