CHAPTER-1

SPORTS PSYCHOLOGY AND SOCIOLOGY

(Introduction – Definition –Importance and Scope of Sport Psychology. Characteristics of Various Stages of growth and development. Individual differences. Heredity and environment. Dynamics of Human behaviour, play and theories of play.)

INTRODUCTION

The subject matter of psychology is human behaviour. The field of human behaviour is very wide or rather unlimited because it complies an activity performed by man in any state or condition from birth to death. So all types of activities–inner, outer, conscious, unconscious, physical, mental, moral, immoral, social, anti-social, good or bad – are included.

- "Man is born with a capacity to learn, to achieve, to accomplish and to create" – is the fundamental truth.
- Man – Highest creation of God.
- Brain is the seat of intelligence and rationality and it is the only thing which makes distinction between man and other animals.
- Many groups of knowledge deal with man,- Psychology is one of the groups.
- Psychology deals with the behavior of persons and is concerned in same way with the study of mind.

PSYCHOLOGY AND ITS DERIVATION MEANING: The term 'psychology' has been coined with the combination of two Greek words.

Psyche	+	Logos
Means soul or mind		Means talk about or study.

- Study of or talk about the soul or mind.

Definition - Psychology

1. *"Psychology is the science of human behaviour"* - Singer.

2. *"Psychology is the scientific study of human behaviour and human relationship"* -Woodworth

Definition - Sport Psychology

1. *"Sport psychology is an area which attempt to apply psychological facts and principles for learning, performance, and associated human behaviour in the whole field of sports".* - John D. Lawther.
2. *"Study of human behaviour in sport situations"* - John D. Lawther.

Branches of Psychology: General psychology, child psychology, Human psychology, Animal psychology, individual psychology, social psychology, Industrial psychology, Educational Psychology, sports psychology, etc.

Meaning: The term 'behavior' requires some explanation. In psychology, the term is used in a very wide and comprehensive sense. It does not mean manners or the way of our dealings with others. It implies every activity performed by man. Hence playing, thinking, walking, reading, talking, writing, eating, abusing, weeping etc., are different types of behaviour. A man is busy with this or that activity every movement and only death can put an end to his activity. Therefore, in brief, behaviour includes man's every activity from his birth to his death. Sport psychology deals with the behaviour of sportsman in relation to sport activity that includes movement of inside and outside activity.

Example: A student is sitting at the desk and writing something. Psychology will not be satisfied only with noting that the student is writing something. It must go further and discover what that writing means to the student.

Again, a student in the evening is seen running in the school field from one corner to another again and again. Psychology will note that the student is running and will try to discover why he is doing so.

Need and Importance of Sport Psychology

1. It has revolutionized education and has changed it from the subject – centered activity to the child – centered activity. (Growth, capacity, needs, interest).
2. It has given principles of teaching and laws of learning keeping in view the child – his growth, needs, interests etc. at the various stages of his development.
3. It has given the play way method to carry on the process of education in an interesting way.
4. It has classified 'How to teach', 'when to teach' and 'what to teach'.
5. It has helped in solving the problem of education, training of the handicapped children.
6. It helps in organizing leisure time and co-curricular activities.
7. It helps the child in his organic development i.e. the growth of his body and development of his mind.
8. It helps the child in getting better co-ordination of mind and body.
9. It helps the child in developing good habits.
10. It plans 'when to impart training', 'what training to impart', and 'How to impart training'.

SCOPE OF SPORTS PSYCHOLOGY

1) To Describe Man's Effort to adjust himself with various aspects of Sport environment
2) To Predict human behaviour in a certain situation
3) On the basis of the above two, to suggest methods for effecting desirable changes in his sports behaviour
4) To create interest and its sustenance till he acquires a skill
5) To improve performance and to reach peak performance level
6) To impart training

GROWTH AND DEVELOPMENT: More often 'Growth' and 'Development' are used interchangeable. Without going into the detailed meaning of them, it is enough to say that growth is an aspect of development. In other words, development is much wider term than growth. More specifically development continues from the day first of life till the death, whereas growth terminates at specific age. Growth and Development are interrelated and interdependent on each other. However, they can be explained separately.

Growth: Growth refers to the process through which body increases in size and shape. Growth is a biological process. In other words growth means increase in mass. From the time conception takes place in the mother's womb, the process of growth starts. The fertilized egg continues to grow and after birth this process goes on till complete physical, maturity is obtained. Growth is thus, a quantitative increase in size and shape. Physical growth refers to these changes in size and shape of different organs of the body. Rate of growth of each of organ differs from others. Growth therefore is a tangible biological process in which the organ gains in size, volume, height and weight. There is enlargement of cells, muscles, bones and elongation of the skeleton and structure. It is quantitative change which is perceptible. Concrete and solid.

Development: Development on the other hand is related with advancement and a progressive series of qualitative changes towards greater maturity. It is rather a qualitative change in the structural, functional, and behavioral aspects of the human being. Development processes have greater relationship with external factors than growth. Proper development cannot take place unless external factors such as nutrition, activity, protection from diseases, other cultural and social influences are well ensured. More specifically development can be defined as the emerging and expanding of capabilities of the individual to provide greater facility in functioning such as development of motor ability from uncertain step to proficiency in games. Development, as a matter of fact is achieved through growth. Growth forms the basis for the development of functional capacities of the child. Without proper growth probably required level of development may not be achieved at a given stage. Development refers to mental, intellectual, emotional and social aspects. Acquisition of skills and knowledge indicate development process. Growth and Development are complementary. Although growth comes to an end at some stage of life development continues.

MATURATION: It is a stage of physiological development which is qualitative in nature and occurs as a biological function. This stage leads the vital organs of the body to function efficiently in a more mature way as compared to childhood.

LEARNING: Learning is a process of acquiring new skills of awareness as a result of certain experiences. Learning is a process of modification in behavior. As the child grow, becomes heavier and taller, process of development also starts which increases his capacities and abilities to understand complex functions. At the same time he is maturing i.e., his systems are becoming better adapted to handle various situations. Also he continue to learn consciously or unconsciously as a result of his interaction with the environment. It is obvious that all these

processes are not fully independent. But they are intricately and intimately interdependent. To conclude we can say that growth, maturation and learning all contribute to the development of the child.

MOTOR DEVELOPMENT: It refers to the development of general body control, fine motor skills and large muscle movements such as running, jumping and throwing.

Sensory, perceptual, cognitive development (Mental Development) refers to the process of development which increases abilities to discriminate weight, depth and distance perception, learning imagination and creativity, reasoning ability and so on.

SOCIAL DEVELOPMENT: Social development of qualitative human behaviors such as social qualities of cooperation adjustment and leadership.

PRINCIPLES OF GROWTH AND DEVELOPMENT: A careful analysis of growth and development reveals that this process is guided by certain principles which have far-reaching effects on the formulation of programmes in Physical Education**.**

1. Growth and development is the result of interaction between the germ plasma (heredity) and the environment.
2. Growth and development (behavior) follow a specific genetic sequence e.g. a child has to pass through the various stages such as infancy, childhood, puberty, adolescence and adulthood. During these stages the growth and development move from simple to complex.
3. Growth and development is a gradual and long process because longer the life-span of a species the more gradual and long the process of growth and long the process of growth and development.
4. Growth and development is a creative process. Right from the time of conception, the human child develops in such a manner that something is added to it, both physiologically and psychologically. In other words as the child grows in years, it shows changes in functional and behavioral characteristics.
5. Growth and development are inevitable but they are definitely affected by the quality of genes and environmental factors.
6. Growth and development proceeds at different rate of speed. The physical, the mental, the emotional the intellectual and the social aspect of growth and development though thickly related, have different pace of movement in different individuals, because each individual grows in his own way depending upon genetic and environmental factors.
7. Growth is determined by heredity because heredity sets the limits. Even if ideal environmental factor are available, the individual would not grow beyond limits.
8. Growth proceeds rapidly in the early years. As the child advances in years the rate of his growth declines notwithstanding the sequence of developmental stages e.g. childhood puberty, and adolescence etc.

DIFFERENCES BETWEEN GROWTH AND DEVELOPMENT

Growth	Development
1. Growth is visible.	1. Development is invisible.
2. Growth can be measured directly in terms of size, volume, and weight of the body.	2. Development cannot be measured directly for instance measurement of speed, strength, mental ability, and academic achievement and so on.
3. Growth continues up to certain age of an individual.	3. Development continues from the birth till death.
4. The limits of the growth are set by the heredity of an individual.	4. The development is more affected by the environment available to the person.

FACTORS AFFECTING GROWTH AND DEVELOPMENT: There are four main factors which effect growth and development of an individual such as:

Genetic Factors, Environmental Factors, Nutritional Factors, Specific Programmes of Physical Education

Genetic Factors: Genetics is the branch of biology which deals with the heredity. There are some traits and characteristics which are passed on from the parents to the children through the genes. Genes are the most powerful of living forces because they control the patterns of growth from one generation to another. The traits which can be transferred to the next generation are height, body built, speed, agility, intelligence, temperaments, physiological functioning and so on. Besides some weak inherited organs may predispose an individual to certain diseases.

Environmental Factors: Environmental factors include, geographical conditions, healthy traditions, culture, social codes, religious practices, education, knowledge of health and diseases, health related facilities, socio-economic conditions etc.

Nutritional Factors: Well balanced diet keeping in view the climatic conditions, occupation, and stages of growth and development ensures growth and development to its optimum limits.

Specific Programmes of Physical Education: The programme of physical education in the curriculum of schools and colleges should be specific to the need of the students. Any deviation in the programme of their specific need will produce negative results.

NEED OF STUDY OF GROWTH AND DEVELOPMENT FOR A TEACHER: A teacher has to deal with children of different socio-economic, culture, religion, heredity, environment, gender, race, caste, and so on backgrounds. The factors constitute a wide variety of individual differences among the children at different age levels. These differences in them play an important role in education. The teacher must know potentialities and capacities of each and every student of his class so that he may exploit them to the maximum for the benefit of the individual and society. He must know the basic principles of growth and development and the characteristics which emerge at different age-levels in various developmental dimensions to provide effective guidance for harmonious development of children. Also he must know the basic factors affecting growth and development of a child such as heredity and environment. The teacher is an effective agent of the society who is responsible to bring desirable changes in the behaviour of children. In return, the children may shoulder the responsibilities of a good citizen to contribute and accelerate the process of national development. The other reason to have the knowledge of growth and development of a child is its continuity from the past to the present and present can be understood in terms of his past history

Individual Differences: Differences between individuals that distinguish or separate them from one another and make one another a unique individual in oneself is named as individual differences. Man & women differ from each other because of sex. No two individuals of each other sex are alike in this world. Even twins are not exactly identical in all respects. Hence all persons differ from one another.

Categories of Individual Differences:

1. Physical Differences: Height, complexion, size, from of the body, eyes, hair, facial expressions, speech, walk etc.

2. Mental Difference: Strong memory, weak memory, quick grasp, slow grasp, reasoning and thinking powers, power of imagination, creative expression, concentration, etc. Based on this difference people are classified as genius, very superior, bright, normal, border line, moron, imbecile, and idiot.

3. Motor ability differences: Differences in reaction time, speed of action, steadiness, rate of muscular movement, resistance to fatigue, etc.

4. Difference in Achievement: Difference in knowledge and intelligence.

5. Emotional Differences: Difference in love, affection, unstable emotions, anger, fear, etc.

6. Difference in Interests and Aptitudes: Differences in specific tastes, interests, attending social functions, picnic, excursions, social gathering, mechanical aptitude, scholastic, musical or artistic aptitudes etc.

7. Differences in Attitudes, Beliefs and Opinions: Differences in attitude towards different people groups, objects, ideas, etc. Differences in respect of belief opinions, etc.

8. Learning Differences: Differences are found in the field of learning. Some learn easily and fast, some learn slow, etc.

9. Differences in social and normal development: Differences in adjustability, unsocial or antisocial, Differences in ethical and moral sense.

Reasons for Individual Differences

1. **Genetic factor:** Genetics is the branch of biology which deals with the heredity. There are some traits and characteristics which are passed on from the parents to the children through the genes. Genes are the most powerful of living forces because they control the patterns of growth from one generation to another. The traits which can be transferred to the next generation are height, body built, speed, agility, intelligence, temperaments, physiological functioning and so on.   Besides some weak inherited organs may predispose an individual to certain diseases.
2. **Environmental Factor:** All influences and conditions under which a person lives, grows and develops and the training which one receives. Different environment has a different effect on a person. Suitable environment of inborn qualities while the absence of it hinders it.

AGE AND SEX DIFFERENCES IN RELATION TO PHYSICAL ACTIVITIES AND SPORTS: Physical education teachers should be aware of the fact that some differences in boys and girls are of great importance. Up to puberty boys and girls are hardly distinguished but as they cross this stage, marked differences become evident in their sexes. These differences are important in structuring and formulating activity programme for both sexes. These differences are not only biologically prominent, but social factors also impinge upon as men and women have to take up different roles. So while giving activity programme it is necessary that marked differences in boys and girls are taken into consideration not gainsaying the fact that there should be separate programmes.

Anatomical and Physiological Differences Between Male and Female

Female	Male
1. Girls grow faster up to the age of early adolescence and slow down after the age of 14 years.	1. Before the adolescence age, growth in boys is slow and they grow faster after the age of 14 to 16 years.
2. Girls are smaller in size i.e. height and they attain maturity in early age.	2. Boys are generally taller in size i.e. height and maturity comes in the late stage.
3. Female has broader and shallow pelvis which causes difficulty in running.	3. Male has narrow pelvis (Hips) they can perform better in running events.
4. Women have large body and shorter limbs, their center of gravity is also	4. Man has shorter trunk and ling legs. Their center of gravity is high; this

	low. They face difficulties in jumping but advantages in balancing events such as gymnastics and swimming		results in unstable position. They are more frequent in shifting exercises and jumping but have disadvantage in balancing events as gymnastics.
5.	Female's shoulders are weaker in strength and narrow. Their bones and cartilages are also weak. They have disadvantages in throwing events, lifting activities, and hanging movements in gymnastics.	5.	Male has broader and strong shoulders with strong bones and cartilages. They can perform better in throwing events, rope climbing, pole vault, and circling activities e.g. Roman rings in Gymnastics.
6.	Female stops growing in height around the age of 18 to 20 years.	6.	Boys generally continue to grow until the age of about 20 to 23 years.
7.	Their muscular strength is less because of different structure of muscles and there by comparatively cannot improve muscle power even with weight training and cannot perform better in pulling, pushing punching and lifting activities.	7.	Men have more muscle power, due to their muscle structure, they have better ability in per forming slapping, putting pushing, striking kicking and squeezing activities.
8.	Women have smaller heart and faster pulse rate resulting in more rapid increase in pulse rate at the beginning of the exercise and recovery is much slow after the exercise.	8.	Man has large heart because of more muscle tissues, circulation is better and the pulse rate is slow.
9.	Women have slower reaction time and movement time.	9.	Man has better reaction time and movement time.
10.	Women are emotionally weak; the effect of defeat, victory, accident and injury on them is for longer time and cannot recover from the shocks easily.	10.	Men are emotionally stronger; defeat, victory, accident etc do not have much effect on them. They overcome such shocks easily.
11.	Menstruation in women is a biological activity, and has little effect on physical activities. It is more psychological activities. It is more psychological than physiological; hard training should be avoided.	11.	Men do not have such biological activity and can perform any type of activity.

12. Women breathe more shallowly with the upper part of the chest.	12. Men tend to breathe deeper and hence more diaphragmatically.

The above mentioned differences between male and female with regard to their structure and function put the later at a biologically disadvantageous position.

CHRONOLOGIAL AGE, ANATOMICAL AGE, PHYSIOLOGICAL AGE AND MENTAL AGE

Various aspects of growth do not proceed at the same rate; there are fluctuations. We have to deal with all sorts of children even in a particular class. Some children at the same age are slender, some short, some tall, some heavy, some light, some physiologically advance, some psychologically mature and so on. This definitely creates problems of handling, disciplining and teaching children. Growth and development indicates that a child develops through various stages and each stage is characteristically different from the one preceding or succeeding it. An infant is not like a child and an adolescent is what an adult is not. To deal with these there are various ways and means to group or to classify students by using various criteria, taking into consideration the activities, capacities, capabilities of children at various age levels. It is not difficult to know the age of an individual in years, months and days. The record is available in the school registers. The difficulty arises when the exact date of birth of a child is not available. In such situation, the developmental characteristics are taken into account which the biologists call anatomical and physiological age and to psychologists call mental age.

Chronological Age: Chorological age means the age of a person recorded in years, months, and days. It begins from the day when a child is born and is calculated till one dies. Chronological age is a legal criterion of classifying a person as a child, or an adolescent, a major or a minor, his qualification for taking up some job, in getting admission to a school and even in competing in many sports events as a junior or a senior player. At the age of 17 years, almost 95% of the growth has already taken place and after the age of 17 years there is little or no effect on the developmental processes. At the school level, classifying pupils on the basis of chronological age has been found to be preposterous because of the developmental effects. Development of each child is not always the same with his advancement in years. Individual rate of growth, even the rate of growth of his various organs, differs considerably as a result of which some children are stouter, healthier, stronger or faster at a particular age while others are not. Similarly, some are mentally more mature than others. It is because of this that sports scientists advise against the use of chronological age as a singular criterion for classification of pupils. However this will differ from activity to activity.

Anatomical Age: Anatomical age refers to the growth and development of the skeletal system. The quality of the bone structure or ossification of the bones is a major factor in determining the anatomical age of a person. Through X-Ray, the development in the skeletal system can easily

be determined. Nutrition affects the quality of the skeletal development of a child. Anatomical age is also calculated by dentition, the number of teeth a child has at a particular age. In sports competitions for juniors or sub-juniors where it becomes necessary to refer the age cases, to a medical practitioner, it is through dentition test that the age of the participant is determined. Consideration of anatomical age is very important because it helps the sports persons to ding out whether heavy weight exercises should be given to the participants or not. Children with soft or green skeleton must not be burdened with heavy exercise work-outs.

Physiological Age: The age is related to physiological capacities and capabilities of children. Normally it is related to puberty. Secretion of hormones from various glands and functional conditions of the organs is taken into account while calculating the age of a child. This age may be determined to some extent by the growth of hair in the armpit in boys and on set of menstruation in case of girls. Determination of the age helps the sports persons to make work-schedules according to the physiological capacities and capabilities of the participants. It has been noticed that some children, though advance in chronological age, are still physiologically immature. This obstructs the planning of physical activity programmes. Activities which suit the physiological age of the different groups of children should be managed. Children like to play with the children of their physiological age.

Mental Age: Mental age is related to the mental development of the child i.e. mental maturation. Physical maturity and mental maturity are two different things. Many boys who have grown in years or in bodily characteristics are yet childish and immature; their mental faculties have not developed fully. The mental age is usually detected through psychological tests.

Growing up in body does not necessarily make the child mature mentally. There are late matures and early matures. Though psychological test, one can determine the mental age of boys and girls. This will not only help the teacher a coach to adjust his methods and techniques of teaching training but also give him insight into their intelligence, memory, retention etc.

In accordance with the structure, standard and objectives of an activity, the age groups should be formed. In classifying pupils, the principle of homogeneity should be followed. It is harmful do drive children with the same stick. Children of varying groups should not be made to play together nor allow competing against each other. Proper marching builds up confidence in learners and they do not face the rest of injury.

Heredity and Environment: All Living animals are product of heredity (Nature) and environment (Nature). Each living organism is born with a Unique Genetic code, Genetic blue print, which is passed on to it from its parents. Many authors have termed this as Nature. Once born, every living organism is subjected to diverse environmental conditions, some favorable and some hostile, which influence its growth and development. This environment has been termed as Nature. Whether scientists, musicians, artists, litterateurs, sportsmen etc. are born or are made, has always been a debatable point.

Heredity: Heredity is the nature's process of passing on certain physical and mental characteristics from one generation to another. Heredity is the development potential one receives from its parents, which may be similar dissimilar to the parents.

The Mechanism as one candle light the other candle, so does - one human life give rise to the other. A new life starts as a single cell – the fertilized ovum or female egg – technically known as zygote. Biologists consider zygote to be the most wonderful phenomenon of nature. All elements and characteristics of new life i.e., physical attributes, mental capacities etc are contained in this cell as does a tiny seed contain a Banyan tree. All the cells of the human body except sperm or the ovum (egg) contain 46 chromosomes – a definite number of bodies arranges in the nucleus in 23 pairs. The sperm and the ovum (egg) contain only 23 chromosomes - one member of the each pair. Each sex cell in women contains identical chromosomes so called X chromosome while each male sex cell contains XY chromosomes. When the two opposite cells fuse into one, the zygote contains 23 pairs of chromosomes. In tern each chromosome carries a large number of genes, which are the seeds of Heredity. The combination of good genes of the male and female makes a good heredity while the combination of ones makes poor heredity. We do not receive our bodies from our parents but only a Germ – plasma (the seed) which by some mysterious process grows into a human being.

Environment: Environment stands for all the external forces i.e., physical, social, economical, geographical, political etc, which are potential enough to change or modify the behavior of an individual in his lifetime. Environment plays a very significant role in shaping ones personality. Environment covers all out side factor that has acted in the individual since he began life soon after his birth. A child is exposed to complex external environment, physical as well as social or cultural.

Scientific evidences has established that environment affords opportunities to the germ plasma to develop to the optimal extent possible but it is incapable of altering the developmental pattern set by the heredity forces. Environment is simply the correlative of heredity, it merely determines which, and to what extent heredity traits shall be developed.

Human Behavior: The capacity of mental, physical, emotional, and social activities experienced during the five stages of a human being's life - prenatal, infancy, childhood, adolescence, and adulthood. Includes the behaviors as dictated by culture, society, values, morals, ethics, and genetics.

Use human behavior in a sentence:
- You need to understand basic human behavior so that you can try to predict how others will react to your product.
- Fear, anger, excitement and happiness are just a few of the emotions that fall under the category of human behavior.
- I was an expert in human behavior and knew exactly what people like him would do if they got a little power.

Human behavior refers to the array of every physical action and observable emotion associated with individuals, as well as the human race as a whole. While specific traits of one's personality and temperament may be more consistent, other behaviors will change as one moves from birth

through adulthood. Human behavior is experienced throughout an individual's entire lifetime. It includes the way they act based on different factors such as genetics, social norms, core faith, and attitude.

Factors

Genetics: animal breeders knew that patterns of behavior are somehow influenced by inheritance from parents. Studies of identical twins as compared to less closely related human beings, and of children brought up in adoptive homes, have helped scientists understand the influence of genetics on human behavior.

Social norms: Social norms, the often-unspoken rules of a group, shape not just our behaviors but also our attitudes. An individual's behavior varies depending on the group(s) they are a part of, a characteristic of society that allows to norms heavily impact society

Creativity: Creativity is assumed to be present within every individual. Without creative minds, we would not live in a modern world like today. Creativity pushes people past their comfort zone. For example, The Wright Brother's invention of the first practical fixed-wing aircraft. The aircraft first took flight in 1903, and fifty years later the first passenger jet airliner was introduced. Creativity is what defines human beings. Creativity has kept people alive during harsh conditions, and it has also made certain individuals wealthy. We use creativity in our daily lives as well, such as finding a shortcut to a destination.

Culture
, culture highly affects human behavior. The beliefs of certain cultures are taught to children from such a young age that they are greatly affected as they grow up. These beliefs are taken into consideration throughout daily life, which leads to people from different cultures acting differently. These differences are able to alter the way different cultures and areas of the world interact and act.

Attitude
An attitude is an expression of favor or disfavor toward a person, place, thing, or event.[8] The interesting thing about an attitude and human beings is that it alters between each individual. Everyone has a different attitude towards different things. A main factor that determines attitude is likes and dislikes The more one likes something or someone the more one is willing to open up and accept what they have to offer. When one doesn't like something, one is more likely to get defensive and shut down.

Play and Theories of Play

Introduction: Play is universal nature. All the children play and they play remarkably alike. The play is not bounded by any cast, color, creed, nationality etc. Every child plays during his infancy and childhood stages of growth and development. Play is an innate characteristic of the child. Play activity has direct effect on the growth and development of child. It involves lot of imagination. It can be observed when child plays with toys and then brakes it in order to reassemble as per his imagination. If any child do not play in the initial stages of his development it means there is some problem with him and suck kind of behavior will definitely deviate his normal problems for his personality development, general behavior, social adjustment and so on.

Play is not only the innate quality of human beings alone, its boundaries extend to the animal species too. Although animals can not show differentiation in their behavior when they

are playing but their gestures show that they are happy and amusing. **Play activities of animals as well as human beings are by and large marked by freedom, spontaneity and pleasure**.

MEANING OF PLAY:
"Play is very importance for the preservation, growth and development of the organism"

- Mc Dougall

"Play is the natural unfolding of the germinal leaves of the child".   **–Forbel**

 "Play is voluntary self constrained activity"   **-Stern**

"Play is profound manifestation of creative activities   **-T.P. Nunn**

THEORIES OF PLAY: The answer to a simple question, why do a child play? What are the bases of play? Hoe its form goes on changing from one stage of development to the other? The biologist, sociologists, psychologist and educationists have given numerous theories of play to reply the aforementioned questions. No single theory has been found capable of fully explaining the true nature, meaning/ origin of play. Each traditional theory of play leaves one or the other snag uncovered.

1. Surplus Energy Theory
2. Recreational Theory
3. Relaxation Theory
4. Re-capitulatory Theory
5. Instinct Practice Theory
6. Self Expression Theory
7."Play is life" Theory

1. Surplus Energy Theory: This theory was promoted by the **German Philosopher Van Schiller and English naturalist Herbert Spencer.** They stated that the play "**as the expression of surplus energy".** According to them play is the result of an aimless expenditure of surplus energy. They maintain that children play because they seem to be overcharged with physical (organism) energy. Further, they maintain that children play is an expression similar to the signing of birds collectively. The authors are of the strong opinion that children in their normal conditions have more energy than they actually need. Consequently they utilizes the surplus energy in goal-less activities comprising play. The involvement of a child in play activities helps him to develop his body and mind; he acquires intellectual sharpness and develops nervous resulting in to have co-coordinative ability.

2. **Recreational Theory:** The pioneers of this theory **lord kames and G.T.W.Patrick** are of the strong belief that "**The basis of play is recreation".** They consider recreation to be the re-change of energy which we spend in serious work. Further, **they stated, instead of discharging the surplus energy through play activities, play rebuilds it.** Play removes fatigue which is the outcomes of serious physical/mental work. The serious nature of work creates lot of boredom/monotony in one's life. According to the exponents of this theory, play has special importance in removing boredom and monotony resulting in form the modern civilization.

3. **Relaxation Theory:** This theory was explained by **Carl Gross.** He considered play as a "Pre-exercise in the preparation for serious business in life". He believed that play develops instincts so as to help the child become an adult **T.P.Nunn** supported the view point of **gross** by stating that "Nature invented play not merely for dispensing with surplus energy in the child but as a

device for using that energy to prepare him for serious business of life". For instance, children play with dolls, replicas of animals other household goods. The boys and girls observe and play the roles of a teacher, nurse, husband, wife, mother, father, shopkeeper, doctor, engineer, police officer, politician etc. On the one hand. It shoes their imitative tendency while on the other hand, it is indication for adopting of promising career in the later life. In other words, in childhood play activities are a sort of rehearsal of the actual drama of life in which each individual is bound to play his respective role.

4. **Re-capitulatory Theory:** This theory was proposed/ explained by **G. Stanley Hall.** He has opined contrary to the Anticipatory theory given by Carl Gross and stated that the child does not make a rehearsal of his future but repeats the social past rather than anticipation of future. For instance, hunting, the use of bow and arrow, swimming, hide and seek, chasing , fishing, stone throwing, building, of caves and shelters, camping, playing, with sand and mud, and so on are some of the reflection of the evolution biological and cultural. Since evolution has been a very long process, man cannot do away with primitive tendencies and disposition such as fighting, quarreling, throwing, jumping, running etc. Therefore, play is a medium mean by which these urges are satisfied. Play reflects the natural expression of these tendencies in milder as well refined from.

5. **Instinct Practice Theory:** The profound of this theory **Prof. Mc Dougall** believes that instincts are the prime movers of behavior of both men and animals. Play is due to the "pre-mature developing of instincts". It is an expression/ display/ demonstration of instincts of combat, constriction, destruction, self-assertion etc. which involves the element of competition and rivalry. During childhood, the instinctive energy finds release through play. The author considers play to be a general innate tendency and not an instinct itself.

6. **Self Expression Theory:** The pioneers of this theory **Bernado, S.Manas.** Social-psychologists consider play as a medium/tool of social recognition in the society. Play brings individuals together and it strengthens the group behavior. Also it binds social bonds between various groups of the society. All this is essential for the development of culture, civilization and individual. Group plays are means of socialization   and individual recognition. Further, play is considered an agency which socializes child and teaches him the way of good living. Society provides opportunities for an individual to execute, demonstrate and channelize   the urges to play which comes from within the organism.

7. **Play is life Theory:** This theory is consider with the educational philosophy of **john dewey.** He believes that the reason of play can be explained on the ground that "all organic living beings are naturally active and their natural activities in the period of their growth and development are playful" activity is the very essence of life. It may take any form because the purpose of every activity is growth, development, protection and recreation of the individual. This view point is supported by the famous educational psychologists **Jean piaget and tried** to find the biological and psychological basis of play. He felt that play begins in the child's sensory-motor variation, experimentation and exploration is fundamental to child's play. Gradually the form of activities

keeps changing. With the passage of time play activity raises from individualistic and ego-centric level to that of associational with friends group mates.

CHAPTER – II

LEARNING, PERSONALITY, MOTIVATION

LEARNING

Every individual is a new entrant to this world. On his entry, he is quite helpless and depends on others for his survival. He has no knowledge of this world in which he has to develop, grow and live.

As he begins to grow, new situation spring up before him but he does not know what to do. In order to proceed on the journey of his life under various situations he has to adjust with others by gaining knowledge of various things and persons around him and by acquiring certain new ways of behavior. Hence, he begins to gain knowledge and to acquire new ways of behavior since his birth through his contact with the environment, persons, things and situations.

This "acquisition of knowledge and new ways of behavior" is called as learning. This learning goes on from birth till death of a person and it covers all knowledge and all forms of thinking, feeling, willing and acquired by a person in the world.

THEORIES OF LEARNING

There are four theories of learning

1. Trail and Error theory.
2. Observation and Imitation theory.
3. Insight theory.
4. Conditioned Reflex action theory.

1. TRAIL AND ERROR THEORY

The theory was established by 'Thorndike'. He experienced that learning takes place without any guidance and merely by the force of circumstances, it is called learning by trail and error.

This is a very common method or type of learning. It is practiced both by human beings and other animals. In this learning no definite instructions are given by a teachers, children do not know the correct procedure and solution. They make try one after the other and through the series of trails, the correct procedure is adopted and the false ones are ignored, and then the solution is reached.

'Thorndike's' experimented of this method of learning were one chiefly on cats. A good example is as follows; A hungry cat was placed in a cage, called a 'Problem – Box'. A small piece of fish was kept just outside the cage. The box was designed in such a way that its door could be opened by some simple act like pressing a lever inside the cage. A great deal of various activity was noticed on the part of the cat i.e. clawing at the wire, trying to squeeze between the bars, shaking the movable parts of the cage. This was all random or trail and error. After a time the cat succeeded in operating the lever by accident and got out. Even human beings resort to trial and error when they can not see their way though. In trial and error learning there is much of muscular activity and less or no part of the thought process.

Educational values: It has specially importance in the field of sports, for motor learning mainly learnt by trial and error. It is necessary for the teacher to advice and guides the learner to avoid and eliminate unnecessary movements.

2. OBSERVATION AND IMITATION THEORY

Children have a specialty of learning by observation and imitation. They learn many things by imitating their elders. Children are commonly seen imitating the style of walking, talking, speaking, motor skill movement play styles etc., of their elders for learning and some time for fun.

Observation may be conscious or unconscious. For example, in learning a motor skill, the learners has to observe consciously and carefully the movement of the skill, teachers demonstration and teaching.

Educational values: The method of learning by observation and imitation is very important in throughout life. Children's are great observers and imitators. The way of correct speaking, writing, singing, dancing, drawing and many other motor movements and skills are learn through observation and imitation. In sports the teacher will explain and demonstrate the activities clearly, correctly and in an interesting way and the students should be asked to observe them and to practice them after their style.

3.INSIGHT THEORY

The founder of this theory is 'Kohler'. He made many experiments on chimpanzees and reached the conclusion that a chimpanzees could understand a simple new situation and solve it by insight. Insight simply mean intelligence or mental ability. In other words, insight is the mental power of seeing and understanding what is wanted to solve the problem. Insight includes in its purview for perception, imagination and ideas, which operate as an individual attempts to find out solution to some problem.

In his experiment, he took six chimpanzees and shut them in a room which had smooth walls. A banana was suspended from the ceiling of the room and a wooden box was kept in the room. All the six chimpanzees leaped repeatedly for the banana but non could got it. Then one of the chimpanzees used his insight. He moved the box quickly towards the sight climbed on it, jumped and got the banana. It took only 20 seconds for to solve the problem.

This theory holds good only who have been gifted with intelligence. Even the learning of motor skills requires some insight on the part of learners. No learning can takes place without the co-ordination of mind and body.

Educational values: This theory is most important in the field of education specially for academic education. Insight is the main factor practically behind every learning. To learn by this method intelligence is used more and more. All higher learning is possible through insight. Students should provide them with ample opportunities to learn things by using their intelligence.

4. CONDITIONED REFLEX ACTION THEORY

The theory or method of learning by conditioned reflex action or response was established by 'Pavlov and Watson'.

Commonly, learning is the result of some natural stimulus and some natural response. This theory puts forward the view that a natural response can be obtained by substituting some artificial stimulus for natural stimulus. The process of substitution of artificial stimulus for

natural stimulus is called conditioning, and the response thus obtained is called conditioned response.

Pavlov and Watson made many experiments in this connection. We can easily understand this theory by seeing the experiment of Pavlov on a dog. Food is a natural stimulus for a dog to give out saliva. Pavlov tried to condition the dog to give saliva through an artificial stimulus. Pavlov gave food to a dog and rang a bell simultaneously and the dog's natural reaction or response was salivation. This was repeated for seven days. On the eight day the bell was rung and no food was given but the response was the same i.e. saliva. It means that the natural response (saliva) was obtained by the artificial stimulus (Bell). In other words, the dog was conditioned to bell for saliva.

Conditioned response
1. Food (Natural stimulus)   - Saliva (Natural response)
2. Food + Bell (Natural and artificial stimulus – Saliva (- do -   )
3. Bell (Artificial stimulus)   – Saliva (- do -   )

Children learn much by conditioned response. The idea of this theory in the field of education is that if a situation is repeated for a number of times, the children become conditioned to show the same particular behavior always under that situation.

Educational values: It is correct that learning of all types cannot be gained by this method but many good activities and habits can be learn by it. For example daily health parade in the school will condition children for hygienic habit; wearing particular uniform while going to school, changing classes at the ringing of bell, starting and stopping the game at the sound of umpires whistle etc, are conditioned responses.

This theory has a great importance for sports. Conditioned for better physical actions as running, jumping, execution of motor movements etc., and minds are conditioned for better attitudes through various physical activities. To make the actions automatic and consistent, repeated practice of activities is given.

Laws of Learning:

Laws of learning are the by-product of Thorandike's theoretical views on learning procedures and processes. In comparison to theories, laws are more established. Thorndike's experiments on animals and the subsequent research on human learning, have confirmed that learning follows certain set principles of lees which complement one another.

According to Thorndike, there are three main laws of learning :
1. Law of Readiness
2. Law of Effect
3. Law of Exercise.

Law of Readiness

Learning requires readiness or preparedness on the part of the learner. Learning will take place only when the individual is "ready", mature and fit to receive various stimuli, and if there is felt-need in it.

Law of Effect

This law is also referred to as "Law of Satisfaction and Annoyance" or "Reward and Punishment".

Law of Exercise

This law is also known as the law of use and disuse. The first part says that "when a modifiable connection is made between a situation and a response, that connections strength is, other things being equal, increased".

Learning Curve and the Plateau in Learning

Measurement of learning is an important proposition. Over the years, scientists have developed devices to measure the effects of learning – both subjectively and objectively. If performance could be measured in some way and plotted on a graph against the amount of practice, it would show the individual's learning curve.

Learning curve, then, is a graphic presentation of the progress made by an individual in any activity over a period of time. When an individual is put in a learning situation, his initial responses are mostly in accurate and full of errors. Improvement in learning is never constant and is marked by fluctuation. Cratty maintains that: "The shape of a motor learning curve is a function of the spacing of the trails, and the capacities of the performer, as well as of the nature of the task". When an athlete begins to learn a new skill, his learning curve has an increasing gains pattern, but as the learner moves closer to the goal, the pattern changes to decreasing gains. This curve will level off at the goal of perfection or at the physiological limits of the individual. When an individual does reach a level where no improvement is shown with further repetitions or efforts, it is called plateau. This is a period during which there is no definite change in performance, even though the individual continues to practice.

Personality

Meaning

The English word 'personality' has come from Latin word 'persona' which means the mask or dress used by actors in a drama. Most commonly the personality is considered equivalent to the physical appearance, the glamour, manner of speech, and general behavior of the person. Personality includes the whole individual, his physique, temperament, skills, interest, hope, appearance, feeling, habit, intelligence and achievement. It minds what he is today, what he hopes to be. In particular it minds the way in which he relates himself and the reaction he composes. Personality is composed of all the feelings, attitudes values and behavior, which makes each person an individual.

Definition:

"Personality is a dynamic organization within the individual of the psychological system that determine this unique adjustment of his environment". – C.W. Allport.
In many instance the terms personality is used a descriptive or evaluating term. Some psychologist have defined the term personality has "Sum total of all the Characteristics of a Person" – Dictionary defines.

According to GORDAN – ALPORT – personality is the dynamic systems of the organization, with in the individual of those psychological, physical systems that determines his unique adjustments to the environment.

GUIL FORD – Personality is an individual unique patterns of traits where emphasis is an uniqueness of an individuals ability to react on anything.

R.B.CATTLL – Personality is that which tells, that a man does, when he placed in a given situation.

Types of Personality
1. **Introverts Personality:** They are the persons who look inward rather than outward. They fix their attention and interest chiefly upon themselves and have little concern with objective things, events, people and activities. A man or women of this personality lives in an inner world of ideas, feelings, etc., and he avoids social contacts. He tends to be idealistic rather than realistic.
2. **Extravert's Personality:** They are the persons who look outward rather than inward. They are chiefly interested in objective things, events, other people and their activities. They observe the features of new people minutely as a manner of nature or habit.

CHARACTERISTICS OF PERSONALITY
1.A child is born with some heredity biological traits but his greatly influenced by the social-cultural environment wherein he is brought up. These heredity traits interact with environmental factors imposed upon him and play a significant role in moulding and shaping his personality. Thus, personality is a product of heredity and environment.
2.A peculiar characteristics of personality is that it is continuously adjusting itself to its environment. The personality of an individual adapts to the changing situations and circumstances, and acts as mode of survival in his environment, some times even in hostile environment. It is a dynamic process bringing about modifications in behaviors and thereby facilitating the adjustment of individual in his one environment .
3. the traits, qualities etc. which forms the basic core of the personality are, more or less, persistent and permanent in nature. Personality is not susceptible to frequent changes due to each and every minor variation an individual has to face in his life.
4. No two individuals can have exactly same or similar personality. Each individual has his own personality characteristics which distinguish him from others. Personality is a unique combination of various traits which interact to produce a unique and specific personality, peculiar to an individual only. In precise terms, **Guildford** has stated that "**personality is an individual' unique pattern of traits".**
5. The various definition of personality stated above have one thing in common i.e the learning acquisition of experiences also influenced the development of the personality. The personality of an individual is just like a mirror the reflects the impact of learning and acquisition of experiences in the process of his growth and development.
6.In one's lifetime, it can never be said an individual has completely developed his personality, or that it process has come to an end. There are no limits to the continues growth and development of the personality. It can never be static as it is dynamic in nature.
7.One of the distinguishing characteristic of personality is that it is always striving for some goals; it is aiming to end. Personality, according to **cattell, "is that which permits a prediction**

of what a person will do in a given situation". If we want understand or judge the personality of an individual, we can do so by examining and interpreting the goals he has set for himself.

DIMENSIONES OF PERSONALITY:

Physical Dimension: The physical body structure or the physique is the primary aspect or dimension of human personality and all other dimensions are subservient to it. No doubt that heredity has very important role in the development of this aspect of personality, but heredity alone would be helpless if appropriate environment is not available, and vise-versa environment alone is not sufficient enough for development of physical aspect of personality as without genetic support, it would be without any base. It will be appropriate to suggest that genetics provide the plinth or base of personality and environment helps in rising a beautiful structure thereon.

Science early times there have been serious efforts to discover types of physique and to relate the some to various aspects of personality.

In the early Twentieth century kretchmer in his book "physique and character" based his classification on three biological types according to physical structure, and using greek terminology, described the same as:

(1) **picknic** (having round fat bodies) who were good natured, happy, sociable easy going ;

(2) **athletic** (having robust, well built, and balanced body) who were energetic. Adjustable and social by temperament;

(3) **Asthenic (**having lean, thin long limbed, slender body structure) who were sensitive, imaginary, emotional and idealistic.

Mental and intellectual Dimension:

A well built physical structure of an individual, devoid of mantel and intellectual abilities, is just like a statue without life. The fact that human beings have been bestowed with higher mantel and intellectual abilities, is an importance distinguishing future between them and other living organisms. Human personality loses its meaning if conceived without mind and intellect. Those of us who are more intelligent and mentally alert, react and respond quickly to any sort of stimulation, and understand the things in a better way, are always in an advantageous position in the society. Mental and intellectual capabilities of an individual help him in adjusting to new requirements, circumstances, and over changing conditions of present day life in a most appropriate way. Importance of mantel and intellectual dimension can never be over – emphasized.

Social Dimension:

Inherently, by nature man is learnt speaking, reading, writing, and behaving with others from the society in which he lives. If he is isolated completely from the society, he will not be able to survive for long. Human beings are not only gregarious, liking to be in sight of his fellows, but also have an innate propensity to get themselves noticed, and noticed favorably. Man, besides gratification of his biological needs and values, must fulfil such emergent social values as status, power, affection, and goodwill.

Emotional dimension:

Emotion is an all important factor in life and occupies a very prominent position in our daily life. A life devoid of emotions in insipid and unattractive. Love, affection, etc. are not the

only emotions by which our life is made worth living. Emotions make our life interesting as well as dull, happy as well as unhappy. These are present in each and every living organism at all the stages of development. Emotion are personal in nature, and differ from an individual to individual. A child is not born with innate emotional expressions but he learns show different emotions by experience. Every person response to the situations as a result of emotions differently. Every emotional experience involves Meany physical and physiological changes in our body. Emotions increase energy mobilization in our body. The effect of emotions in our body may be beneficial or harmful.

On basis of emotions, morgan and gilliland classified personality into four types
(1) Elated (happy and optimistic)
(2) Depressed (pessimistic and emotional)
(3) Irritable (short tempered)
(4) Unstable (unbalanced and emotional)

Personality and Sports Performance
- Sports participation shapes-up the personality of the individual
- Sportsmen, generally acquire positive personality traits
- Determined and strive to win
- Aim at higher achievement levels
- Interested in growth and development

Intelligence - *"Ability to learn, understand and know"*

Intelligence is the inborn mental ability in man. It includes perceptive ability, capacities for learn by experience, retentive and memory. Different psychologists have picked up different aspects of intelligent behavior. Intelligence defines as the 'capacity to learn or to acquire new capacities' or 'the capacity to adopt to new situations'. Intelligence is the all-round ability of a person, it expresses itself in mental activities as well as bodily activities.

A well built physical structure of an individual, devoid of intellectual abilities is just like a statue without life. The fact that human beings have been bestowed with higher mental and intellectual abilities, is an important distinguishing feature between them and other living organism. Human personality loses its meaning if conceived without intelligence.

MOTIVATION

Introduction:

Motivation occupies a central place in sport training. People can be placed in learning situations, but if they are not motivated, they will not learn. Coaches know that the success of a sport progress depends on their ability to motivate the athletics.
Example: Business is motivational techniques to convince consumer to buy their products. It uses in industry to increase works productivity. In sports learn to achieve high level sport performance.

Meaning
- Motivation – Provide with a motive (Reason), encourage.
- Motive – Reason, Causing Motion that makes some one act.

The "will to learn", "will to strive", and "will to fight" are essential processes of motivation. Motivation is infact the reinforces of action. A person who is better motivated, is bound to achieve greater success than the one who has not been properly motivated if all other factors are equal. **Butt** assists that *"Two people engage in the same sports activity may behave in a similar fashion overtly but each may reacted differently under the stress of winning or loosing and may express different feelings when talking about his participation in sports".* The difference between the two lies in degree to which each one has been motivated.

- Therefore, performance = learning + Motivation

Definition
1. Motivation is the *"Urge to push towards a specific goal"* – Singer.
2. Motivation *"fears to state within a person or animal that drives behavior towards some goals"* - Morgan and King
- 'Urge' – An urge is a strong demand from within for something for the satisfaction of a need.
- A motive is thus a mover of action. It is a driving force in a man, which decides of his behavior towards an end or goal.
  A motive is that which moves a man to do something to reach a particular goal in order to satisfy some need or needs basic or acquired.

Importance of Motivation

The role of motivation in the field of physical education and sports can be over emphasized. It appears to be the key to accomplishments, whether it be in sports, in teaching, in research, or some other challenging pursuit. It involves far more than just yelling at the athlete or patting him on the back; far more than just encouraging him with praise or punishing him with extra laps after practice.

Motivation is one of the most essential attributes for effective performance. It is a driving force which compels the athlete to accomplish difficult and challenge tasks. The urge to complete, excel and achieve is a universal phenomena, common to all human beings. The understanding of what motivates an individual to take part in sports, is the first step towards effective performance.

There are number of factors which contribute to effective and successful performance, e.g., physical stature, environment, degree of conditioning, personality, level of ability, and motivation. All have a direct impact upon the effectiveness of the athlete's performances; however, if one factor was to be selected as most important, it would undoubtedly be the motivation.

Eminent sport psychologist R.N. Singer has emphasized the importance in a simplified, but essentially accurate, equation:

Performance   = Learning + Motivation

It is thus apparent that without sufficient motivation an athlete will not perform well in competition, or train effectively in practice. Desirable level of motivation is necessary to sustain the athlete while making unsual effort during training and competition. Motivation is essential

not only for effective performance in competition but also for enduring the strenuous, and sometimes tedious and boring training schedule.

Types of Motivation

1. Intrinsic motivation.
2. Extrinsic motivation.

1. **Intrinsic Motivation:** Intrinsic motivation is to perform an activity for its own sake. Performance for the sake of enjoyment. When a game is played for its own sake it yields physical, mental, and social rewards more generally than almost any other single activity in which we may engage.
2. **Extrinsic motivation:** Extrinsic motivation is performance for material gain. Athletes are increasingly influenced by prospects of reward for performance. In sport extrinsic rewards have become more important. Coaches feel that they must practice athletes certain things in order to ensure their best effort. Athletes become motivated to continue performance for material gain.
Example: If a college team won in the tournament they honored with reward like, Mementos, extra money, clothes etc.

Methods of Motivation

Variety of motivational techniques that can be used by the coaches in the sport training. Some of these techniques may be more successful than other. Their success will depend upon various factors, including personality of the coach and the athletes commitment. Coach should determine which of the following methods are appropriate to a given situation.

Reinforcement: Psychologists suggested that reinforcement is necessary for learning. Reinforcement is an extra support from the coach at the time of learning or performing a skill. In motor learning practicing a new skill number of times makes perfection over the skill. In this type of reinforcement makes perfection in learning process.

Reward and Punishment: Winning a contest is an example of a reward. An athlete can receive a reward by realizing that he or she performed well, even though the team was defeated. Reward benefits such as a conference title, an individual award or a coining season. A personal comment, choosing team captain is also a reward.

Punishment can affect the immediate performance of some athletes. Punishment can be either mental or physical. A participant who has made a mistake and it taken out of a context might experience mental punishment. Physical punishment is employed by coach through exercises i.e. if you make another mistake run ten laps or do the exercise ten times etc.

Praise and Criticism: Verbal comments are perhaps the most familiar motivational technique. Praising an individual or a team as a group can raise the performance level of player who are already sufficiently motivated to perform. To avoid the risk of over motivation, coaches are

being to have individual conferences with players just before a contest. Coaches can bring tremendous influence on an athletes performance through either direct or indirect comments.

Criticism also an important part in motor learning. If an athlete commits any mistake during the performance or in the training sessions coaches have to point out the mistake and it has to be criticized. This type of comment some times stress an encouragement to learn the task. Praise and criticism are one of the motivational techniques.

Success and Failure: Success means the result that one hoped or planned to succeed. Failure means failing or an attempt that is not successful.

Success and failure is a common phenomena in sports field. During the competition due to his 'top form' an athletes will success. Some times, he may fail due to so many factors i.e. lack of performance level, fatigue, fear etc., success is mainly depends on athletes performance level and confidence. If he success in the competition, he will be praise, honors with rewards and incentives. Some time it will further motivates the individual. Over excitement or over confidence may leads to failure in the performance. Athlete should not be over motivated before the competition. Coach has to see the athlete optimum level of performance during the competition. Success and failure depends on the performance level. If one athlete reached his 'top form' and losses his win may not be considered as his failure. Because, his 'top form' has to be consider in the competition and it should be consider as his success.

Knowledge of Result: Knowledge of result can be used not only as a part of learning process, but as a motivator. An athlete who have realized that access to the results of their performance can help students learn. Perhaps "practice makes perfect" but not without knowledge of results. Research show that some form of external knowledge of result is necessary in the learning process. This is especially true with young skilled performers. As performer become more skilled, internal knowledge of result becomes more important than external knowledge of result. Either kind of knowledge of result can be valuable as a motivator. The basic human need for achievement can thus be indirectly fulfilled by knowledge of result.

Feed Back: Feed back mean getting information about a previous experience or recollection of memory. It is nothing but cognitive or knowledge of result. Practice helps consistency in conditioned responses, if the athlete has been given feedback about performance, the conditioned responses should be correct. In other words, practice with knowledge of result leads to consistency. Those should keep in mind in teaching both cognitive and psychomotor skills.

Particularly this feed-back mechanism is a very important psychological characteristic of athlete. When a athlete reached to a top form, he needs the feed-back techniques to achieve high level of performance. Different types of practiced cues have to be recollected at the time of execution of techniques.

Retention and Forgetting: Retention is the condition in which what we have learned exists before we try to recall it. We may suppose that what is learned leaves its after-effect in memory. This after-effect has been called the memory trace. When we remember what we have learned the memory trace is received. When we forget what we had learned, it means we do not retain it in memory trace.

In sports activity, an athlete has to practice the skill physically and transfer it to psychomotor performance. Mental practice with physical involvement will retain the memory of the particular skill moment or performance.

Effect of Motivation on Sports Performance

1. Motivation is a tool in the hands of the Physical Education Teacher and coaches to bring about effective and needed changes in the behavior of the learners at any stage.
2. Intrinsic or subjective motivational devices – exploiting the natural urge for activity and making the athlete realize the worth of the competition so that he considers competitions not as a artificial situation but a natural one and participates in it whole heartedly.
3. Extrinsic or objective methods to stimulate learning i.e., Rewards, Awards, Certificates like some of the objective motivational devices motivates to achieve higher level performance.
4. Encouragements, appraisal, acceptance by parents and teacher, activate interest for activity participation and performance enhance in children.
5. Motor skills are learning effectively by encouragement of the teacher.
6. Motivational devices are more effect if it adopts based on the physiological and psychological limits of the sportsmen. Over doses some time fails to achieve the desired goals.
7. Chances of success level of aspiration, goal-settings are important aspects of motivation. Practically it results in achieving set goals.
8. It educates the athlete in positive and negative feelings of the success and failure in the competition and helps in elimination of negative feeling of failures or poor performance from the minds of the sportsmen / students through modifying the goals.
9. Effective application of motivational techniques has tremendous impact upon the athletic performance. Even athletes who are fairly well motivated already, also need systematic programme to direct their motivation. Hence, the Practice of motivational application helps in directing the athlete to achieve set goals.
10. Willingness to participate in activity, and readiness to overcome the obstacles therein can be induced through different motivational techniques.
11. Motivation serves to energize, select and direct performance. It helps in setting tough goals and in directing the energy and effort to achieve those goals.
12. Motivated athletes strive hard to master the skills and are propelled by the inward drive to accomplish the task, while at the same time they so enjoy the challenging situations encountered during competition.
13. Excellence in sports cannot be achieved over-night. High level of sports skills are attained only after years of regular practice with motivational devices.
14. Research studies have shown that more motivated athletes are able to reduce their arousal levels in the crucial movements, just prior to competition, whereas less motivated fail to do so.
15. Motivation is one of the most essential attributed for effective performance. It is driving force, which compels the athlete to accomplish difficult and challenging tasks.

AGGRESSION IN SPORT

- Human beings are capable of wide range of behaviors.
- On one hand, they may show compassion, affection, love and help each other; on the other hand they may seek to harm each other by showing aggression, hatred, anger, etc.

- Helping is called 'Prosocial behaviour' and helping with no obvious reward is termed *'altruism'*.
- Aggression is behaviour and actions that usually seek to inflict psychological and/or physical harm either on another person or on an individual's possessions or dear ones.
- **Aggression** is behavior, verbal or physical, intended to physically hurt or harm in some other way another person or thing.
- Whether aggression is manifested by individuals or groups (including nations), it is the most destructive force in social relations and consequently an important social issue.
- A major concern in either individual or group aggression is its origin.

Different Purposes of Aggression
- To express anger or hostility
- To assert dominance
- To intimidate or threaten
- To achieve a goal
- To express possession
- A response to fear

ANXIETY
Anxiety means a disturbed state of mind; emotional reactivity; arousal; nervousness; and unrealistic and unpleasant state of mind. Anxiety is an essential ingredient of any competitive situation and without certain level of anxiety, there cannot be competitive performances. Neither too high, nor too low level of anxiety is conducive to sports performance. Adequate produce best results. Unless sports persons learn to cope up with stressful competitive situations by managing anxiety, they would fail to achieve their goal.

- Anxiety is a subjective feeling of apprehension and heightened physiological arousal
- Anxiety is a response to a perceived danger
- High level of anxiety is fear
- Most serious level of Anxiety is panic
- In the state of panic the athlete looses complete control of himself and situation.
- Unconscious Anxiety -- Not consciously aware

CAUSES AND EFFECTS OF ANXIETY

Are Athletes Fearful?
- The answer is Yes. Most of the studies show that 60% of the athletes expressed that they are fearful and they expressed their willingness to reduce anxiety
- 20% expressed that their feelings of anxiety produced positive performance changes.

What triggers Anxiety?
- Ego Threatening
- Stressful—to performance outcome & Physical danger
- Feelings of inadequacy
- Past experience of failure or success
- Too much success or Too much failure

- Fear of Injury

Mental Preparation Strategies:
Attention:

Attention is the concentration of consciousness upon one object rather than upon an-other. It is the process of getting an object or through clearly before the mind. It helps in bringing mental alertness and preparedness, and as result, one becomes alert and live, and alive, and tries to exercises one's mental and physical power as effectively as possible. Giving high quality attention to the skill/task during sports competition is important for effective performance. Various cognitive strategies and intensive over learning of skills may enhance to focus attention on the task at hand, resulting in better performance. There are number of factors which distract and concentration, which in turn will result in poor performance.

RELAXATION METHODS

AUTOGENIC TRAINING

- Athlete should be taught to administer self-relaxation training and associated methods
- Conditions:1)positive Mental attitude
                    2)Sheltered, quiet and distraction-free environment

PROGRESSIVE RELAXATION
- Contains the precise techniques for the reduction of "Residual Muscular tensions"
- Involves methodical approach to
        a) making individuals aware of their
    muscular tensions,
        b) detection of varying amounts of tension   by the athletes present in their body,
        c) aiding individuals to reduce excessive muscular tension.
- Starts with the tightening of the muscles hard and gradual relaxation.

TRANSENDENTAL MEDITATION

- Originated in India by Maharishi Mahesh Yogi
- Conditions—1) Comfortable position,
                    2) Quiet place,
                    3) Focusing on some sensory image
- Breathing technique with the chanting of "Mantra"
The chanting of mantra undoubtedly helps the individual to block the extraneous stimuli and focus inward on bodily processes

BIOFEEDBACK MECHANISMS
- Subject received some Auditory and/or visual feedback.

- Suffering from chronic pains, unwanted emotional states including depression and anxiety have been found to be improved.

Use of some instrument is essential.

- Electromyography—Muscle tension
- Thermometer—Skin temperature or peripheral temperature
- Electroencephalogram—Brain waves
- Electrocardiogram—Heart rate
- Galvanic Skin Response (GSR) –Skin resistance
- BP Monitor—Blood Pressure

Imaginary :

Mental ability and imaginary help the athletes to mould their emotional state, and the way they approach the physical efforts. Such mental activity enables the athlete to improve the execution and precision of the given skill or task by thinking and imagining about it. Mental imagery of critical competitive situations is essential to boost the fighting spirit to help an athlete to organize himself in a better way. Mental rehearsal of competitive situations certainly help in improving athlete's emotional state as well as his physical performance. It also help in the smooth flow of energy as and when required.

Chapter-III
Relation between Social Sciences & Physical Education
(Meaning, Definition and Importance of Sociology, Orthodoxy, Customs, Tradition and Physical Education. Festivals and Physical Education, Socialization through Physical Education, Social Group, Primary Group and Remote Group)

Meaning of sociology: Sociology is defined as the Study of Society (more specifically, human society or societies or human behavior in societies). But, this definition does not tell us much about sociology. It leaves unanswered a description or definition of the term 'society'. We learn about man and society or about human behavior in psychology, anthropology, economics, political science and many other disciplines. Then, why we study sociology? We study sociology because the perspective of all social sciences that study society is different from one another. For instance, poverty, a problem of society, is a cultural, political, economic, psychological, historical as well as a sociological problem. Or, in other words, this is a common problem. But, all social sciences view it differently and try to solve it in their own way. Of all the social sciences, it is sociology that most closely scrutinizes such problems and tries to discover universal principles of social behavior. Thus, sociology may claim to have a broader perspective of social problems or society than all other social sciences.

Linguistic Origin of the Word 'Sociology': Etymologically, the word 'sociology' has a hybrid origin of two languages –Latin and Greek. The word 'socius' is a Latin term meaning friend, companion or associate. The Greek 'logos' or 'ology' means study of. It also means doctrine, discourse or theory. By combining the words, it can be illustrated in the following form:

Socius + logos =sociology (study of human association)

Thus, literally, sociology is the study of companionship, meaning social interaction and its resultant relationship that exists between companions or groups of human beings.

Definition of sports sociology: These are the following definitions about the Sociology:
- "The study of the relationships between man and his human environment" by H.P.Fairchild (1955).
- The Concise Oxford Dictionary of Sociology (1994) is quite silent about the definition of the word 'sociology'. It has explained the origin of the word and then thrown light on its historical moorings.
- According to the penguin Dictionary of Sociology (1994), "sociology is the analysis of the structure of social relationships as constituted by social interaction".

- The First Introduced the word 'Sociology' by Auguste Comte (1798-1857) and it was developed by Herbert Spencer (1820-1903) both of them defined as " The Study of Society, of Human Societies and their culture, of Human Behaviors, of Social interactions and Relationships, of man in groups, of Group of Peoples, of Man's Social life, of the Social Bond, of Social Institutions, of Social Actions, of Social Structure and Social Systems and I Various other ways."

Importance of Sociology: It is through the study of sociology that the truly scientific study of the society has been possible. Sociology because of its bearing upon many of the problems of the present world has assumed such a great importance that it is considered to be the best approach to all the social sciences.

1. **Role of the institutions in the development of the individuals:** It is through sociology that scientific study of the great social institutions and the relation of the individual to each is being made. The home and family ,the school and education, the church and religion, the state and government ,industry and work ,the community and association, these are institutions through which society functions. Sociology studies these institutions and their role in the development of the individual and suggests suitable measures for restrengthening them with a view to enable them to serve the individual better.

2. **Great Importance in the Solution of Social Problems:** The present world is suffering from many problems which can be solved through scientific study of the society. It is the task of sociology to study the social problems through the methods of scientific research and to find out solution to them. The scientific study of human affairs will ultimately provide the body of knowledge and principles that will enable us to control the conditions of social life and improve them.

3. **It Changed our Outlook with Regard to the Problems of Crime:** It is through the study of sociology that our whole outlook on various aspects of crime has change. The criminals are now treated as human beings suffering from mental deficiencies and efforts are accordingly made to rehabilitate them as useful members of the society.

4. **Great Contribution to Enrich Human Culture:** Human culture has been made richer by the contribution of sociology. The social phenomenon is now understood in the light of scientific knowledge and enquiry. Sociology has given us training to have rational approach to questions concerning oneself, one's religion, customs, morals and institutions. It has further taught us to be objective, critical and dispassionate. It enables man to have better understanding both of him and of others. Sociology also impresses upon us the necessity of overcoming narrow personal prejudices, ambitions and class hatred.

5. **Great Importance in the Solution of International Problems:** The progress made by physical sciences has brought the nations of the world nearer to each other. But in the social field the world has been left behind by the revolutionary progress of the science. The world is divided politically giving rise to stress and conflict. Men have failed to bring in peace. Sociology can help us in understanding the underlying causes and tensions.

6. The value of sociology lies in the fact that it keeps us update on modern situations: It contributes to making good citizens and finding solutions to the community problems. It adds to the knowledge of the society. It helps the individual find his relation to society. The study of social phenomena and of the ways and means of promoting what Giddens calls social adequacy is one of the most urgent needs of the modern society. Sociology has a strong appeal to all types of mind through its direct bearing upon many of the initial problems of the present world.

Orthodoxy: Orthodoxy is Lacked a degree of self-consciousness. It is greatest sources of strength in the past has been in viewing itself as completely identified with all of tradition. Hence it saw no particular reason for self-examination. It was the other branches of Judaism-Conservatives and Reformers, culturalists, secularists, political Zionists, Bandits, etc.-who were forced to examine their own roots, their intellectual heritage and uniqueness, aware that they were suspect of consciously deviating from the major tradition, and simultaneously anxious to affirm their role in at least a portion of that tradition. The foregoing deserves some elaboration. By Orthodox is meant the institutions nominally described as Orthodox and all identified with such institutions regardless of their private beliefs and practices. Orthodoxy was always identified by others with certain institutions. But Orthodoxy itself never perceived these institutions as being uniquely its own.

Definitions: As the process of definition and delineation continues it is only natural that Orthodoxy should turn to a sociological self-analysis. it is also interested in learning who it is sociologically.

Marshall Sklare's analysis of the origin of Conservative and particularly his section on Orthodoxy in transition. The Conservative synagogue in its inception was not schismatic. Conservative synagogues were by and large not founded in rebellion against organized religion.

"The importation of the Orthodox synagogue to areas of third settlement would not help to reduce this status hiatus; it would in fact only serve to underline it." It is not surprising then that Jews sought to develop a new form of worship. The surprise is that the Conservative synagogue still conformed so closely to the traditional Orthodox one.

Modem Orthodoxy: "Modern Orthodoxy" is surrounded by quotes, because, as will be shown, this is only one form, albeit the quan· tentatively most significant, of contemporary Orthodoxy. There is a major problem in the foregoing discussion. Sklare, in his discussion of the evolution of Conservatism, leaves us with an Orthodox community that is aged, unacculturated, financially unsuccessful, and resistant to change, where "modern Orthodoxy" did comes. Presumably, its adherents are the second-and third-generation descendants of that miserable lot who retained their tradition. But why, once having begun to evolve their form of worship and behavior into what we know today as "modern Orthodoxy," did they not go a step further and become Conservative.

A second credible explanation for the maintenance of Orthodoxy is the evidence pointing to the highly differentiated intensity of education received by those who remained in the Orthodox fold. Polsky, in his study of Orthodoxy in Milwaukee, observes that, of those respondents under 40 years of age, over 80% received four or more years of education. Other explanations of a different variety can also be offered. The filial relationship between Orthodox children and their parents may be of a special nature. The date of the family's immigration may be another factor. One would expect that the earliest would be the least traditional. Even if nominally Orthodox in behavior, the first immigrants, willing to leave their extended family and their home were, no doubt, less committed to tradition than their relatives and neighbors who came much later.

Finally, the role of new institutions and supra-institutions in maintaining Orthodox loyalty of many immigrants and their children cannot be omitted. Certainly a thorough study of the formative period of the Young is essential to understanding "modern Orthodoxy" and the holding power of the Orthodox. The "traditionalists" differ from the "ultra-traditionalists" in their lack of allegiance or total commitment to anyone Orthodox leader, any one Yeshiva, or anyone leadership group, and their demand for the right to exercise independent judgment. It may very well be, however, that "ultra-traditionalists" simply represent a sub-category of "traditionalists" who are best distinguished by attitudes and values from the "modern Orthodox."

Customs: A custom is a cultural idea that describes a regular, patterned way of appearing or behaving that is considered characteristic of life in a social system. Ex: Shaking hands, bowing, and kissing are all customary ways of greeting people that distinguish one society from another.

According to Oxford Dictionary of Sociology (1994), "Customs are established ways of thinking and acting in societies".

Alex Inkeles (1965) defined it as "Custom is any standardized and more or less specialized set of actions, which is routinely carried out according to a generally accepted pattern in a group life". In brief, it denotes established patterns of behavior. It refers both to the routines of daily life and to the distinctive features which mark off one culture from another.

Customs stand in between folkways and mores. They carry with them less intense feeling than mores, and violations of them are likely to meet less severe condemnation. It you witness the violation of a custom, you may feel revolted, but you would not be morally incensed as you would be if mores were violated. Customs are often rigid, tyrannical, burdensome and difficult to escape. They often enforce conformity irrespective of the benefits or advantages derived. Both savage and civilized men, particularly the latter, invent ingenious explanations and justifications for customary modes of behavior.

Social customs include actions and behaviors that are expected of a particular culture. Social customs may include how a person greets another, makes eye contact, dresses in public and converses in a discussion. Social customs can also dictate the type of language a person uses in social settings.

Social customs vary based on a person's background, ethnicity and cultural upbringing. For example, India's social arena puts more prominence on gender, with special preference given

to males as a figure of authority and dominance. Almost all marriages are arranged in this culture, and women are expected to be more submissive in social settings. Japanese social customs often include a bow or simultaneous bow and handshake upon greeting one another, according to Nanzan University's guide to social customs. In addition, when greeting, first names are rarely used in the Japanese culture. The family name followed by "san," which translates to Ms., Mrs. or Miss, is preferred. The French culture boasts formal social etiquette, according to the Paris Culture Guide. Formality in dress, greetings before asking a question and formal table etiquette in social settings and at meals with acquaintances and friends is expected at all times and is a sign of respect for others.

Tradition and Physical Education: We all know that daily Physical Education is important actually it is CRITICAL, to students being active and successful in multiple components and layers of their everyday world. All trending data indicates that students who are active for 30-60 minutes each day are going to be healthier, feel better, and have a more positive academic attitude towards learning. Simply put, it is great to be physically active every day.

We could probably talk at length about the lifelong benefits connected to physical education, as those benefits are multiple: the increased fitness, emotional, and social benefits are lengthy and well documented. It would be that any professional reading this blog would concur who leheartedly to the positive attributes of being in a Physical Education class as often as possible in the K-12 educational world, and in college too for that matter. The question quickly surfaces these days though, WHICH type of Physical Education class are we referring to or Which type of Physical Education do we prefer, Traditional or Progressive?

Physical Education has evolved significantly over the last decade. It's not necessarily "good" or "bad" but it is a hot topic these days. PE has journeyed a long way into the lifelong skills arena and progressive PE teachers are instructing a whole slew of "new" skills and activities in their physical education and/or wellness classes these days. Physical Education in the 21st Century is not the same PE from the 80's, 90's or even early 2000's. Physical Education slowly transformed throughout the 70's, 80's, and 90's. The PE that many of us grew up with was a healthy dose of team sports and traditional single and dual activities….basketball, floor hockey, tennis, soccer, etc. Physical Education these days has steadily morphed into the fitness and lifelong skill zone…multiple fitness activities, skills, and etiquettes combined with boot camp classes, yoga, Pilates, tough muddier training, etc. Certainly both have an important place in PE moving forward.

So the question naturally jumps to "Which style of PE is better?" We all know that most schools do not provide enough daily PE or weekly PE which makes the limited active time on learning in Wellness or PE classes absolutely precious. I have heard (and read) all sorts of spirited discussions related to which type of PE/Wellness class is better for the kids. Traditional PE is highly touted for movement and social reasons with Progressive PE being encouraged for the fitness and lifelong skills.

Festivals and physical Education: This category is for sports festivals, encapsulating sporting events that are either explicitly called festivals or have strong elements of cultural festivals. When applicable, all topics should be moved to appropriate subcategories by type and locale. This category may have significant overlap with Category: Multi-sport events and Category: International sports competitions.

National sports day: The National Sports Day in India is celebrated on August 29 every year. This day marks the birthday of <u>Dhyan Chand</u>, the hockey player who won gold medals in Olympics for India in the years 1928,1932 and 1936. This day is celebrated by organizing friendly matches between different Indian hockey teams at the Dhyan Chand National Stadium in New Delhi, which was constructed in the respect and honor of Dhyan Chand.

International sports day: In India, sports days are held for two to three days. These include games like <u>football</u>, <u>cricket</u>, <u>throwball</u>, <u>dodgeball</u>, <u>volleyball</u>, <u>track and field</u>, <u>basketball</u> etc. These sports days are held between the various houses in a particular school. In India, many traditional games such as Kho-Kho and Kabaddi are played.

Olympic Games: Olympic Games**,** athletic festival that originated in <u>ancient Greece</u> and was revived in the late 19th century. Before the 1970s the Games were officially limited to competitors with amateur status, but in the 1980s many events were opened to professional athletes. Currently the Games are open to all, even the top professional athletes in <u>basketball</u> and <u>football</u> (soccer). The ancient Olympic Games included several of the <u>sports</u> that are now part of the Summer Games program, which at times has included events in as many as 32 different <u>sports</u>. In 1924 the Winter Games were sanctioned for winter sports. The Olympic Games have come to be regarded as the world's foremost sports <u>competition</u>.

Socialization through Physical Education: Sports is a viable means towards socialization because it provides rich opportunities in most of the social process involved in the transmission of cultural behavior. Through games and group physical activities socialization takes place in the home, the school the play grounds, the streets and any other place where games are played.
  "The following aspects of the social system are integral parts of the socialization processes which operate in various sport situations:"

- Role Playing.
- Status
- Social Stratification
- Self Image
- Competition and Cooperation

Role Playing: Role of playing is an important aspect of the socialization process. Roles are played in the child's peer play group. The assigned roles are likely to relate somewhat to the intranets of social system. Ways of behaving according to the assigned duty are roles. This is hard fact that no experience can offer more opportunities for role playing than sports. It is through role playing in sport activities that the child can develop body-image, thereby enhancing self- image, which is the basis of a healthy personality.

Status: In addition to assigning roles in the social group, society has also assigned status. One positive factor of sports in social structure and process is in the area of social status. Since the modern society is a sport oriented one, for youth as well as adults, status is related to participation in sport. Status of one's group is related not only to role playing, but also to leadership. Probably, there is no area to-day where one's statue in the group is predicted on one's ability alone as much as in the area of sport. Status, once attained, leads to different role playing and usually to a higher level of leadership. Success or failure in meeting the expectations of the peer group influence status with the group. In a physical education class, the teacher can build in success by modifying the environment so that all students some success as well as failure.

Social Stratification: Social stratification is another aspect of the process of socialization. It too, can affect personality and self image as individuals are born, grown and developed in a particular social class. Sports and games provide an environment in which there is a less social stratification (classification). However , sports can serve a catalyst for mobility through which one moves upward. New roles in sport lead chiefly on ability and partly on leadership, can create new status. Status may lead to preferential treatment and therefore promote social stratification. The sportsperson is granted a degree of social mobility that ordinarily is not available to the non-sportsperson. This is not a new phenomenon, it was a mark of both Greek and Roman Empires.

Self Image : Participation in games and sports can affect the self image of the participants and thereby enhance self esteem, self control, and a sense of security. Fundamentally this is the child's body-image. Movement image as expressed in sports and games is basic to body image.
Children as well as adults, developed self-image partly in terms of how, other people think view them. Children see themselves mirrored in other people's eye's and this feed-back either tends to flatter, if they approve, or to depress, if they disapprove. The attitude and appreciation one has towards one's own body affects behavior and ultimately personality. This body image complex is particularly important during adolescence for both boys and girls. Because sports is meaningful to children and youth, and hence it provides a mean where by something positive can be done concerning body image, the good teacher has a commitment to be concerned. This quality of leadership is the key in building a better image.

Competition and Cooperation: Competition and cooperation are two social process that are highly related to sport and games. They are not only powerful forces in the socialization process, but also as motivators to learning in both intellectual pursuits and motor performance. In sport and games, cooperation should not be looked upon as antithetical. Sport and games require competition but they also demand cooperation to participate in competitive sport, one must include cooperation as a natural consequence.

Physical activities carried on in the framework of competitive and cooperative behaviour are superior to situations that offer no incentive for learning. Therefore competition is valuable for fostering incentive. As long as it is carried out in the parameters of cooperation and rivalry is minimized and conflict eliminated, it becomes a valuable educational tool. To maximal the

effectiveness of the student's cooperative behaviour, emphasis must be placed on the achievement of excellent in performance.

To sum up the contribution of participation in sports for socialization, it can be safely that no other experience in life provides enough opportunities to enhance the processes of socialization as sport activities.

Social group:
- The Family
- The Education Institutions
- The Playmates and Friends
- The Religion
- The State

The Family: Family is the most important institution which influences an individual and group. It is a small social group consisting of a father, mother, brother and sister. The family or parents are the first to socialize the child. They are not only closely related to the child but physically also they are never to him. From the parents he learns his speech and language. He is taught moral values. The child gets his first lessons in co-operation, tolerance/self sacrifice, love and affection in the family. The environment of a family influences the growth of a child. A person is what he becomes in a family. In a bad family the child learns bad habits whereas in a good family he acquires good habits.

The process of socialization begins within the family. It prepares the ground work upon which the agencies/institutions coming afterwards. The influence of the family is deeper and more abiding than that of other groups. The child forgets the social fellows, but the parents retain their close contact with him throughout most of his life. Family is a primary group. Its members are fielled with 'we' feeling which is a helpful agent in transmetting the family attitudes and sentiments. It satisifies the needs of the child. There are both kinds of relationshipin a family i.e.**authoritarian and the equalitarian.** The child continues to identify himself with the family for ever. It is the only institution which is always there in the life of a man. The influence of the family develops the personality of a child. It influences the habits, attitudes and social experiences of the child. It occupies a key place in social institutions.

The Education Institutions: Education institutions such as schools, colleges are the important institutions of socialization. In schools the child gets his education which moulds his ideas and attitudes. The mental traits are developed in these institutions. The children come into contact with other children who are of different behavior social systems and conditions of the other religions, cast, states and countries. This helps in the development of the personality of a child. A well planned system of education can production can produce socialized persons.

The Playmates and Friends: The Playmates or Friends play an important role in socializing an individual or a group. As the child grows he comes out of family and school, and comes into contact with other friends which form groups. In these groups children come from different families with different ways of living and behavior. The relation between the child and his playmates is based on co-operation and mutual understanding because they are mostly of similar

age. The child acquires something from his friends and playmates which he cannot acquire from parents. From them he acquires cooperative morality and some of the informal aspects of culture like fashions, crazes, modes of gratification and forbidden knowledge. The knowledge of such things is necessary from the social point of view. Friends and playmates influence an individual and groups in many ways.

The neighbors also help the child to acquire social qualities and other traits to make better adjustments in the life. It helps a person to develop his personality according to the environment around him.

The Religion: Religion has been an important factor in society. It also influences the child in the development of his personality. Religion provides a bond of unity. It moulds our beliefs and ways of life. In every family some or the other religious practices are observed on one or the other occasion. The child sees his parents performing religious ceremonies, and listens to them, which determine his course of life and shape his ideas. It also helps the child to know about the good and bad factors of the society e.g. children should obey their parents, should not tell lie or cheat, people should be honest and virtuous, one should limit one's desires, etc.

The State: The State is an authoritarian agency. It makes laws for the people and lays down the modes of conduct expected of them. It is compulsory for the people to obey these laws. If they fail to adjust their behavior in accordance with the laws of the state, they may be punished. The state also moulds one's desires, etc.

Primary Group: Primary group means those groups characterised by intimate face –to- face association and coperation. They are primary in several sences but chiefiy in that cooparation. They are primary in several sensesbut chiefly in that they are fundamental in forming the social nature and ideals of the individual. As a group, the family embodies all the basic characteristics of primary relationships. Similarly, E.A.Shils (1951) writes: "By primary group we mean a group characterised by a high degree of solidarity, informality in the code of rules which regulate the behaviour of its members, and autonomy in the creation of these rules. The solidarity involves a close identification of the creation of these rules. The members are interested in one another as persons. Families, friendship, circles, clique, play groups (sports club), small village, neighbourhood, work team are some of the examples of primary groups. When we find ourselves identifying closely with a group. It is probably primary group.

Characteristics of primary groups: Following are the main characteristics of primary groups:
1. A sense of 'we-ness'(we-feeling) involving mutual identification and shared feeling.
2. Members tend to be emotionally attached to one another.
3. Face-to-face and unspecialised characteristics of association.
4. Intimacy and fusion of individualities.
5. The relations of the members are spontaneous, inclusive, personal and an end in themselves.
6. Spatial proximity –physical closeness of members.
7. Long duration and continuity in the relation of members.
8. Interest of members in one another's sentiments and welfwre.

Remote group: Generally many primary group characteristics, such as intimacy and face-to-face relations, are seen but in other matters they resemble with secondary groups. Bottomore

(1975) observed that remote group are collection of people lack organization and structure and the members do not have much lack organization and structure and the members do not have much awareness about the existence of their group. In other word, remote group are collection of human being having no structure but are bound on the basis of similar interests and behavior patterns. They also lack continuity of relationships. In these groups, contacts are direct but the frequency is lesser than in the primary groups and what is more important, emotions are superficial and for the time being. Generally, they have no definite or specific organization but at times they turn into organized groups. Social classes, status groups, age groups, sex groups, racial groups, crowds, public's, audiences are some of the examples of quasi groups. Although, the various types of these groups have some distinguishing characteristics, it is not unusual for them to overlap or to change from one type to another.

Unit-4

CULTURE

{Meaning and Importance, Features of culture, importance of culture, Effects of culture on people life style. Different methods of studying Observation/ Inspection method, Questionnaire method, Interview method}

Meaning of culture: Culture is one of the most important and basic concepts of sociology. In sociology, culture has a specific meaning. The anthropologists believe that the behavior, which is meant, is called culture. In other words the behavior which is transmitted to us by someone is called culture. The way of living, eating, wearing, and singing, dancing and talking is all parts of a culture.

In common, parlance, the word culture, is understood to mean beautiful, refined or interesting. In sociology, we use the word culture to denote acquired behavior, which are shared by and transmitted among the members of the society. In other words, culture is a system of learned behavior shared by and transmitted among the members of a group.

- "Culture refers to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving".
- "Culture is the systems of knowledge shared by a relatively large group of people.
- Culture is communication, communication is culture."
- Culture in its broadest sense is cultivated behavior; that is the totality of a person's learned, accumulated experience which is socially transmitted, or more briefly, behavior through social learning.

Importance of culture: Culture is important for a number of reasons because it influences an individual's life in a variety of ways, including values, views, desires, fears, views and worries. In addition, belonging to a culture provides people with a sense of identity, purpose and belonging.

There are many different cultures around the world, some of which are mixed while others are not. Most cultures have been maintained for thousands of years, helping to connect communities and individuals through material and non-material goods. Belonging to a culture can provide individuals with an easy way to connect with others who share the same mindset and values. From small villages to larger cities, cultures offer a chance to connect and share one's history and beliefs. Examples of large cultures include Italian, Asian, Irish and gay.

As a means of communicating values, beliefs and customs, it has an important social function and fosters feelings of group identity and solidarity. It is the means by which culture and its traditions and shared values may be conveyed and preserved. "Language is fundamental to cultural identity.

"Understanding others makes possible a better knowledge of one: any form of identity is complex, for individuals are defined in relation to other people - both individually and collectively - and the various groups to which they owe allegiance, in a constantly shifting pattern."

Understanding and valuing cultural diversity are the keys to countering racism. All individuals must feel free to explore the uniqueness of their culture and identity while developing understandings of the cultural diversity that exists in the world around them. Denying cultural expression means limiting the expression of unique perspectives on life and the transmission of knowledge from generation to generation.

Definitions of Culture: Culture has been defined in various ways by sociologists and anthropologists. Following are the important definitions of culture.

E.B. Tylor: - defines "Culture is that complex whole which includes knowledge, belief, art, morals, Jaw, customs and any other capabilities and habits acquired by man as a member of society".

Edward Sapir: - says, "Culture is any socially inherited element of the life of man, material and spiritual".

Malinowski: - defines "Culture the handwork of man and conventional understanding manifest in art and artifact which persisting through which he achieves his ends".

Redfield remarks that "Culture is an organized body of conventional understanding manifests in art and artifact which persisting through, characterizes a human group".

Mac Iver: - is of the view that "Culture is the expression of our nature in our modes of living, and our thinking, intercourses in our literature, in religion, in recreation and enjoyment.

According to E.S. Bogardus "Culture is all the ways of doing and thinking of a group".

Features of culture: - Horton and Hunt definition of **culture**, "**Culture** is everything which is socially shared and learned by the members of a society."

Taylor defined "It is that complex whole including beliefs, art, region, values, norms, ideas, law, taught, knowledge, custom and other capabilities acquired y a man as a member of a society."

Characteristics of Culture: For a clear understanding of the concept of culture, it is necessary for us to know its main characteristics. Culture has several characteristics. Following are the main characteristics of culture.

1. Culture is learnt: Culture is not inherited biologically, but learnt socially by man. It is not an inborn tendency. There is no culture instinct as such culture is often called learned ways of

behavior. Unlearned behavior such as closing the eyes while sleeping, the eye blinking reflex and so on are purely physiological and culture sharing hands or saying 'namaskar' or thanks and shaving and dressing on the other hand are culture. Similarly wearing clothes, combing the hair, wearing ornaments, cooking the food, drinking from a glass, eating from a plate or leaf, reading a newspaper, driving a car, enacting a role in drama, singing, worship etc. are always of behavior learnt by man culturally.

2. Cultural is Social: Culture does not exist in isolation neither is it an individual phenomenon. It is a product of society. It originates and develops through social interaction. It is shared by the members of society. No man can acquire culture without association with other human beings. Man becomes man only among men. It is the culture, which helps man to develop human qualities in a human environment. Deprivation is nothing but deprivation of human qualities.

3. Culture is shared: Culture in the sociological sense, is something shared. It is not something that an individual alone can possess. For example customs, tradition, beliefs, ideas, values, morals, etc. are shared by people of a group or society. Culture is something adopted, used, believed practiced or possessed by more than one person. It depends upon group life for its existence.

4. Culture is Transmissive: Culture is capable of being transmitted from one generation to the next. Parents pass on culture traits to their children and them in turn to their children arid so on. Culture is transmitted not trough genes but by means of language. Language is the main vehicle of culture. Language in its different forms like reading, writing and speaking makes it possible for the present generation to understand the achievements of earlier generations. But language itself is a part of culture. Once language is acquired it unfolds to the individual in wide field. Transmission of culture may take place by intuition as well as by interaction,

5. Culture is Continuous and Cumulative: Culture exists, as a continuous process. In its historical growth, it tends to become cumulative. Culture is growing completely which includes in itself, the achievements of the past and present and makes provision for the future achievements of mankind. Culture may thus be conceived of as a kind of stream flowing down through the centuries from one generation to another. Hence, some sociologists called culture the social heritage of man and culture or the money of human race. It becomes difficult for us to imagine.

6. Culture is Consistent and Interconnected: Culture, in its development has revealed tendency to be consistent. At the same time, different parts of culture are interconnected. For example the value system of a society, a society is closely connected with its other aspects such as morality, religion, customs, traditions, beliefs and so on.

7. Culture is dynamic and Adaptive: Though culture is relatively stable, it is not altogether static. It is subject to slow but constant change. Change and growth are latent in culture. We find amazing growth in the present Indian culture when we compare it with the culture of the Vedic time. Hence, culture is dynamic.

8. Culture is Gratifying: Culture provides proper opportunities, and prescribes means for the satisfaction of our needs and desires. These needs may be biological or social in nature. Our need for food, shelter and clothing and our desire for status, name, fame and money etc are all, for example, fulfilled according to the cultural ways. Culture determines and guides the varied activities of man. In fact culture is defined as the process through which human beings satisfy their wants.

9. Culture varies from Society to Society: Every society has a culture of its own. It differs from society to society. Culture of every society in unique to itself. Cultures are not uniform. Cultural elements such as customs, traditions, morals, ideals, values, ideologies, beliefs in practices, philosophies institutions, etc. are not uniform everywhere. Ways of eating, speaking, greeting, dressing, entertaining, living etc. of different sects differ significantly. Culture varies from time to time also. No culture ever remains constant or changeless. If Manu were to come back to see the Indian society today he would be bewildered to witness the vast changes that have taken place in our culture.

10. Culture is Super Organic and Ideational: Culture is sometimes called the super organic. Culture is neither organic nor inorganic in nature but above these two. The term implies the social meaning of physical objectives and physiological acts. The social meaning may be independent of physiological and physical properties and characteristics. For example, the social meaning of a national flag is not just a piece of colored cloth. The flag represents a nation. Similarly, priests and prisoners, professors and profanation, players, engineers and doctors, farmers and soldiers and others are not just biological beings. They are viewed in their society differently. Their social status and role can be understood only through culture.

Effect of culture on people life style: A lifestyle typically reflects an individual's attitudes, way of life, values or world view. Therefore, a lifestyle is a means of forging a sense of self and to create cultural symbols that resonate with personal identity. Not all aspects of a lifestyle are voluntary. Culture influences people's lives in many ways, including where they decide to stay, what they do, their perception of education, what employment they consider suitable, their behaviors, their accent, what they read or what they do for entertainment. In addition, culture has a huge impact on human lives in regard to what people wear, say or find humorous. Culture also affects how the human brain responds to different stimuli Culture refers to the characteristics of a particular group of people, including their language, cuisine, social habits, religion, music and arts. It is a people's way of life.

Different groups of people have their own ways of doing things. Through culture, people develop a sense of belonging, personal growth and the capacity to empathize and associate with

others. Whereas European American culture stresses individual independence, Asian culture emphasizes more on interdependence and is more sensitive to social contexts. The European Americans are, therefore, more likely to account for an individual's behavior by making assumptions about his or her personality, while Asians are less likely.

The social environment, including many cultural factors that impinge on development, can affect functioning of the brain. On the other hand, direct benefits of a dynamic culture include self-esteem, well-being, health, skills development, economic gains and social capital. Creative industries and enterprises constitute useful elements in the provincial or national economy of a country. A state's historic and contemporary buildings, monuments, museums, libraries, sacred places, burial sites, archaeology and artifacts are important aspects of culture and heritage.

Different Methods of Studying

Observation: Participant observation entails researchers becoming immersed in the communities they are studying. Researchers take part in daily activities, rituals, interactions, and other events taking place among the people being studied as one means of learning about their culture. It involves a wide array of data collection techniques, including interviews (structured, semi-structured, and unstructured), collecting field notes, check lists, questionnaires, and unobtrusive methods. In small-scale fishing communities, participant observation may take place at sea during fishing activities, at dockside, in processing, marketing, and distribution facilities, in households, and indeed, practically anywhere the subjects may be found.

The relatively unsystematic gathering of information through participant observation is basic to all the other and more refined research methods discussed below. Preliminary data gathered by means of this method provides researchers with information and insights which are necessary for developing interview questions, questionnaires, psychological tests, and other specialized research tools. Participant observation also provides further checks for monitoring and evaluating field information and other data that is gathered by the more specialized techniques.

Participant observation requires much more than simply being in the field and passively recording what people are doing and saying. Often, after observing a particular event or behavioral pattern, a researcher must learn additional information that cannot be observed firsthand. The researcher's personal frame of reference will therefore suggest further questions to be asked, relationships between observed behavior and other types of behavior, data that should be obtained, and other materials that should be gathered in order to further inform the researcher's personal observations. By structuring observations, systematically exploring relationships, meticulous witnessing, and other methods, participant observation can be converted to scientific use.

Participant observation in rapid-assessment situations usually means going in and getting on with the job of collecting data without first spending a lot of time developing rapport. This often means going into a field situation armed with a list of questions that need to be answered and a checklist of data that needs to be collected. Although this shortened field-work limits the kind and amount of information that can be collected, a researcher's effectiveness can be increased by entering the field situation already partially familiar with the culture and community. This can be achieved by reading any available literature on the community, talking with researchers who have done work there in the past, and checking historical and vital records to gather preliminary histories.

An extension of participant observation is direct-reactive observation. This is a technique where the researcher is directly involved in observing the behavior of community members while actively taking measurements or notes, as well as frequently asking their reactions to what he or she thinks has been observed. It is an intrusive form of obtaining data but is extremely useful for gathering specific data, particularly when the data is needed rapidly. It has been used with great success in gathering exact information on work efficiency and effort, production levels, food intakes, teacher-pupil interactions, and police-civilian contact, to name a few examples. It should therefore also be a productive means of quickly learning what the members of small-scale fishing communities think about various management practices and policies that are being contemplated. Genera

Questionnaire in Culture

Adapted from Roger Harrison's Diagnosing Organizational Ideology. Organizations have a pattern of behavior - a set of common doctrines, myths and symbols. An organization's culture has a profound impact on the effectiveness of the organization by influencing how decisions are made, how human resources are used and how people respond to environmental challenges. Organizational cultures can be divided into 4 types: Power, Role, Task and Self. The following questionnaire can help identify the dominant culture in your organization and what you believe it should be.

Instructions for completion of the questionnaire:

For each question 1-15: Give a (4) to the statement that best represents the dominant view in your organization. Give (3) to the next statement closest to your organization's position, a (2) to the next and a (1) score to the statement that out of the four options least represents the culture of your organization. For each question, repeat the exercise but this time give a (4) score to the statement which you believe should represent the preferred culture of your organization, a (3) to the next preferred culture, (2) to the next and finally (1) to the statement that you believe represents the least desirable culture/position for your organization.

Once the questionnaire is finished:

Add the scores for each option a -d separately for the existing culture and for your preferred organizational culture. For example in question 1 - 15 if, under the (a) option you scored 5*3, 5*2 and 5*1 for the existing culture – the total under this (a) option is 30 for the 'Existing Culture' (see table below).

Example:

	(a) Scores (Power)	(b) Scores (Role))	(c) Scores (Task	(d) Scores (Self)
Existing Culture	30	60 (15*4)	20	40
Preferred Culture	20	40	60	30

Whichever option a-d in the table receives the highest score under the 'Existing Culture' option represents the dominant culture in your organization. In the example above, the existing Culture is 'Role'. Whichever option a-d in the table receives the highest score under the 'Preferred Culture' option represents the preferred culture in your organization. In the example, the preferred Culture is 'Task'.

Your scores:

	(a) Scores (Power)	**(b) Scores (Role))**	**(c) Scores (Task**	**(d) Scores (Self)**
Existing Culture				
Preferred Culture				

Culture Analysis questionnaire: Diagnosing Organization Ideology (Instructions for completion of the questionnaire: * see page 1)

1. A good boss is:

A) Strong, decisive and firm, but fair. He/she is protective, generous and indulgent to loyal subordinates.

B) Impersonal and correct, avoiding the exercise of his authority for his own advantage. He/she demands from subordinates only that which is required by the formal system.

C) Egalitarian and capable of being influenced in matters concerning the task. He/she uses his authority to obtain the resources needed to complete the job.

D) Concerned with and responsive to the personal needs and values of others. He/she uses his position to provide satisfying and growth stimulating work opportunities for subordinates

2. A good subordinate is:

A) Compliant, hard working and loyal to the interests of his/her superior.

B) Responsible and reliable, meeting the duties and responsibilities of his/her job and avoiding actions that surprise or embarrass his/her superior.

C) Self—motivated to contribute his/her best the task and is open with his ideas and suggestions. He is nevertheless willing to give the lead to others when they show greater expertise or ability.
D) Vitally interested in the development of his/her own potentialities and is open to learning and to receiving help. He/she also respects the needs and values of others and is willing to help and contribute to their development.

3. A good member of the organization gives first priority to the:

A) Personal demands of the boss.

B) Duties, responsibilities and requirements of his/her own role and to the customary standard of personal behavior.

C) Requirements of the task for skill, ability, energy and material resources.

D) Personal needs of the individuals involved.

4. People who do well in the organization are:

A) Shrewd and competitive, with a strong drive for power.

B) Conscientious and responsible, with a strong sense of loyalty to the organization.

C) Technically effective and competent, with a strong commitment to getting the job done.

D) Effective and competent in personal relationships, with a strong commitment to the growth and development of people.

5. The organization treats the individual as:

A) Though his time and energy were at the disposal of persons higher in the hierarchy

. B) Though his time and energy were available through a contract with rights and responsibilities for both sides.

C) A co-worker who has committed his/her skills and abilities to the common cause.

D) An interesting and worthwhile person in his/her own right.

6. People are controlled and influenced by the:

A) Personal exercise of economic and political power (rewards and punishments).

B) Impersonal exercise of economic and political power to enforce procedures and standards of performance.

C) Communication and discussion of task requirements leading to appropriate action motivated by personal commitment to goal achievement.

D) Intrinsic interest and enjoyment to be found in their activities and/or concern and caring for the needs of the other persons involved.

7. It is legitimate for one person to control another's activities if:

A) He/she has more authority and power in the organization.

 B) His/her role prescribes that he is responsible for directing the other.

C) He/she has more knowledge relevant to the task.

 D) The other accepts that the first person's help or instruction can contribute to his/her learning and growth.

8. The basis of task assignment is the:

 A) Personal needs and judgment of those in authority.

B) Formal divisions of functions and responsibilities in the system.

 C) Resource and expertise requirements of the job to be done.

D) Personal wishes and needs for learning and growth of individual organization members.

 9. Work is performed out of:

A) Hope of reward, fear of punishment, or personal loyalty toward a powerful individual.

B) Respect for contractual obligations backed up by sanctions and loyalty toward the organization or system.

C) Satisfaction in excellence of work and achievement and/or personal commitment to the task or goal.

D) Enjoyment of the activity for its own sake and concern and respect for the needs and values of the other persons involved.

10. People work together when:

 A) They are required to by higher authority or when they believe they can use each other for personal advantage.

B) Coordination and exchange are specified by the formal system.

C) Their joint contribution is needed to perform the task.

D) The collaboration is personally satisfying, stimulating, or challenging.

11. The purpose of competition is to:

 A) Gain personal power and advantage.

 B) Gain high-status positions in the formal system.

 C) Increase the excellence of the contribution to the task.

 D) Draw attention to one's own personal needs.

12. Conflict is:

 A) Controlled by the intervention of higher authorities and often fostered by them to maintain their own power.

B) Suppressed by reference to rules, procedures and definitions of responsibility.

C) Resolved through full discussion of the merits of the work issues involved.

 D) Resolved by open and deep discussion of personal needs and values involved.

13. Decisions are made by the:

 A) Person with the higher power and authority.

 B) Person whose job description carries the responsibility.

C) Persons with the most knowledge and expertise about the problem.

 D) Persons most personally involved and affected by the outcome.

14. In an appropriate control and communication structure:

 A) Command flows from the top down in a simple pyramid so that anyone who is higher in the pyramid has authority over anyone who is lower. Information slows up through the chain of command.

B) Directives flow from the top down and information flows upwards within functional pyramids which meet at the top. The authority and responsibility of a role is limited to the roles beneath it in its own pyramid. Cross-functional exchange is constricted.

 C) Information about task requirements and problems flows from the centre of task activity upwards and outwards, with those closest to the task determining the resources and support needed from the rest of the organization. A coordinating function may set priorities and overall resource levels based on the information from all task centers. The structure shifts with the nature and location of the tasks.

D) Information and influence flow from person to person, based on voluntary relationships initiated for purposes of work, learning, mutual support and enjoyment and shared values. A coordinating function may establish overall levels of contribution needed for the maintenance of the organization. These tasks are assigned by mutual agreement.

15. The environment is responded to as though it were:

A) A competitive jungle in which everyone is against everyone else and those who do not exploit others are themselves exploited.

B) An orderly and rational system in which competition is limited by law and there can be negotiation or compromise to resolve conflicts

. C) A complex of imperfect forms and systems which are to be reshaped and improved by the achievements of the organization.

D) A complex of potential threats and support. It is used and manipulated by the organization both as a means of self-nourishment and as a play and-work space for the enjoyment and growth of organization members.

Interview:-Several types of interviews exist: topical oral history, life history, evaluation interview, focus group interview, and cultural interviews.

Topical interviews:- are concerned with the facts and sequence of an event. The interviewer is interested in a reconstruction of the experience and what happened; for instance, what happened at the In SEA Conference in Brisbane Australia. The researcher actively directs questions in pursuit of precise facts.

Life histories:- deal with individual experiences or rites of passage. In oral histories, one collects information about a dying lifestyle or art skills. These result in narratives and stories that interpret the past.

Evaluation interviews:-Examine new programs or school developments and suggests improvements. Since evaluation deals with incorrect behaviors as well as positive ones, justifications [accounts] of behaviors result. The result may consist of myths and unresolved tensions (Patton, 1990).

In focus group interviews:- people meet to share their impressions and changes of thinking or behavior regarding a product or an institution. Participants may be strangers and make an effort to preserve their competency and may not admit faults.

The cultural interview:- focuses on Òthe norms, values, understandings, and taken-for-granted rules of behavior of a group or societyÓ . This type of interview reports on TYPICAL shared activities and their meanings. The style of interview is relaxed and questions flow naturally with

no fixed agenda. People are interviewed several times so that emerging themes are pursued later. The interviewer, for example, may ask them to DESCRIBE A TYPICAL DAY. The partner then relates what is important with examples. The truth of the fact is not as important as Òhow well it illustrates the [cultural] premises and normsÓ. For example, in a Christian culture, you may be told about the significance of the value of behaving with concern for other people. In the cultural interview, the interviewer is partner and co-constructs the interview and report. The cultural report, besides being the expertÕs story, is credible because it consists of the words of members of the culture. We assume that people are basically honest and that they share similar views. The researcher can mix types of interviews and approaches.

A qualitative interview:- is different from everyday conversation in the following ways. First it is a research tool and a good interviewer must prepare questions in advance, and later analyze and report results. The interviewer guides the questions and focuses the study. Good interview skills require practice and reflection. Finally, beyond the acquisition of interview skills, interviewing is a philosophy of learning. The interviewer becomes a student and then tries to get people to describe their experiences in their own terms. The results are imposed obligations on both sides. The qualitative researcherÕs philosophy determines what is important, what is ethical, and the completeness and accuracy of the results (Rubin & Rubin, 1995).

Several researchers have argued that structured interviews are unnatural and restrictive. Informal interviews get Òdeeper.Ó For example, if you want to find out why someone acted in a certain way, ask him/her. One must negotiate an explanation that consistent and believable. This results in an explanation of the meaning of the action for the people (Alasuutari, 1998). The interviewer follows up an interview with more questions for clarification or understanding. The key is to establish Òrapport and trustÓ .During the interview, a person may change his/her interpretation.

Contrast between a Topical Interview and Cultural Interview:- In a topical interview, you get one chance and no time to re-interview. The ideal would be a series of interviews where one can pursue a list of cultural concepts and themes. In cultural interviews, most of the selection or a question is done between interviews. One learns Òhow the people see, understand, and interpret their worldÓ (Rubin & Rubin, 1995) In contrast to the topical interview in which interviewers are concerned mainly with their own questions and agenda, the qualitative questioner is more interested in what people in the studied culture reveal and find of concern. In the beginning, keep the scope of the interview open and flexible with few interrupting questions. The researcher needs to listen to what the people are saying about their experiences. One looks at the given stories, narratives, and examples. The cultural foundations will come later. Second, one can look at a cultureÕs icons (religious or heroic) to discover admired qualities (defiance, bravery, cleverness, and persistence), or iconic statements (that reflect cultural discontent or iconic events (Woodstock). Eventually, one makes inferences about underlying norms and

themes hidden in examples. In summary, similar to a fisherman, cast your net and slowly reel in the options.