



Physical Education Notes Unit 2

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SECTION A — PSYCHOLOGICAL ASPECTS OF PHYSICAL EDUCATION & SPORTS

1. Role of Psychology in Games & Sports

Definition: Sports Psychology is the scientific study of how psychological factors influence performance, participation, and well-being in sport and exercise contexts.

Role for Athletes:

- Improves **concentration, decision-making**, and reaction under pressure.
- Manages **stress, anxiety**, and competitive pressure effectively.
- Enhances **motivation, resilience**, and mental toughness.
- Aids in **injury recovery** — mental acceptance & positive rehabilitation mindset.
- Promotes **flow states** — peak performance with effortless execution.
- Builds **self-confidence** and a winning mindset through positive self-talk.

Role for Coaches & Educators:

- Provides strategies for effective **training design and leadership**.
- Creates **positive team environments** that foster cohesion and trust.
- Helps understand **individual differences** — personality, motivation, learning styles.
- Offers techniques for **team cohesion** and conflict resolution.
- Promotes **ethical behaviour** and fair play in sports.
- Aids in **talent identification** based on psychological profiling.

2. Motivation — Types & Techniques in Sports

Definition: Motivation is the internal or external force that initiates, directs, and sustains behaviour toward a goal. It determines the **direction** (what to do) and **intensity** (how much effort) of action.

Types of Motivation:

Type	Definition	Examples in Sport
Intrinsic Motivation	Driven by internal satisfaction — enjoyment, challenge, personal growth	Playing for love of game, personal challenge, fun, curiosity
Extrinsic Motivation	Driven by external rewards or pressures	Medals, trophies, prize money, scholarships, public recognition
Achievement Motivation	Urge to strive for success and avoid failure (nAch vs fF)	High achievers take calculated risks; low achievers play safe

Theories of Motivation:

Self-Determination Theory (SDT) — Deci & Ryan: Three basic psychological needs: **Autonomy** (independence/choice), **Competence** (feeling capable), **Relatedness** (connection with others). Meeting all three fosters intrinsic motivation.

Achievement Motivation Theory — McClelland & Atkinson: People are motivated by **nAch** (need to achieve — high achievers seek challenge) vs **fF** (fear of failure — low achievers avoid challenge). High achievers choose tasks of moderate difficulty.

Maslow's Hierarchy of Needs: Physiological → Safety → Social → Esteem → Self-Actualisation. Athletes perform best when lower needs (food, safety, belonging) are met.

Goal Setting Theory — Locke & Latham: Specific, challenging goals increase performance more than vague 'do your best' goals. SMART goals enhance motivation.

Techniques to Enhance Motivation in Sports:

Goal Setting: Set SMART goals — gives direction and purpose to training.

Positive Reinforcement: Praise, rewards, and recognition for desired behaviours.

Feedback: Specific, timely, constructive feedback maintains engagement.

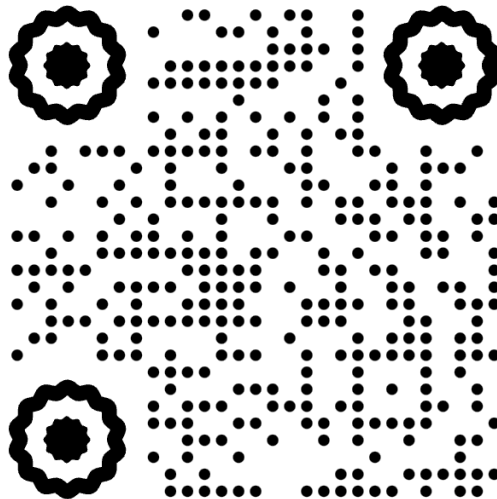
Autonomy Support: Allow athletes to make choices in training — boosts intrinsic motivation.

Attribution Training: Teach athletes to attribute success to effort and strategy (controllable).

Role Models: Exposure to successful athletes fosters aspiration and motivation.

Team Building: Strong team cohesion enhances collective motivation.

Visualisation: Mental imagery of success rehearses achievement and boosts confidence.



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3. Personality — Theories & Role in Sports

Definition (Allport): 'Personality is the dynamic organisation within the individual of those psychophysical systems that determine his unique adjustment to his environment.' Simply: Consistent patterns of thoughts, feelings, and behaviours that make a person unique.

Key Terms:

- **Traits:** Stable, enduring dispositions (e.g., always punctual, always aggressive).
- **States:** Temporary conditions that change with situation (e.g., anxious before a match).
- **Character:** Moral and ethical dimensions of personality.
- **Temperament:** Biological basis of personality — genetically influenced.

A. C.G. Jung's Theory of Personality (1921)

- **Introvert:** Inward-focused; derives energy from solitude; reflective, reserved, thoughtful.
- **Extrovert:** Outward-focused; derives energy from social interaction; expressive, sociable.
- **Ambivert:** A balance of both introvert and extrovert characteristics.
- **In Sports:** Extroverts → team sports, high-arousal environments (football, boxing).
- **In Sports:** Introverts → individual sports, precision activities (archery, chess, golf).
- **Jung also identified:** Thinking, Feeling, Sensing, Intuition as cognitive functions affecting how athletes process information and make decisions.

B. Sheldon's Constitutional Theory (Somatotype Theory)

- **Basis:** Links body type (physique) to personality type — biological determinism.
- **Endomorph:** Soft, round, fat body → Viscerotonia personality: relaxed, social, food-loving.
- **Mesomorph:** Muscular, hard, athletic body → Somatotonia: assertive, risk-taking, competitive.
- **Ectomorph:** Thin, lean, fragile body → Cerebrotonia: restrained, intellectual, shy, anxious.
- **In Sports:** Mesomorphs excel in power sports; Ectomorphs in endurance; Endomorphs in sports needing mass.
- **Criticism:** Oversimplified — ignores environment, culture, and learning in personality development.

C. Big Five Factor Theory (OCEAN Model)

- **Openness to Experience:** Creative, curious, open to new ideas. High → try new training methods.
- **Conscientiousness:** Organised, disciplined, goal-directed. High → disciplined training, reliability.
- **Extraversion:** Sociable, assertive, energetic. High → leadership in team sports.
- **Agreeableness:** Cooperative, trusting, empathetic. High → team harmony, fair play.
- **Neuroticism:** Emotional instability, anxiety, mood swings. High → anxiety before competition.
- **Measurement:** BFI (Big Five Inventory), NEO-PI-R questionnaire.
- **In Sports:** High Conscientiousness + Low Neuroticism = optimal athlete profile.

D. Eysenck's Personality Dimensions

- **Extraversion-Introversion:** Degree of sociability and need for stimulation.
- **Neuroticism-Stability (Emotional stability):** Degree of emotional reactivity.

- **Psychoticism:** Degree of toughness, aggressiveness, antisocial behaviour (added later).
- **Measurement:** EPQ (Eysenck Personality Questionnaire).
- **In Sports:** Stable Extroverts → best under pressure; Neurotic Introverts → most anxiety.

Type A vs Type B Personality:

Feature	Type A	Type B
Character	Competitive, urgent, aggressive, stressed	Relaxed, patient, easy-going, cooperative
In Sports	High-intensity, competitive sports — tennis, boxing	Endurance, focus sports — archery, golf, yoga
Risk	Burnout, overtraining, injury	May lack competitive edge
Strengths	High drive, determination	Consistency, calm under pressure

4. Role of Sports in Managing Emotions

Definition: Emotions are complex psychological states involving physiological arousal (heart rate change), expressive behaviour (facial expressions), and conscious experience (subjective feeling). Emotions directly influence athletic performance.

Types of Emotions & Their Impact:

Emotion Type	Examples	Effect on Performance
Positive Emotions	Joy, confidence, excitement, pride, enthusiasm	Enhance focus, energy, decision-making; promote flow state
Negative Emotions	Anxiety, fear, anger, sadness, frustration	Impair concentration, increase tension, disrupt rhythm, reduce confidence
Neutral Emotions	Calmness, steadiness	Useful for precision sports requiring controlled arousal (archery, shooting)

Arousal and Performance — Inverted-U Hypothesis (Yerkes-Dodson):

- **Arousal:** Degree of physiological and psychological activation/excitement.
- **Inverted-U Theory:** Performance increases with arousal up to an **optimal point**, then decreases if arousal becomes too high (over-arousal leads to choking).
- **Low Arousal:** Under-motivated, sluggish, below-potential performance.
- **Optimal Arousal:** Peak performance — best focus, energy, and decision-making.
- **High Arousal:** Over-anxious, panicky, performance declines (e.g., choking in finals).
- **Complex tasks** (gymnastics, golf putting) need LOW optimal arousal.
- **Simple tasks** (weight lifting, sprinting) need HIGH optimal arousal.

How Sports Help Manage Emotions:

- **Catharsis:** Physical activity releases pent-up emotional energy — reduces frustration and anger.
- **Endorphin Release:** Exercise triggers 'runner's high' — natural mood elevator.
- **Focus & Discipline:** Structured training builds emotional regulation and self-control.
- **Social Support:** Team environment provides emotional support and reduces isolation.
- **Confidence Building:** Achievement in sports improves self-esteem and positive emotions.

Emotional Management Techniques:

- **Deep Breathing / Progressive Muscle Relaxation (PMR):** Reduces physiological arousal.
- **Visualisation (Imagery):** Mental rehearsal builds confidence and reduces pre-match anxiety.
- **Positive Self-Talk:** Replace negative thoughts with affirmations ('I can do this').
- **Mindfulness:** Non-judgmental awareness of present moment — reduces emotional reactivity.
- **Pre-competition Routines:** Consistent warm-up rituals stabilise arousal levels.
- **Emotional Intelligence (EI) Training:** Develops self-awareness, empathy, and emotional regulation.

5. Anxiety in Sports

Stress: Mental/emotional strain from demands or perceived threats. Can be **Eustress** (positive, energising) or **Distress** (negative, debilitating).

Anxiety: Negative emotional state characterised by worry, apprehension, nervousness, and tension — often accompanies competitive sport.

Type	Definition	Example
State Anxiety	Temporary, situation-specific emotional response	Nervousness before a penalty shootout
Trait Anxiety	Stable personality disposition to perceive situations as threatening	Always anxious before any competition regardless of importance
Cognitive Anxiety	Mental worry, negative thoughts, poor concentration	Thinking 'I will miss this shot'
Somatic Anxiety	Physical symptoms of anxiety	Sweating, trembling, upset stomach, rapid heartbeat

Sources of Anxiety in Sports:

- Fear of failure — letting self/team/coach/family down.
- High expectations from coaches, parents, media, or self.
- Injury concerns — fear of re-injury during competition.
- Audience pressure — performing in front of large crowds.
- Competition demands — high-stakes matches, finals, playoffs.
- Poor preparation — inadequate training, unfamiliar opponents.

Coping Mechanisms / Management of Anxiety:

- **Relaxation techniques:** Deep breathing, progressive muscle relaxation, meditation.
- **Cognitive Restructuring:** Challenging and replacing negative thoughts with realistic ones.
- **Goal Setting (SMART):** Redirects focus from outcome anxiety to controllable process goals.
- **Mental Rehearsal (Imagery):** Visualising successful performance builds confidence.
- **Social Support:** Support from coach, team, family reduces anxiety burden.
- **Time Management:** Adequate preparation reduces uncertainty and anxiety.
- **Pre-competition Routines:** Familiar rituals create sense of control and calm.

6. Aggression in Sports

Definition: Aggression is any behaviour (physical or verbal) intended to harm another person who is motivated to avoid that harm.

Types of Aggression:

Type	Definition	Example in Sport
Hostile Aggression (Reactive)	Primary goal = to injure; driven by anger/frustration	Deliberate foul to injure a rival player
Instrumental Aggression (Proactive)	Aggression as a means to a goal; no intent to harm	Strategic body contact in basketball to gain possession
Assertive Behaviour	Forceful but legal play — high effort, no intent to harm	Aggressive tackling within rules of football

Theories Explaining Aggression:

Frustration-Aggression Theory (Dollard et al.): Frustration (blocked goals) always leads to aggression. Widely used to explain temper outbursts when athletes are losing.

Social Learning Theory (Bandura): Aggression is learned by observing and imitating others (role models, teammates). If aggression is rewarded, it is repeated.

Instinct Theory (Lorenz): Aggression is a natural instinct — sports channel it productively.

Deindividuation Theory: Loss of personal identity in groups leads to increased aggressive behaviour (e.g., crowd influence on players).

Causes of Aggression in Sports:

- Frustration from poor performance, losing, or referee decisions.
- High rivalry between teams or players.
- High stakes competition — finals, derbies.
- Modeling — observing aggressive behaviour from coaches or role models.
- Crowd influence — aggressive fans provoke players.
- Deindividuation in group settings.
- Heat, noise, crowding — environmental factors.

Management of Aggression:

- **Rule Enforcement:** Strict refereeing with penalties for aggressive acts.
- **Fair Play Emphasis:** Coaches and governing bodies promote sportsmanship culture.
- **Effective Coaching:** Teaching emotional control, anger management, conflict resolution.
- **Channelling Aggression Constructively:** Redirect energy into legal assertive play.
- **Cognitive-Behavioural Interventions:** Thought-stopping, anger logs, relaxation training.
- **Role Modelling:** Senior players and coaches demonstrate controlled behaviour.
- **Psychological Interventions:** Sports psychologist sessions — anger management workshops.

7. Mental Preparation & Goal Setting

Mental Preparation: Cognitive and psychological strategies used to optimise an athlete's readiness for competition — including arousal control, focus, and confidence building.

Key Mental Preparation Techniques:

Visualisation / Imagery: Creating vivid, controlled mental images of successful performance. Types: Internal (1st person view) & External (3rd person view). Improves confidence, reduces anxiety.

Concentration / Focus: Directing attention to relevant performance cues while blocking distractions. Types: Selective (focusing on one thing), Sustained (maintaining over time), Shifting (switching between cues).

Positive Self-Talk: Using affirmations and instructional cues — e.g., 'Stay calm', 'Watch the ball'.

Mindfulness Meditation: Non-reactive awareness of present moment — reduces overthinking in matches.

Pre-competition Routines: Structured rituals before performance (e.g., Novak Djokovic's bouncing).

Progressive Muscle Relaxation (PMR): Tensing and releasing muscle groups to reduce somatic anxiety.

Goal Setting — SMART Framework:

Goal Type	Focus	Example	Advantage
Outcome Goals	Final result	Win the national championship	High motivation; may cause anxiety
Performance Goals	Personal standard	Improve 100m time to 10.5 sec	Controllable; builds confidence
Process Goals	Specific technique/behaviour	Maintain high elbow in swim stroke	Highly controllable; improve focus

- **SMART Goals:** Specific | Measurable | Achievable | Relevant | Time-bound.
- **Importance:** Enhances focus, increases motivation, improves confidence, provides direction.
- **Best Practice:** Set a combination of process + performance + outcome goals in hierarchy.

8. Team Cohesion & Group Dynamics

Team Cohesion (Carron): 'A dynamic process which is reflected in the tendency for a group to stick together and remain united in the pursuit of its goals.'

Types of Team Cohesion:

- **Task Cohesion:** Working together toward shared performance goals (e.g., executing plays, tactics).
- **Social Cohesion:** Liking and enjoying each other's company off-field (team bonding, friendships).
- **Note:** Task cohesion is more strongly linked to performance than social cohesion.

Factors Affecting Team Cohesion:

- Leadership style — democratic coaches build higher cohesion.
- Communication quality — open, honest communication increases trust.
- Shared successes and failures — adversity often strengthens cohesion.
- Team size — smaller teams generally show higher cohesion.
- Team stability — consistent lineup allows relationship building.
- Clearly defined individual roles — reduces conflict and confusion.
- Common goals — shared objectives align team effort.

Impact of Cohesion on Performance:

- Improved coordination and teamwork in interactive sports (football, basketball).
- Increased morale, satisfaction, and commitment to the team.
- Enhanced performance — especially in **interactive** vs co-active sports.
- Greater conformity to team norms and reduced turnover.
- Increased resilience and ability to handle setbacks.

9. Psychological Benefits of Sports

Benefit Area	Details
Mental Health	Reduces stress, anxiety, depression via endorphin release; improves mood and sleep quality
Self-Esteem	Boosted by achievement, improvement, and positive feedback from coaches/peers
Discipline & Resilience	Fosters commitment, perseverance, and ability to cope with failure and adversity
Social Skills	Develops teamwork, communication, respect, leadership, and empathy
Cognitive Benefits	Improves concentration, decision-making speed, and strategic thinking
Emotional Regulation	Regular sport helps manage anger, frustration, and emotional outbursts

SECTION B — SOCIOLOGICAL ASPECTS OF PHYSICAL EDUCATION & SPORTS

10. Development of Leadership Qualities Through Games & Sports

Leadership: The process of influencing a group of individuals to achieve a common goal. Sports are one of the most powerful training grounds for leadership development.

Qualities of a Sports Leader:

- **Vision:** Ability to set clear goals and inspire others toward them.
- **Communication:** Effectively conveying strategies, encouragement, and feedback.
- **Decision-Making:** Making quick, informed decisions under pressure.
- **Empathy:** Understanding team members' feelings and perspectives.
- **Resilience:** Bouncing back from losses and motivating team during setbacks.
- **Integrity:** Fair play, honesty, and ethical behaviour in all situations.
- **Accountability:** Taking responsibility for own and team performance.
- **Emotional Intelligence:** Managing own emotions and reading others' emotional states.

Theories of Leadership:

Theory	Key Idea	Sports Application
Trait Theory	Leaders born with innate qualities (charisma, intelligence, decisiveness)	Natural born captains — innate commanding presence
Behavioural Theory	Leaders are made, not born — focus on actions and behaviours	Coaching and training can develop leadership skills in anyone
Situational Theory (Hersey & Blanchard)	Best leadership style changes with situation and follower readiness	Coach adapts style — directive with beginners, delegating with experts
Transformational Leadership	Inspires followers to exceed expectations through vision and charisma	Coach who motivates team to win against all odds
Multidimensional Model (Chelladurai)	Optimal performance when Required, Preferred, and Actual leadership match	Athletes perform best when coaching style matches their preferences

How Sports Develop Leadership:

- Sports provide real-time **decision-making opportunities** under pressure — crucial leadership training.
- Captaincy and team roles build **responsibility and accountability**.
- **Communication skills** are constantly practised through team play, tactics, and feedback.
- Handling wins and losses develops **resilience and emotional maturity**.
- Team sports require **empathy and conflict resolution** — core leadership qualities.
- Sports experiences transfer to **professional & civic leadership** — many CEOs are former athletes.
- **Problem-solving** in strategic sports (chess, cricket, basketball) develops analytical thinking.

11. Role of Physical Education in Promoting National Integration

National Integration: The process of bringing people of diverse religions, languages, cultures, and regions together under a common national identity. Physical Education and Sports play a vital and unique role in this process.

How PE & Sports Promote National Integration:

Common Language of Sport: Sport transcends linguistic, cultural, and regional barriers — a universal language uniting Indians from Kashmir to Kanyakumari.

Team Sports Build Unity: National teams mix players from diverse states, religions, and backgrounds — e.g., Indian Cricket/Hockey team represents all of India.

National Pride: When India wins at the Olympics or World Cup, citizens across all divisions celebrate together — creating shared national identity.

School & College Sports: Inter-school and inter-college competitions bring students from different communities together — fostering mutual respect and friendship.

Cross-Cultural Exchange: Sports events like Khelo India, National Games expose players to different regional cultures — promoting cultural appreciation.

Reduces Prejudice: Working together in a team breaks down caste, religious, and regional stereotypes — sports are a natural equaliser.

Female Empowerment: Sports provide a platform for women across all communities — athletes like PV Sindhu, Mirabai Chanu inspire girls nationwide.

Shared Heroism: Sports heroes (Sachin, Dhyan Chand, Milkha Singh) are worshipped across all demographics — creating common national icons.

Government Initiatives Supporting Sports & Integration:

Initiative	Purpose	Integration Role
Khelo India (2018)	Grassroots sports development across India	Identifies talent from all states and backgrounds — equalises opportunity
National Games	Multi-sport event held across different states	Athletes from all 28+ states compete — promotes interstate unity
Sports Authority of India (SAI)	Trains athletes from all regions	Mixed training centres bring diverse athletes together
Fit India Movement (2019)	Mass participation in fitness activities	Universal health initiative cutting across all social groups
CBSE Sports Competitions	School-level national tournaments	Students from different states, backgrounds interact through sport

Sociological Role of Physical Education — Broader Perspective:

- **Social Mobility:** Sports provide underprivileged youth a path to recognition and prosperity (e.g., boxers from rural backgrounds reaching national level).
- **Gender Equality:** Women's participation in sports challenges traditional gender roles and promotes equality (Chak De India effect).
- **Health Equity:** PE in schools ensures ALL children have access to physical activity regardless of socioeconomic background.

- **Character Development:** Values of fair play, respect, discipline, and teamwork learned in PE make better citizens — supports democratic values.
- **Peace Promotion:** International sports events (Olympics) promote global peace — India's participation represents unity in diversity.
- **Cultural Preservation:** Traditional Indian sports (Kabaddi, Kho-Kho, Mallakhamb) preserve cultural heritage and promote pride in Indian identity.
- **Community Cohesion:** Local sports events bring communities together — building social capital.

12. Role of a Coach in Psychological Development

Role	Details
Motivator	Inspires athletes using goal-setting, feedback, and a supportive environment
Counsellor	Provides emotional support and guidance for stress, setbacks, and personal conflicts
Strategist	Uses psychological tools (visualisation, routines, self-talk) to enhance performance
Feedback Provider	Delivers specific, timely, constructive, and positive feedback
Team Builder	Fosters cohesion, trust, and shared purpose within the team
Role Model	Demonstrates discipline, ethical behaviour, and emotional control to athletes

QUICK REVISION — Unit II At a Glance

Topic	Key Points for CUET
Psychology Role	Improves focus, motivation, stress management, decision-making for athletes
Motivation Types	Intrinsic (internal), Extrinsic (rewards), Achievement (nAch vs fF)
Motivation Theories	SDT (Deci & Ryan) — Autonomy, Competence, Relatedness
Jung's Theory	Introvert (solo sports) vs Extrovert (team sports) vs Ambivert
Sheldon's Theory	Endomorph=Viscerotonic, Mesomorph=Somatotonic, Ectomorph=Cerebrotonic
Big Five (OCEAN)	Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism
Arousal-Performance	Inverted-U Hypothesis — Optimal arousal = peak performance
Anxiety Types	State (temporary) vs Trait (stable); Cognitive vs Somatic
Aggression Types	Hostile (harm intent) vs Instrumental (goal-means) vs Assertive (legal)
Goal Setting	Outcome > Performance > Process; SMART framework
Team Cohesion	Task (performance goals) + Social (interpersonal bonds); Carron's model
Leadership Theories	Trait, Behavioural, Situational, Transformational, Chelladurai's model
National Integration	Khelo India, National Games, common language of sport, shared heroes

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SECTION I: TRICKY MCQs (Q.1 – Q.10)

Instructions: In these questions, two or more options may appear correct. Read carefully and choose the MOST accurate/complete answer.

Q.1. [TRICKY] Which of the following BEST distinguishes Instrumental Aggression from Hostile Aggression?

- (a) Instrumental aggression is reactive; hostile aggression is proactive
- (b) Instrumental aggression aims at a goal beyond harm; hostile aggression aims primarily to injure
- (c) Instrumental aggression occurs only in contact sports; hostile aggression in all sports
- (d) Instrumental aggression involves verbal harm; hostile aggression involves physical harm

Q.2. [TRICKY] According to the Inverted-U Hypothesis, which combination is MOST accurate?

- (a) Simple tasks need low arousal; complex tasks need high arousal
- (b) Complex tasks need high arousal; simple tasks need low arousal
- (c) Simple tasks need high arousal; complex tasks need low arousal
- (d) All tasks perform equally at moderate arousal

Q.3. [TRICKY] Self-Determination Theory (SDT) proposes three basic needs. Which statement about them is INCORRECT?

- (a) Autonomy refers to the need to feel independent and volitional
- (b) Competence refers to feeling capable of achieving desired outcomes
- (c) Relatedness refers to the need to feel connected to others
- (d) Meeting only Competence alone is sufficient to produce intrinsic motivation

Q.4. [TRICKY] A player who plays aggressively hard within the rules — diving in for tackles, playing at full intensity — with NO intent to harm, is demonstrating:

- (a) Hostile Aggression
- (b) Instrumental Aggression
- (c) Assertive Behaviour
- (d) Channelled Frustration

Q.5. [TRICKY] According to Sheldon's Constitutional Theory, a person with a MESOMORPH body type would MOST likely display:

- (a) Viscerotonic temperament — relaxed, social, comfort-loving
- (b) Cerebrotonic temperament — restrained, intellectual, anxious
- (c) Somatotonic temperament — assertive, adventurous, risk-taking
- (d) Ambivert temperament — balanced introvert-extrovert traits

Q.6. [TRICKY] In Chelladurai's Multidimensional Model of Leadership, optimal performance occurs when:

- (a) Required behaviour matches leader's personal preference
- (b) Actual behaviour matches preferred behaviour of athletes only
- (c) Required, Preferred, and Actual leader behaviours are congruent
- (d) The coach uses democratic style regardless of athlete readiness

Q.7. [TRICKY] State Anxiety and Trait Anxiety differ primarily in that:

- (a) State anxiety is physical; trait anxiety is mental
- (b) State anxiety is temporary and situation-specific; trait anxiety is a stable personality disposition
- (c) State anxiety affects only beginners; trait anxiety affects only experienced athletes
- (d) State anxiety is always higher than trait anxiety in competitive sports

Q.8. [TRICKY] An athlete who needs to WIN to feel motivated, is most distressed by losses, and shows poor resilience demonstrates which goal orientation?

- (a) Process Goal Orientation
 - (b) Performance Goal Orientation
 - (c) Outcome Goal Orientation
 - (d) Mastery Goal Orientation
-

Q.9. [TRICKY] Which of the following statements about Team Cohesion is MOST accurate?

- (a) Social cohesion is more strongly linked to performance than task cohesion
 - (b) Task cohesion is more strongly linked to performance than social cohesion
 - (c) Both task and social cohesion equally determine performance outcomes
 - (d) Cohesion is only relevant in individual sports, not team sports
-

Q.10. [TRICKY] The Big Five trait MOST strongly associated with consistent training, punctuality, and adherence to a structured sports programme is:

- (a) Openness to Experience
 - (b) Extraversion
 - (c) Conscientiousness
 - (d) Agreeableness
-

SECTION II: STANDARD MCQs (Q.11 – Q.40)

Q.11. The term 'nAch' in Achievement Motivation Theory stands for:

- (a) Natural Achievement
- (b) Need to Achieve
- (c) Negative Achievement
- (d) National Achievement

Q.12. Which psychologist is most associated with the 'Introvert-Extrovert' dimension of personality?

- (a) Sheldon
- (b) Allport
- (c) C.G. Jung
- (d) Maslow

Q.13. Which of the following is an example of EXTRINSIC motivation in sports?

- (a) Playing cricket for the joy of batting
- (b) Exercising to feel healthy and energetic
- (c) Training hard to win a national scholarship
- (d) Running because you love the feeling of movement

Q.14. Progressive Muscle Relaxation (PMR) is primarily used to reduce:

- (a) Cognitive anxiety
- (b) Somatic anxiety
- (c) Trait anxiety
- (d) Achievement motivation

Q.15. The 'Big Five' personality model is also known as:

- (a) SMART model
- (b) OCEAN model
- (c) ABCDE model
- (d) SDT model

Q.16. Which type of goal is considered MOST controllable by the athlete?

- (a) Outcome Goal
- (b) Performance Goal
- (c) Process Goal
- (d) Social Goal

Q.17. Frustration-Aggression Theory was primarily proposed by:

- (a) Bandura
- (b) Lorenz
- (c) Dollard and colleagues
- (d) Eysenck

Q.18. Task Cohesion in a sports team refers to:

- (a) Team members liking and enjoying each other's company
- (b) Working together toward shared performance goals
- (c) Social bonding and friendship within the team
- (d) Communication between players off the field

Q.19. Which mental preparation technique involves creating vivid, controlled mental images of successful performance?

- (a) Concentration
 - (b) Positive Self-Talk
 - (c) Visualisation / Imagery
 - (d) Progressive Muscle Relaxation
-

Q.20. Which government initiative was launched in 2019 to promote mass physical activity across India?

- (a) Khelo India
 - (b) National Games
 - (c) Fit India Movement
 - (d) Sports Authority of India
-

SECTION II: STANDARD MCQs (Continued)

Q.21. Eysenck's EPQ measures personality along which dimensions?

- (a) Introversion and Ambiversion
- (b) Extraversion-Introversion and Neuroticism-Stability
- (c) Openness and Agreeableness
- (d) Task and Social Cohesion

Q.22. Which of the following BEST describes 'flow state' in sports psychology?

- (a) A state of extreme anxiety before competition
- (b) A state of optimal experience where performance feels effortless and automatic
- (c) A state of boredom due to lack of challenge
- (d) A relaxed state achieved through PMR

Q.23. Social Learning Theory explains aggression in sports as:

- (a) An instinct that cannot be controlled
- (b) A result of frustration from blocked goals
- (c) Learned behaviour through observation and imitation of others
- (d) A product of hormonal imbalances

Q.24. Which component of SMART goals means the goal should have a specific timeframe?

- (a) Specific
- (b) Measurable
- (c) Achievable
- (d) Time-bound

Q.25. National integration through sports is BEST exemplified by:

- (a) Individual athletes winning personal medals
- (b) The Indian national cricket team comprising players from diverse states and backgrounds
- (c) International sports broadcasting rights
- (d) Sports infrastructure development in metros

Q.26. An athlete who is relaxed, patient, less competitive and shows good focus in precision sports is MOST likely:

- (a) Type A personality
- (b) Introvert as per Eysenck
- (c) Type B personality
- (d) Neurotic as per Big Five

Q.27. Cognitive Restructuring as a coping strategy for anxiety involves:

- (a) Relaxing muscles through tensing and releasing
- (b) Creating mental images of successful outcomes
- (c) Challenging and replacing negative thoughts with realistic, positive ones
- (d) Time management and goal prioritisation

Q.28. Khelo India programme was launched primarily to:

- (a) Provide health insurance to athletes
- (b) Identify and develop sporting talent at grassroots level across India
- (c) Build stadiums in every district
- (d) Fund only Olympic-level athletes

Q.29. Which of the following is a sociological benefit of Physical Education in schools?

- (a) Increases rote memorisation ability
 - (b) Promotes gender equality, social mobility, and community cohesion
 - (c) Reduces the need for academic study
 - (d) Develops primarily individual skills with no social impact
-

Q.30. The endorphin release during physical activity is most directly linked to which psychological benefit?

- (a) Improved strategic thinking
 - (b) Enhanced personality development
 - (c) Reduction in stress, anxiety and depression
 - (d) Increase in trait anxiety
-

SECTION II: STANDARD MCQs (Continued)

Q.31. Selective concentration in sports means:

- (a) Maintaining focus for the entire duration of play
- (b) Shifting focus between different cues as needed
- (c) Focusing on one specific relevant cue while blocking out distractions
- (d) Concentrating on outcome rather than process

Q.32. The role of a sports coach as a 'Strategist' primarily involves:

- (a) Providing emotional support during personal crises
- (b) Using psychological tools like visualisation and routines to enhance performance
- (c) Enforcing disciplinary rules and punishments
- (d) Managing team finances and travel arrangements

Q.33. Traditional Indian sports like Kabaddi and Kho-Kho help promote national integration by:

- (a) Reducing the dominance of western sports
- (b) Preserving cultural heritage and fostering pride in Indian identity across regions
- (c) Being cheaper to play than other sports
- (d) Requiring no physical fitness

Q.34. Which personality trait in the Big Five is MOST associated with emotional instability and anxiety?

- (a) Openness
- (b) Extraversion
- (c) Conscientiousness
- (d) Neuroticism

Q.35. Deindividuation in sport contexts refers to:

- (a) Individual training methods for elite athletes
- (b) Loss of personal identity in group/crowd settings leading to increased impulsive behaviour
- (c) The development of unique playing styles
- (d) Mental skills training for individual athletes

Q.36. Physiological symptoms like increased heart rate and sweating before competition are examples of:

- (a) Cognitive anxiety
- (b) Somatic anxiety
- (c) Trait anxiety
- (d) Outcome orientation

Q.37. Which type of concentration requires an athlete to smoothly switch attention between different cues?

- (a) Selective
- (b) Sustained
- (c) Shifting
- (d) Focused

Q.38. The concept of 'catharsis' in sports psychology suggests that:

- (a) Physical activity increases aggression levels
- (b) Physical activity provides a healthy outlet to release pent-up emotion and reduce aggression
- (c) Watching sports reduces the need for physical activity
- (d) Catharsis is a type of relaxation technique

Q.39. Female athletes like PV Sindhu and Mirabai Chanu contribute to national integration primarily by:

- (a) Increasing government sports budgets
 - (b) Serving as inspirational icons that resonate across all communities and regions of India
 - (c) Reducing international sports competition
 - (d) Promoting only specific regional sports
-

Q.40. According to Maslow's hierarchy, an athlete who is not focused during training because of financial worries is experiencing unmet needs at which level?

- (a) Esteem needs
 - (b) Social/belonging needs
 - (c) Safety and Physiological needs
 - (d) Self-Actualisation needs
-

SECTION III: MATCH THE FOLLOWING (Q.41 – Q.43)

Match each item in Column A with the correct item in Column B and choose the correct option.

Q.41. MATCH THE FOLLOWING — Personality Theories: Column A: 1. C.G. Jung 2. Sheldon 3. Big Five 4. Eysenck Column B: P. OCEAN model Q. Introvert-Extrovert R. EPQ dimensions S.

Mesomorph-Somatotonia

- (a) 1-P, 2-Q, 3-R, 4-S
- (b) 1-Q, 2-S, 3-P, 4-R
- (c) 1-R, 2-P, 3-S, 4-Q
- (d) 1-S, 2-R, 3-Q, 4-P

Q.42. MATCH THE FOLLOWING — Types of Motivation/Goal: Column A: 1. nAch 2. Process Goal 3. SDT 4. Outcome Goal Column B: P. Winning the championship Q. Need to achieve R. Autonomy, Competence, Relatedness S. Correct technique

- (a) 1-Q, 2-S, 3-R, 4-P
- (b) 1-P, 2-R, 3-S, 4-Q
- (c) 1-R, 2-P, 3-Q, 4-S
- (d) 1-Q, 2-P, 3-R, 4-S

Q.43. MATCH THE FOLLOWING — Aggression & Emotion Management: Column A: 1. Hostile Aggression 2. Catharsis 3. Inverted-U 4. Deindividuation Column B: P. Optimal arousal = peak performance Q. Loss of identity in groups R. Primary intent to injure S. Physical activity releases pent-up emotion

- (a) 1-S, 2-Q, 3-P, 4-R
- (b) 1-Q, 2-S, 3-R, 4-P
- (c) 1-R, 2-S, 3-P, 4-Q
- (d) 1-P, 2-R, 3-S, 4-Q

SECTION IV: ADDITIONAL MCQs (Q.44 – Q.50)

Q.44. Which term describes the degree of physiological and psychological activation in an athlete before/during competition?

- (a) Concentration
 - (b) Arousal
 - (c) Cohesion
 - (d) Attribution
-

Q.45. Leadership Situational Theory is most associated with:

- (a) Carl Jung
 - (b) Hersey and Blanchard
 - (c) Deci and Ryan
 - (d) Eysenck
-

Q.46. Psychological benefits of sports include all EXCEPT:

- (a) Improved mood through endorphin release
 - (b) Enhanced social skills through teamwork
 - (c) Increased trait anxiety due to competitive pressure
 - (d) Improved self-esteem through achievement
-

Q.47. Which type of concentration is MOST important for a 10km marathon runner?

- (a) Selective concentration
 - (b) Shifting concentration
 - (c) Sustained concentration
 - (d) External concentration
-

Q.48. The phrase 'sport is a universal language' in the context of national integration means:

- (a) All sports have universal rules without exception
 - (b) Sports participation transcends barriers of language, religion, caste, and region
 - (c) Sports programmes are available in all regional languages
 - (d) Athletes learn foreign languages through international sport
-

Q.49. An athlete's coach always praises effort rather than results, and explains setbacks as due to correctable factors. This coaching approach MOST directly promotes:

- (a) Outcome goal orientation
 - (b) Extrinsic motivation and fear of failure
 - (c) Mastery/process goal orientation and intrinsic motivation
 - (d) Trait anxiety and somatic anxiety
-

Q.50. Which of the following BEST summarises the sociological role of Physical Education in society?

- (a) PE only develops physical fitness with no sociological impact
 - (b) PE builds character, promotes equality, develops social skills, and fosters community cohesion
 - (c) PE is only relevant for future professional athletes
 - (d) PE primarily reduces academic performance due to time away from studies
-

ANSWER KEY — Quick Reference

Q.No	Answer	Q.No	Answer	Q.No	Answer	Q.No	Answer	Q.No	Answer
Q.1	(B)	Q.2	(C)	Q.3	(D)	Q.4	(C)	Q.5	(C)
Q.6	(C)	Q.7	(B)	Q.8	(C)	Q.9	(B)	Q.10	(C)
Q.11	(B)	Q.12	(C)	Q.13	(C)	Q.14	(B)	Q.15	(B)
Q.16	(C)	Q.17	(C)	Q.18	(B)	Q.19	(C)	Q.20	(C)
Q.21	(B)	Q.22	(B)	Q.23	(C)	Q.24	(D)	Q.25	(B)
Q.26	(C)	Q.27	(C)	Q.28	(B)	Q.29	(B)	Q.30	(C)
Q.31	(C)	Q.32	(B)	Q.33	(B)	Q.34	(D)	Q.35	(B)
Q.36	(B)	Q.37	(C)	Q.38	(B)	Q.39	(B)	Q.40	(C)
Q.41	(B)	Q.42	(A)	Q.43	(C)	Q.44	(B)	Q.45	(B)
Q.46	(C)	Q.47	(C)	Q.48	(B)	Q.49	(C)	Q.50	(B)

DETAILED ANSWER EXPLANATIONS

Read carefully — understand WHY the correct answer is right AND why other options are wrong.

— TRICKY MCQs —

Q.1 — Correct Answer: (B)

Wrong: (a) Instrumental aggression is reactive; hostile aggression is proactive

CORRECT: (b) Instrumental aggression aims at a goal beyond harm; hostile aggression aims primarily to injure

Wrong: (c) Instrumental aggression occurs only in contact sports; hostile aggression in all sports

Wrong: (d) Instrumental aggression involves verbal harm; hostile aggression involves physical harm

Explanation: Instrumental aggression is PROACTIVE — harm is incidental, goal is something else (e.g., body check to gain possession). Hostile aggression is REACTIVE — the PRIMARY goal is to injure the opponent. Option (a) reverses these definitions, making it a common trap. Options (c) and (d) are incorrect — neither is limited by sport type or modality.

Q.2 — Correct Answer: (C)

Wrong: (a) Simple tasks need low arousal; complex tasks need high arousal

Wrong: (b) Complex tasks need high arousal; simple tasks need low arousal

CORRECT: (c) Simple tasks need high arousal; complex tasks need low arousal

Wrong: (d) All tasks perform equally at moderate arousal

Explanation: The Yerkes-Dodson law states that COMPLEX tasks (e.g., golf putting, gymnastics routine) require LOWER optimal arousal because high arousal disrupts fine motor control and decision-making. SIMPLE tasks (e.g., weightlifting, sprinting) benefit from HIGHER arousal as they need more raw energy and less cognitive precision. Options (a) and (b) are the reversed trap — the most common exam error.

Q.3 — Correct Answer: (D)

Wrong: (a) Autonomy refers to the need to feel independent and volitional

Wrong: (b) Competence refers to feeling capable of achieving desired outcomes

Wrong: (c) Relatedness refers to the need to feel connected to others

CORRECT: (d) Meeting only Competence alone is sufficient to produce intrinsic motivation

Explanation: SDT (Deci & Ryan) requires ALL THREE needs — Autonomy, Competence, and Relatedness — to be met for intrinsic motivation to flourish. Competence alone is insufficient. This is a tricky question because competence is the most intuitively linked to motivation, but without autonomy and relatedness, intrinsic motivation is not sustained. Options (a), (b), (c) are all correct definitions.

Q.4 — Correct Answer: (C)

Wrong: (a) Hostile Aggression

Wrong: (b) Instrumental Aggression

CORRECT: (c) Assertive Behaviour

Wrong: (d) Channelled Frustration

Explanation: ASSERTIVE BEHAVIOUR is often confused with aggression. It involves forceful, energetic, goal-directed play that is within the rules and with NO intent to harm another player. This is the legally and ethically acceptable form of physicality in sport. Instrumental aggression DOES involve some intent to harm as a by-product. Hostile aggression = primary intent to harm. Channelled frustration is not a standard sports psychology term.

Q.5 — Correct Answer: (C)

Wrong: (a) Viscerotonic temperament — relaxed, social, comfort-loving

Wrong: (b) Cerebrotonic temperament — restrained, intellectual, anxious

CORRECT: (c) Somatotonic temperament — assertive, adventurous, risk-taking

Wrong: (d) Ambivert temperament — balanced introvert-extrovert traits

Explanation: Sheldon mapped body types to temperaments: Endomorph=Viscerotonia (option a), Ectomorph=Cerebrotonia (option b), Mesomorph=SOMATOTONIA (assertive, competitive, physically active, risk-taking). Option (d) is Jung's concept, not

Sheldon's. The trap is that mesomorph's athletic physique might mislead students toward any active-sounding answer.

Q.6 — Correct Answer: (C)

Wrong: (a) Required behaviour matches leader's personal preference

Wrong: (b) Actual behaviour matches preferred behaviour of athletes only

CORRECT: (c) Required, Preferred, and Actual leader behaviours are congruent

Wrong: (d) The coach uses democratic style regardless of athlete readiness

Explanation: Chelladurai's model has THREE components that must be congruent: (1) REQUIRED behaviour — what the situation demands, (2) PREFERRED behaviour — what athletes want, (3) ACTUAL behaviour — what the coach does. Optimal performance and satisfaction occur ONLY when all three align. Option (b) is a half-truth — preferred behaviour alone isn't enough. Option (a) is incorrect — it's about athletes' preferences, not the leader's. Option (d) is incorrect — one-size leadership style is ineffective.

Q.7 — Correct Answer: (B)

Wrong: (a) State anxiety is physical; trait anxiety is mental

CORRECT: (b) State anxiety is temporary and situation-specific; trait anxiety is a stable personality disposition

Wrong: (c) State anxiety affects only beginners; trait anxiety affects only experienced athletes

Wrong: (d) State anxiety is always higher than trait anxiety in competitive sports

Explanation: State anxiety = TEMPORARY emotional response to a specific situation (e.g., nervousness before a penalty).

Trait anxiety = STABLE personality characteristic — some people are chronically prone to anxiety regardless of situation. Both have cognitive (mental worry) and somatic (physical) components, so option (a) is wrong. Options (c) and (d) are factually incorrect.

Q.8 — Correct Answer: (C)

Wrong: (a) Process Goal Orientation

Wrong: (b) Performance Goal Orientation

CORRECT: (c) Outcome Goal Orientation

Wrong: (d) Mastery Goal Orientation

Explanation: OUTCOME GOAL ORIENTATION focuses on results relative to others — winning, rankings, beating opponents. This makes motivation contingent on winning, leading to high anxiety and low resilience when losing. MASTERY/TASK GOAL ORIENTATION focuses on self-improvement (similar to performance goals). PROCESS GOAL ORIENTATION focuses on executing techniques correctly. Option (b) is close but performance goals compare against personal standards — not others — making them more resilient.

Q.9 — Correct Answer: (B)

Wrong: (a) Social cohesion is more strongly linked to performance than task cohesion

CORRECT: (b) Task cohesion is more strongly linked to performance than social cohesion

Wrong: (c) Both task and social cohesion equally determine performance outcomes

Wrong: (d) Cohesion is only relevant in individual sports, not team sports

Explanation: Research consistently shows TASK COHESION (working toward shared performance goals) has a stronger relationship with performance outcomes than SOCIAL COHESION (liking each other). Teams can perform excellently even with low social cohesion if task cohesion is high (e.g., professional teams with mercenary mindset). Option (a) is the reversed trap. Options (c) and (d) are incorrect.

Q.10 — Correct Answer: (C)

Wrong: (a) Openness to Experience

Wrong: (b) Extraversion

CORRECT: (c) Conscientiousness

Wrong: (d) Agreeableness

Explanation: CONSCIENTIOUSNESS = organised, disciplined, dependable, goal-directed — directly linked to training adherence and consistency. While Extraversion might seem relevant (energetic, social), it doesn't predict discipline or structure. Openness relates to creativity and trying new things. Agreeableness relates to cooperation and empathy — important for teams but not specifically training adherence.

— STANDARD MCQs —

Q.11 — Correct Answer: (B)

Wrong: (a) Natural Achievement

CORRECT: (b) Need to Achieve

Wrong: (c) Negative Achievement

Wrong: (d) National Achievement

Explanation: In McClelland and Atkinson's Achievement Motivation Theory, nAch = Need to Achieve. High nAch individuals select moderately challenging tasks, take personal responsibility, and are motivated by feedback.

Q.12 — Correct Answer: (C)

Wrong: (a) Sheldon

Wrong: (b) Allport

CORRECT: (c) C.G. Jung

Wrong: (d) Maslow

Explanation: Carl Gustav Jung introduced the concepts of Introversion and Extroversion in his 1921 book 'Psychological Types'. Sheldon proposed somatotype theory; Allport defined personality; Maslow is known for hierarchy of needs.

Q.13 — Correct Answer: (C)

Wrong: (a) Playing cricket for the joy of batting

Wrong: (b) Exercising to feel healthy and energetic

CORRECT: (c) Training hard to win a national scholarship

Wrong: (d) Running because you love the feeling of movement

Explanation: Extrinsic motivation = driven by EXTERNAL rewards or pressures. A national scholarship is an external tangible reward. Options (a), (b), (d) all describe internal satisfaction — examples of intrinsic motivation.

Q.14 — Correct Answer: (B)

Wrong: (a) Cognitive anxiety

CORRECT: (b) Somatic anxiety

Wrong: (c) Trait anxiety

Wrong: (d) Achievement motivation

Explanation: PMR (Jacobson) involves systematic tensing and relaxing of muscle groups to reduce SOMATIC anxiety (physical symptoms like muscle tension, trembling). For COGNITIVE anxiety (worry, negative thoughts), cognitive restructuring and imagery are more appropriate.

Q.15 — Correct Answer: (B)

Wrong: (a) SMART model

CORRECT: (b) OCEAN model

Wrong: (c) ABCDE model

Wrong: (d) SDT model

Explanation: The Big Five traits spell OCEAN: Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism. This is a widely tested acronym in sports psychology examinations.

Q.16 — Correct Answer: (C)

Wrong: (a) Outcome Goal

Wrong: (b) Performance Goal

CORRECT: (c) Process Goal

Wrong: (d) Social Goal

Explanation: Process goals (focusing on specific technique/actions during performance) are the MOST controllable — the athlete has complete control over executing a technique. Performance goals are mostly controllable (personal standards). Outcome goals are LEAST controllable (depend on opponents, judges, conditions).

Q.17 — Correct Answer: (C)

Wrong: (a) Bandura

Wrong: (b) Lorenz

CORRECT: (c) Dollard and colleagues

Wrong: (d) Eysenck

Explanation: Dollard, Doob, Miller, Mowrer, and Sears (1939) proposed the Frustration-Aggression Hypothesis: frustration ALWAYS leads to some form of aggression. Bandura proposed Social Learning Theory of aggression; Lorenz proposed Instinct Theory; Eysenck proposed personality dimensions.

Q.18 — Correct Answer: (B)

Wrong: (a) Team members liking and enjoying each other's company

CORRECT: (b) Working together toward shared performance goals

Wrong: (c) Social bonding and friendship within the team

Wrong: (d) Communication between players off the field

Explanation: Task cohesion = degree to which team members work together to achieve shared performance/task objectives. Options (a) and (c) describe SOCIAL cohesion. Option (d) is a factor of cohesion but not the definition.

Q.19 — Correct Answer: (C)

Wrong: (a) Concentration

Wrong: (b) Positive Self-Talk

CORRECT: (c) Visualisation / Imagery

Wrong: (d) Progressive Muscle Relaxation

Explanation: Visualisation (Mental Imagery) = creating detailed mental simulations of performance to improve confidence, technique, and reduce anxiety. It can be Internal (1st person) or External (3rd person view). Concentration directs attention; self-talk uses affirmations; PMR relaxes muscles.

Q.20 — Correct Answer: (C)

Wrong: (a) Khelo India

Wrong: (b) National Games

CORRECT: (c) Fit India Movement

Wrong: (d) Sports Authority of India

Explanation: The Fit India Movement was launched by Prime Minister Narendra Modi on 29 August 2019 (National Sports Day) to encourage all Indians to adopt physical activity and fitness. Khelo India (2018) focuses on grassroots talent identification. SAI is an existing body.

Q.21 — Correct Answer: (B)

Wrong: (a) Introversion and Ambiversion

CORRECT: (b) Extraversion-Introversion and Neuroticism-Stability

Wrong: (c) Openness and Agreeableness

Wrong: (d) Task and Social Cohesion

Explanation: Eysenck Personality Questionnaire (EPQ) measures: Extraversion-Introversion (E), Neuroticism-Stability (N), and Psychoticism (P). The Big Five OCEAN traits are measured by BFI or NEO-PI-R — a common confusion.

Q.22 — Correct Answer: (B)

Wrong: (a) A state of extreme anxiety before competition

CORRECT: (b) A state of optimal experience where performance feels effortless and automatic

Wrong: (c) A state of boredom due to lack of challenge

Wrong: (d) A relaxed state achieved through PMR

Explanation: Flow (Csikszentmihalyi) = optimal psychological state where challenge and skill are perfectly matched, resulting in effortless, focused, automatic performance with intrinsic enjoyment. Athletes describe it as 'being in the zone'. It's associated with high intrinsic motivation.

Q.23 — Correct Answer: (C)

Wrong: (a) An instinct that cannot be controlled

Wrong: (b) A result of frustration from blocked goals

CORRECT: (c) Learned behaviour through observation and imitation of others

Wrong: (d) A product of hormonal imbalances

Explanation: Bandura's Social Learning Theory: aggression is learned by OBSERVING others (role models, coaches, teammates) and imitating their behaviour, especially if the observed aggression was rewarded. This explains why aggressive team cultures perpetuate. Option (a) = Instinct Theory (Lorenz); Option (b) = Frustration-Aggression Theory.

Q.24 — Correct Answer: (D)

Wrong: (a) Specific

Wrong: (b) Measurable

Wrong: (c) Achievable

CORRECT: (d) Time-bound

Explanation: SMART = Specific (clear and defined), Measurable (can be quantified), Achievable (realistic), Relevant (matters to the athlete), Time-bound (has a deadline/timeframe). The 'T' component is Time-bound.

Q.25 — Correct Answer: (B)

Wrong: (a) Individual athletes winning personal medals

CORRECT: (b) The Indian national cricket team comprising players from diverse states and backgrounds

Wrong: (c) International sports broadcasting rights

Wrong: (d) Sports infrastructure development in metros

Explanation: National integration = uniting diverse groups under common identity. A national team representing ALL of India — with players from different states, religions, languages — is the clearest example. Individual medals reflect personal achievement; broadcasting and infrastructure are not integration examples.

Q.26 — Correct Answer: (C)

Wrong: (a) Type A personality

Wrong: (b) Introvert as per Eysenck

CORRECT: (c) Type B personality

Wrong: (d) Neurotic as per Big Five

Explanation: Type B personality = relaxed, patient, less competitive, less time-pressured, cooperative. They often excel in endurance and precision sports (long-distance running, archery, golf). Type A = competitive, urgent, stressed — often burnout-prone.

Q.27 — Correct Answer: (C)

Wrong: (a) Relaxing muscles through tensing and releasing

Wrong: (b) Creating mental images of successful outcomes

CORRECT: (c) Challenging and replacing negative thoughts with realistic, positive ones

Wrong: (d) Time management and goal prioritisation

Explanation: Cognitive restructuring (from CBT) = identifying irrational or negative thought patterns and systematically replacing them with balanced, realistic thoughts. E.g., changing 'I always choke in finals' to 'I have prepared well and I can perform.' Option (a) = PMR; Option (b) = Imagery.

Q.28 — Correct Answer: (B)

Wrong: (a) Provide health insurance to athletes

CORRECT: (b) Identify and develop sporting talent at grassroots level across India

Wrong: (c) Build stadiums in every district

Wrong: (d) Fund only Olympic-level athletes

Explanation: Khelo India (2018) = grassroots sports development programme by Ministry of Youth Affairs & Sports. It identifies talented young athletes from across India, provides scholarships, and develops sporting culture at school and college levels. It also promotes integration by drawing talent from all states.

Q.29 — Correct Answer: (B)

Wrong: (a) Increases rote memorisation ability

CORRECT: (b) Promotes gender equality, social mobility, and community cohesion

Wrong: (c) Reduces the need for academic study

Wrong: (d) Develops primarily individual skills with no social impact

Explanation: PE has significant SOCIOLOGICAL benefits: promotes gender equality (girls' participation), creates social mobility (athletes from underprivileged backgrounds gain recognition), and builds community cohesion through shared sporting experiences. Options (a), (c), (d) are incorrect.

Q.30 — Correct Answer: (C)

Wrong: (a) Improved strategic thinking

Wrong: (b) Enhanced personality development

CORRECT: (c) Reduction in stress, anxiety and depression

Wrong: (d) Increase in trait anxiety

Explanation: Endorphins are natural neurotransmitters released during aerobic exercise — they produce the 'runner's high' and directly reduce feelings of pain, stress, anxiety, and depression. This is a primary mechanism through which sports improve mental health. Endorphins do NOT increase trait anxiety (option d).

Q.31 — Correct Answer: (C)

Wrong: (a) Maintaining focus for the entire duration of play

Wrong: (b) Shifting focus between different cues as needed

CORRECT: (c) Focusing on one specific relevant cue while blocking out distractions

Wrong: (d) Concentrating on outcome rather than process

Explanation: Types of concentration: Selective = focusing on ONE relevant stimulus (e.g., watching the ball); Sustained = maintaining attention over time; Shifting = switching between different focus types. Option (a) = Sustained; Option (b) = Shifting concentration.

Q.32 — Correct Answer: (B)

Wrong: (a) Providing emotional support during personal crises

CORRECT: (b) Using psychological tools like visualisation and routines to enhance performance

Wrong: (c) Enforcing disciplinary rules and punishments

Wrong: (d) Managing team finances and travel arrangements

Explanation: As a Strategist, the coach uses psychological principles — visualisation, pre-competition routines, mental rehearsal, self-talk — to prepare athletes mentally and build team cohesion. Option (a) = Counsellor role; Options (c) and (d) are management roles.

Q.33 — Correct Answer: (B)

Wrong: (a) Reducing the dominance of western sports

CORRECT: (b) Preserving cultural heritage and fostering pride in Indian identity across regions

Wrong: (c) Being cheaper to play than other sports

Wrong: (d) Requiring no physical fitness

Explanation: Traditional Indian sports preserve cultural heritage — they carry regional identity while uniting players nationally. When these sports are played at national level (e.g., Kabaddi World Cup, Pro Kabaddi League), they create shared national pride. Option (a) may be partially true but doesn't directly describe integration.

Q.34 — Correct Answer: (D)

Wrong: (a) Openness

Wrong: (b) Extraversion

Wrong: (c) Conscientiousness

CORRECT: (d) Neuroticism

Explanation: Neuroticism = emotional instability, tendency to experience negative emotions like anxiety, depression, moodiness, and irritability. HIGH neuroticism = prone to pre-competition anxiety and poor performance under pressure. LOW neuroticism (emotional stability) = better suited for high-pressure sport environments.

Q.35 — Correct Answer: (B)

Wrong: (a) Individual training methods for elite athletes

CORRECT: (b) Loss of personal identity in group/crowd settings leading to increased impulsive behaviour

Wrong: (c) The development of unique playing styles

Wrong: (d) Mental skills training for individual athletes

Explanation: Deindividuation = when being part of a crowd or group causes loss of individual self-awareness and personal responsibility, increasing impulsive behaviour (including aggression). This explains why crowd settings and mob mentality can trigger player aggression that wouldn't occur in isolation.

Q.36 — Correct Answer: (B)

Wrong: (a) Cognitive anxiety

CORRECT: (b) Somatic anxiety

Wrong: (c) Trait anxiety

Wrong: (d) Outcome orientation

Explanation: Somatic anxiety = PHYSICAL symptoms of anxiety — heart rate increase, sweating, trembling, upset stomach, muscle tension. COGNITIVE anxiety = mental symptoms — worry, negative thoughts, poor concentration. Trait anxiety is a stable personality characteristic, not a set of symptoms.

Q.37 — Correct Answer: (C)

Wrong: (a) Selective

Wrong: (b) Sustained

CORRECT: (c) Shifting

Wrong: (d) Focused

Explanation: Shifting concentration = flexibly moving attention between different types or breadths of focus as the game situation demands (e.g., cricket batsman shifting from external focus on the ball to internal focus on technique between deliveries). Selective = one cue; Sustained = over time.

Q.38 — Correct Answer: (B)

Wrong: (a) Physical activity increases aggression levels

CORRECT: (b) Physical activity provides a healthy outlet to release pent-up emotion and reduce aggression

Wrong: (c) Watching sports reduces the need for physical activity

Wrong: (d) Catharsis is a type of relaxation technique

Explanation: Catharsis theory (Aristotle, later Freud) = physical activity releases built-up emotional tension and aggression in a socially acceptable way. While some research challenges this, it remains a widely discussed concept in sports psychology as justification for recreational sport participation.

Q.39 — Correct Answer: (B)

Wrong: (a) Increasing government sports budgets

CORRECT: (b) Serving as inspirational icons that resonate across all communities and regions of India

Wrong: (c) Reducing international sports competition

Wrong: (d) Promoting only specific regional sports

Explanation: When athletes from specific communities (e.g., PV Sindhu representing Andhra Pradesh/Telugu community, Mirabai Chanu from Manipur) achieve national recognition, they become shared heroes across ALL of India — creating cross-cultural admiration and shared national pride that bridges regional divides.

Q.40 — Correct Answer: (C)

Wrong: (a) Esteem needs

Wrong: (b) Social/belonging needs

CORRECT: (c) Safety and Physiological needs

Wrong: (d) Self-Actualisation needs

Explanation: Financial worries relate to PHYSIOLOGICAL (food, shelter) and SAFETY (financial security) needs — the two lowest levels of Maslow's hierarchy. Until these are met, higher needs (belonging, esteem, self-actualisation — i.e., peak athletic

performance) cannot be effectively pursued. This is why athlete welfare programmes are crucial.

— MATCH THE FOLLOWING —

Q.41 — Correct Answer: (B)

Wrong: (a) 1-P, 2-Q, 3-R, 4-S

CORRECT: (b) 1-Q, 2-S, 3-P, 4-R

Wrong: (c) 1-R, 2-P, 3-S, 4-Q

Wrong: (d) 1-S, 2-R, 3-Q, 4-P

Explanation: Correct matching: C.G. Jung (1) — Q (Introvert-Extrovert dichotomy); Sheldon (2) — S (Somatotype including Mesomorph-Somatotonia link); Big Five (3) — P (OCEAN model); Eysenck (4) — R (EPQ measuring Extraversion, Neuroticism, Psychoticism). This is the standard textbook mapping.

Q.42 — Correct Answer: (A)

CORRECT: (a) 1-Q, 2-S, 3-R, 4-P

Wrong: (b) 1-P, 2-R, 3-S, 4-Q

Wrong: (c) 1-R, 2-P, 3-Q, 4-S

Wrong: (d) 1-Q, 2-P, 3-R, 4-S

Explanation: nAch (1) = Q (Need to Achieve); Process Goal (2) = S (Correct technique/form — specific behaviours); SDT (3) = R (Autonomy, Competence, Relatedness — Deci & Ryan's three needs); Outcome Goal (4) = P (Winning). Option (d) incorrectly maps Process Goal to Outcome example.

Q.43 — Correct Answer: (C)

Wrong: (a) 1-S, 2-Q, 3-P, 4-R

Wrong: (b) 1-Q, 2-S, 3-R, 4-P

CORRECT: (c) 1-R, 2-S, 3-P, 4-Q

Wrong: (d) 1-P, 2-R, 3-S, 4-Q

Explanation: Hostile Aggression (1) = R (primary intent to injure — reactive anger-based); Catharsis (2) = S (physical activity releases pent-up emotion — Aristotle/Freud concept); Inverted-U (3) = P (Yerkes-Dodson — optimal arousal = peak performance); Deindividuation (4) = Q (loss of personal identity in group settings). All other options scramble at least one pairing.

— ADDITIONAL MCQs —

Q.44 — Correct Answer: (B)

Wrong: (a) Concentration

CORRECT: (b) Arousal

Wrong: (c) Cohesion

Wrong: (d) Attribution

Explanation: Arousal = degree of physiological (heart rate, adrenaline) and psychological (alertness, readiness) activation. It exists on a continuum from deep sleep to extreme excitement. It is directly linked to performance through the Inverted-U Hypothesis.

Q.45 — Correct Answer: (B)

Wrong: (a) Carl Jung

CORRECT: (b) Hersey and Blanchard

Wrong: (c) Deci and Ryan

Wrong: (d) Eysenck

Explanation: Hersey and Blanchard's Situational Leadership Theory states that the optimal leadership style varies based on the READINESS (competence + commitment) of the followers. No single leadership style is best in all situations. Deci & Ryan = SDT; Jung = personality; Eysenck = personality dimensions.

Q.46 — Correct Answer: (C)

Wrong: (a) Improved mood through endorphin release

Wrong: (b) Enhanced social skills through teamwork

CORRECT: (c) Increased trait anxiety due to competitive pressure

Wrong: (d) Improved self-esteem through achievement

Explanation: Sports REDUCE anxiety and stress through exercise — they do NOT increase trait anxiety. Trait anxiety is a stable personality characteristic. While competitive sports can temporarily raise state anxiety, regular participation generally LOWERS chronic stress and anxiety levels. All other options (a, b, d) are genuine psychological benefits.

Q.47 — Correct Answer: (C)

Wrong: (a) Selective concentration

Wrong: (b) Shifting concentration

CORRECT: (c) Sustained concentration

Wrong: (d) External concentration

Explanation: A marathon runner needs SUSTAINED concentration — maintaining focus and pacing strategy over a long duration (30-60+ minutes). Selective is needed briefly; shifting is for complex game sports (basketball, football). The long, continuous nature of distance running demands sustained attentional effort.

Q.48 — Correct Answer: (B)

Wrong: (a) All sports have universal rules without exception

CORRECT: (b) Sports participation transcends barriers of language, religion, caste, and region

Wrong: (c) Sports programmes are available in all regional languages

Wrong: (d) Athletes learn foreign languages through international sport

Explanation: Sport is described as a 'universal language' because participation, competition, and shared emotion in sport cross all social divides — people from different languages, religions, castes, and regions can engage, compete, and bond through sport without language being a barrier. This is central to sport's role in integration.

Q.49 — Correct Answer: (C)

Wrong: (a) Outcome goal orientation

Wrong: (b) Extrinsic motivation and fear of failure

CORRECT: (c) Mastery/process goal orientation and intrinsic motivation

Wrong: (d) Trait anxiety and somatic anxiety

Explanation: Praising effort (controllable) rather than results (partly uncontrollable), and explaining setbacks as correctable (attribution to effort/strategy), are hallmarks of a MASTERY CLIMATE — fostering process/mastery goal orientation and intrinsic motivation (learning for self-improvement). This is opposite of an EGO CLIMATE that would foster outcome goals and fear of failure.

Q.50 — Correct Answer: (B)

Wrong: (a) PE only develops physical fitness with no sociological impact

CORRECT: (b) PE builds character, promotes equality, develops social skills, and fosters community cohesion

Wrong: (c) PE is only relevant for future professional athletes

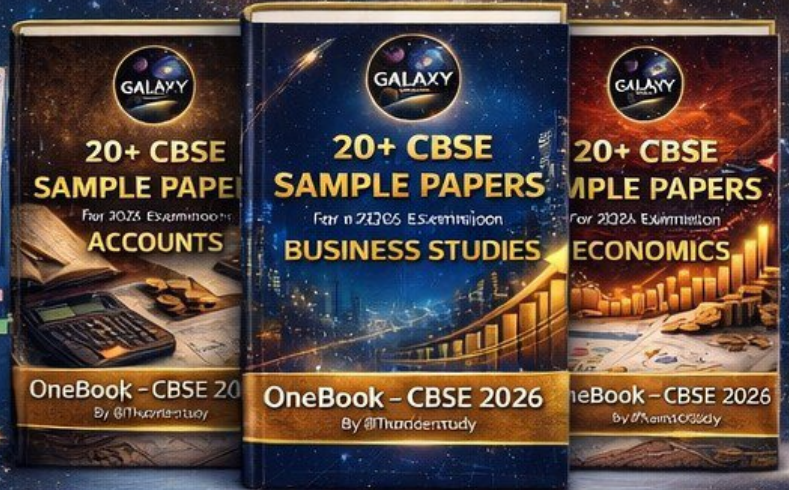
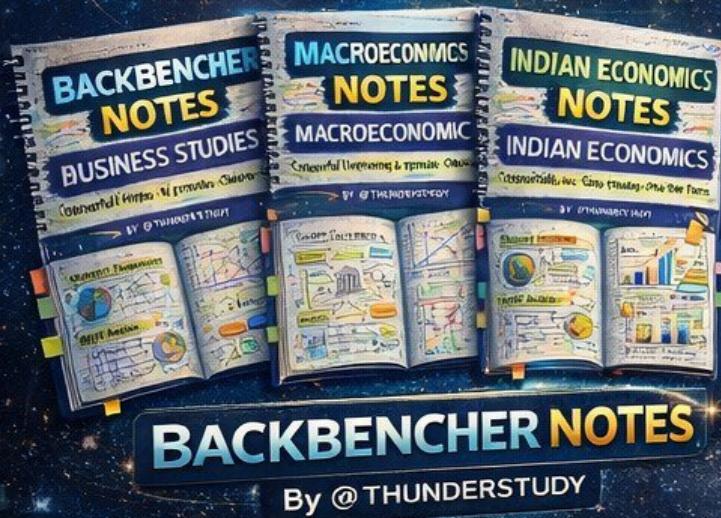
Wrong: (d) PE primarily reduces academic performance due to time away from studies

Explanation: PE has profound sociological impact: character development (discipline, fair play, integrity), social equality (women's empowerment, breaking caste barriers), social skills (teamwork, communication, leadership), community cohesion (local sports events, school competitions). Options (a), (c), (d) misrepresent PE's role — research shows PE actually SUPPORTS academic performance through improved focus and well-being.

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