

CHAPTER 14 - Aggression, motivation and social facilitation

Exam style questions - text book pages 164 - 165

- 1) a) What do we mean by the term aggression in sports psychology? Give an example from a sport or game which would illustrate your answer. 2 marks

Answer:

- Aggression is the **intention** or expectation to harm someone else outside the rules of the competition.
- An example - foul tackling where the intention is to injure the opponent rather than to prevent a goal.
- **Spectator aggression** - displaced from the action on the field, aggression between rival supporters.

- b) Using examples from sport, briefly describe the differences between aggression and assertion? 2 marks

Answer:

- **Aggression** is the intent to hurt outside the rules of the game or sport.
- For example, foul tackling where the intention is to injure the opponent.
- **Assertion** is (goal directed) robust play within the rules of the game.
- Assertion could be described as instrumental aggression, channelled aggression, balanced tension.
- A suitable games example would be for legitimate yet hard or robust tackling, where the intention is to obtain the ball within the rules of the game.

- c) Some team players display unwanted aggression. What are the possible causes of such aggression? 4 marks

Answer:

- **Frustration** or perceived unfairness.
- High level of competition or the importance of the event or **expectations** of victory.
- Losing a competition or a sense of failure or **loss of self-esteem**.
- An innate feeling which cannot be helped or is instinctive.
- **Physical contact** in the game.
- Influences outside the game.

- 2) Explain in more detail what is meant by social learning when applied to aggression. How can aggressive tendencies be eliminated in a sports situation? 12 marks

Answer:

6 marks for:

- Social learning is the **observation** and **copying** of others.
- If what is observed is **reinforced**, then it is more likely to be copied.
- It is more likely that the learner will copy others with **high status**.
- **Media** which highlight aggression make it seem normal or the expected thing in the situation.
- May be adopted by the performer **to be accepted in a group** or to avoid rejection from the group.
- **Live aggression** is more likely to be copied than aggression recorded and played back later.
- Aggression is more likely to be copied if male watches male (or female watches female) - **similar role models**.
- If the situation is **realistic** when modelled, then it is more likely to be copied.

6 marks for:

How can aggressive tendencies be eliminated in a sports situation:

- Positively **reinforce** non-aggressive behaviours.
- Give **negative feedback** to aggression.
- **Punish**.
- Remove the offending player from the aggressive situation.
- Suggest that the performer undertakes physical relaxation or control of arousal.
- Promote cognitive strategies or temper control.
- Give non-aggressive role models.

- 3) a) The aggressive cue hypothesis (Berkowitz 1969), is a theory which explains why aggression may be experienced by sports performers. Using an example from sport, describe the aggressive cue hypothesis. 4 marks

Answer:

- Aggressive cue hypothesis theory (due to Berkowitz) suggests that **frustration** causes anger and arousal which creates a readiness for aggression.
- According to Berkowitz, the aggression itself must be initiated by an **incident** or stimuli that act as cues.
- The player would then associate the **cues** (a learnt response) with having to be aggressive.
- For example, a player sees a colleague fouled so decides to join in.
- It could be related to a **specific playing venue**.
- For example, an away venue (associated with previous aggressive incidents) could be the cue where aggressive incidents had previously occurred. This cue could increase players' arousal levels that would most likely produce aggressive responses.

- b) Using examples from sport, explain the frustration aggressive hypothesis. 4 marks

Answer:

- Frustration aggressive hypothesis (after **Dollard**) states that aggression is caused by **frustration**.
- The aggression is the result of blocking, or frustrating, a person's efforts to **attain a goal**.
- Sport is frustrating as one player (or team) is always trying to prevent the other side from winning.
- This suggests that frustration **always leads to aggression**.
- For example, when a rugby player tries to achieve a goal or target and his opponent stops him, the player become frustrated, leading to more aggression.
- For example, fans of a losing team are much more likely to be aggressive, rather than the winning team, owing to their frustration at not winning.

- 4) **A Level**. Discuss how theories of aggression can be applied to sport. 15 marks

Answer:

- Aggression in sport involves **arousal** and **anger** and **intention to harm** outside the rules.
- **Instinct theory** suggests that aggressive behaviour is an **innate characteristic** of all individuals.
- We are born with an aggressive instinct that makes **aggressive behaviour** inevitable.
- Sport releases built-up aggression and so the aggressive response is **cathartic** (providing psychological relief through the open expression of strong emotions).
- Instinct theory sees aggression in sport as being **healthy**.

- **Frustration aggression hypothesis** (Dollard) suggests that frustration always leads to aggression, and that aggression always stems from frustration.
- Sport is frustrating as one player (or team) is always trying to prevent the other from winning.
- As a consequence it is sport itself that can **cause** aggression.
- Coaches and teachers should therefore help performers cope with frustrating circumstances by rewarding non-aggressive acts and punishing aggressive acts.

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- For example, a player sees a colleague fouled so decides to join in.
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- **Social learning theory** (Bandura 1977) asserts that aggression is a **learnt response** rather than instinctive.
- Social leaning states that we learn by **observing** and **copying** the **behaviours of others** through primary socialising agents such as parents, teachers and friends.
- So, a person can learn an aggressive act either by being **taught** or through observational learning and modelling.
- Sport can promote both aggressive and non-aggressive acts.
- For example, if a person observes a role model perform an aggressive act he or she will want to **copy** it.
- Sport can be used to teach aggressive and non-aggressive acts depending on how rewards and punishments are used.

5) Using examples from sporting situations, explain what is meant by instrumental, hostile and assertive behaviour. 9 marks

Answer:

- *Instrumental aggression* has the *intent* to harm with the goal to win.
- This is used as a tactic and is commonly named 'dirty play'.
- There is *no anger* involved and is illegal in all sports except boxing and other martial arts sports.
- For example, deliberate fouling an opponent in soccer when the opponent is nearing goal – a cynical move which will attract at least a yellow card.
- For example, lifting ones elbow so that it makes contact with an opponent's face with an elbow during a header. There have been examples in which serious injury has been caused by this sort of action – a broken nose, or broken cheekbone – *instrumental*.
- *Hostile aggression* has the intent to harm. The goal is *to harm* with *arousal* and *anger* involved.
- In this case, the intent is to harm, with anger, like punching an opponent after the player has been the subject of an over enthusiastic tackle.
- Example, flaring into anger and striking a referee when a decision going against him – *hostile*.
- *Assertive behaviour* is action within the rules of a game or sport, but is forceful and determined. There is no intention to harm, and no anger involved.
- For example, a forceful tackle at rugby in which the ball is taken – *assertive*.
- For example, a forceful and 'aggressive' stroke to gain a positional advantage during a tennis rally - *assertive*.

6) a) What do you understand by the term motivation?

2 marks

Answer:

- The will or *desire to learn* or achieve success.
- *Intrinsic* - within the performer produces internal satisfaction.
- *Extrinsic* relies on external rewards.

b) Explain the difference between intrinsic and extrinsic motivation, giving sporting examples to illustrate you answer.

4 marks

Answer:

- *Intrinsic - inner drive:*
- *Independent* learning.
- Well-being.
- *Mastery* of stroke.
- *Fun*.
- *Enjoyment*.
- *Extrinsic - targets or rewards:*
- Certificates.
- Praise.
- Pride.
- Honour.
- Glory.
- Badges, prizes, praise from coach, gold medals, adulation in the press.

c) How could a coach use the different types of motivation with a group of beginners?

2 marks

Answer:

- Coach must use *intrinsic motivation* to make a session fun and interesting by itself.
- And then use rewards such as praise as *extrinsic motivation*.
- Or set targets or goals for each session which are *achievable* and *give satisfaction* when reached.
- Longer term give badges, prizes, praise from coach, gold medals, adulation in the press.

7) a) Describe the characteristics of the positive motive: 'the need to achieve'.

4 marks

Answer:

- The performer will be *enthusiastic* or will like the *challenge*.
- He or she will *persist* with the task or will keep trying and training.
- The performer will take personal *responsibility* for his or her actions.
- He or she *wants to complete* the task.
- The performer is *not afraid of failing* or sees failing as a step towards success.
- He or she *likes feedback*.

b) Describe an example from sport of someone who has a high motive to avoid failure.

3 marks

Answer:

- Rock climbing - the climber takes an easy route up the rock.
- Soccer, hockey, rugby - the player *gives up* when trying to chase a ball.
- A player will hide (social loafing) in a game situation.

c) Identify factors which could affect the use of motives to achieve and to avoid failure in sporting situations.

3 marks

Answer:

3 marks for 3 of:

- Player *perception* of probability of success.
- The player's *own ability* level or the ability of an opponent.
- *Previous experience* of the task.
- *Importance of the task* or the level of competition.
- Level of *motivation* of the player.
- Player *personality* trait may predetermine which motive is used.

8) How would you promote the need to achieve motive, rather than the need to avoid failure motive?

8 marks

Answer:

- Give early *success* to the learner.
- Raise *self-efficacy* or confidence levels (as a result of early success).
- *Attribute* success to internal and controllable factors (such as ability, talent, or effort, tactics).
- Give *rewards* to the learner.
- Promote *intrinsic* rewards, the satisfaction of personal bests.
- If *failure* occurs, encourage it to be seen as important for eventual success.
- *Redefine success* or decrease importance of a failure if needed.
- *Avoid comparison* with others if it is likely to lower self-esteem.
- Show successful and *attainable* models.
- *Highlight success* in media - with others who have achieved.
- Control *anxiety* or arousal levels.

9) Using figure 14.7 on page 160, explain drive reduction theory.

4 marks

Answer:

- This theory explains why it is sometimes necessary to vary or renew the need to learn.
- To stimulate motivation.
- The theory says that the *need to learn* a skill, or to achieve mastery inspires *motivation*.
- The *drive to succeed* at the task.
- This leads to the performer *achieving* the desired outcome (action).
- Which in turn leads to a *reduction in drive* (motivation) to achieve the *same outcome*.
- Which is therefore *harder* to be motivated towards.

10) Situational factors affect achievement motivation.

- a) Sketch a graph showing the relationship between incentive value of success and probability of success. 3 marks

Answer:

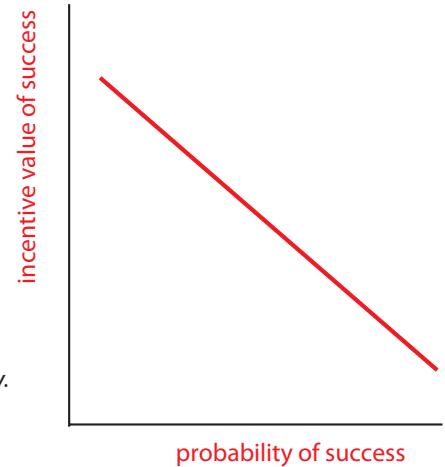
- Figure Q14.1.

- b) How can this relationship affect sporting performance? 2 marks

Answer:

- When a task or goal is very difficult – the possibility of success is low – such as the chances of beating the world champion at tennis, the feeling experienced if this goal is achieved will be elation – he or she will be mightily chuffed – the incentive value of success will be high.
- If the probability of success is high – the chance of winning against a lower ranked opponent is high, then the feeling of elation is less – the incentive value of success is low.
- He or she will not be so chuffed if he or she wins – it was easy.

figure Q14.1 – answer



11) **A Level.** Explain Atkinson and McClelland's theory of achievement motivation and describe the personal and situational factors that interact to determine achievement behaviour. 15 marks

Answer:

- Achievement motivation is the **drive to achieve success** for its own sake, and is related to competitiveness, persistence, and striving for perfection.
- According to Atkinson, whenever a person is faced with a task, the decision to accept or reject the task is based on both personality and situational factors.
- Achievement motivation is influenced by:
 - **Personality factors**, which are the **need to achieve** (Nach), and the **need to avoid failure** (Naf).
- The need to achieve (Nach) or **tendency to approach success** (Ts) personality type likes a challenge, likes feedback, is not afraid of failure and has high task persistence.
- Such a person would take the hard route up a rock face, and likes to be challenged by difficult tasks.
- The need to avoid failure (Naf) or **tendency to avoid failure** (Taf) personality type avoids challenges, does not take risks, often gives up, and does not want feedback.
- Such a person would take the easy route up a rock face, would rely on ropes to boost his climbing and would ignore a recommended bolt free route in favour of usage of any means of getting there.
- Achievement motivation is also influenced by:
 - **Situational factors** which are the probability of success and the incentive value of success.
- When a task or goal is very difficult – the probability of success is low – such as the chances of beating the world champion at 1500 metre running, the feeling experienced if this goal is achieved will be elation – he or she will be mightily chuffed – the incentive value of success will be high.
- If the probability of success is high – the chance of winning against a lower ranked opponent is high, for example racing at 100 metres in a small club meeting against much lesser ranked opponents, then the feeling of elation is less – the incentive value of success is low.
- The aim of the coach is to improve need and motive to achieve (Nach) in an athlete by the:
 - Use of **positive reinforcement**.
 - Set **achievable goals**.
 - Increase **task difficulty** in line with progress.
 - Ensure that **probability of success** is good.
 - Ensure that **incentive value of success** is high.
- The **coach** should reduce tendency and motive to avoid failure (Naf) by:
 - Reduce punishments.
 - Focus negative feedback on effort rather than ability.
 - Avoid situations where defeat and failure is inevitable.

12) a) What is meant by social facilitation and what is its main effect? 3 marks

Answer:

- Social facilitation concerns how people, other than the performer, can **influence** his or her attitudes and behaviour.
- Various groups of people, who are around when a performance occurs, will have a range of effects on the performer.
- An **audience** of supporters or friends will help a performer to do well. They will cheer or make positive comments which could boost the performer's **self-confidence** and assist performance.
- Other groups such as **peer** groups or **family** will have the same affect.

b) What effects can be experienced by an individual if there is an audience present? 5 marks

Answer:

- An audience will tend to **increase arousal**, which may improve performance.
- An **extrovert**, who likes attention, may well improve performance.
- An **introvert**, who may well be over-aroused by the presence of audience, could well have performance reduced by an audience.
- The presence of an audience consisting of **co-actors**, such as umpires or officials or ball-boys, could also facilitate performance.
- **Co-competitors** could also act as an audience with supportive effect.

13) a) Using figure 14.15 on page 164 and examples from sport, explain what is meant by evaluation apprehension. 5 marks

Answer:

- This means a **high level of anxiety** or **negative stress** or **arousal** levels are experienced by the performer.
- Which would be caused by **perceived external judgement** or evaluation by others.

b) Briefly outline the causes of evaluation apprehension. 2 marks

Answer:

2 marks for 2 of:

- **Fear of judgement** or perceived judgement.
- For example, feeling anxious because there is a talent scout watching the football game that you are involved in.
- Caused by **lack of confidence** or self efficacy.
- **High arousal** or anxiety caused by **high A-Trait**.
- Previous experiences may have been failing ones.
- **Learned helplessness**.
- **Lack of positive reinforcement** and support from others.

c) As a coach of an individual who is affected adversely by the presence of an audience, how would you help him or her to overcome negative influences? 4 marks

Answer:

- **Decrease the importance** of the event.
- **Selective attention**, focus on technique or tactics instead of the audience (ignore distractions).
- Use an **audience** in training.
- Use the audience to get behind you in an event.
- Get the performer to use **relaxation** or somatic strategies.
- Get the performer to use **cognitive stress management**, positive thinking or imagery.

14) Two groups of male sportspeople (of the same age) undertook an arms-length weight hold endurance test. Success at this exercise was measured by the length of time the weight was held. The table below shows the average times for group 1 (who did the exercise alone) and group 2 (who did the exercise in the presence of an audience).

	group 1 no audience	group 2 with audience
average time held in seconds	46.5	50.5

a) What effect (if any) did the audience have on the performance of the exercise? 1 mark

Answer:

- The audience had the effect of *improving* performance by 8.6%.

b) How would you account for this effect (or lack of effect)? 4 marks

Answer:

4 marks for 4 of:

- *Social facilitation.*
- *The mere presence of an audience has a positive effect on a well-learned skill.*
- *The group wants to impress the audience or is worried by not impressing the audience.*
- *Adrenaline (or hormonal effects) induced by the presence of the audience would have a positive effect.*
- *Positive effects are attributed to presence of an evaluative audience.*
- *An audience has an effect on level of arousal and thus increases a performance up to the optimum level.*
- *Distraction by the audience may have a negative effect.*

c) The audience in this exercise (for group 2) was not known to the participants. Explain any effect you think there would be if the audience was known to the group. 6 marks

Answer:

- *Cottrell's evaluation effect.*
- *The group might perceive the evaluation by the audience as being greater than if the audience was unknown.*
- *Subjects may not wish to perform well in front of friends.*
- *Subjects may seek praise from friends or fear ridicule from friends.*
- *Subjects may lose concentration due to presence of an audience known to them.*
- *Performance might be increased by an atmosphere of competition within the group.*
- *The subjects may have the motive to do well (achieve) or avoid failure in front of this audience.*