



Psychological Aspect Effect on Coaching Girls and Women Players

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Abstract

The role which women are expected to play in society differs greatly from country to country and even from one community to another. The traditional image of the tender, loving women who bears children, attends home and nurtures life rather than destroying it, has changed considerably during the past quarter century. Women have in many ways emancipated. Many women now share the responsibilities for making a living and for community involvement. They teach in schools, working in offices, hold in factories; carry on welfare activities and assist in many other capacities. Even so, more and more women decide to become competitive athletes. Since the theory of sport requires comprehensive explanations and the practice of sport needs clear guidelines, interdisciplinary studies into the nature of sport, including its psychological aspects, are necessary. Analysing the psychological profile of female players, particularly those who are about to become professional athletes, can provide many interesting insights into the specific character of female youth sport and show where improvements can be made in athletic training programmes (especially in mental training). It is therefore important to study psychological gender that determines social behaviours and to analyse female athletes' emotional intelligence. Emotional intelligence is defined as a set of emotional competencies that determine the effectiveness of human behaviours. Psychological gender and emotional intelligence have a significant effect on human adaptability and the efficiency of psychosocial functioning. This research was undertaken with the dual purpose of identifying the psychological gender and emotional intelligence of female players

Keywords: Women, Social Behaviours, Behaviours, Cognitive.

Introduction

The growth and popularity of sport in general and women sports in particular will no doubt continue for decades. Prior to 1973, the scope and status of major sports competition for women was severely limited. Although girls and women have participated in sporting events, since the beginning of recorded civilization, it has only been in the past twenty years that girls and women have been encouraged to participate in sports and have responded to that encouragement by participating in large number than ever. Situation. If you entered a phase of excessive stress, and you are not able to manage it, it is preferably to discuss it with your coach or consult a psychologist.

Coaching Attitude towards Women Athlete

Social attitudes regarding sport participation differ according to whether men or women are taking part in sports. The old stereotype of societies was that women athlete tended to be masculine, dominant, aggressive muscular and socially unsuccessful. The view point has not disappeared entirely, especially among the lower economic levels of man.

For many years our society condemned women for practicing in 'men games'. Only indoor activities such as the chess, carom, swimming, diving and gymnastics were considered as acceptable means of expression for women. They were not supposed to sweat, to build firm muscles or to compete with, or possibly beat their male counterparts. Metheney (1964) says, that the problem is 'what a female may do without impairing her own social group'. She says that the feminine image that is acceptable to men in her own social group defines 'what a women should be and do'. The psychological nature of women as examined and analysed that feminist psychology will deviate from the traditional focus and foundation of psychology.

The psychology of women in general and women athlete's in particular can be approached and studied from different orientations traditionally scientifically based orthodox experimental psychology. Both directions have the ability to expand and enhance our understanding of human behaviour, although only traditionally orthodox experimental psychology has track record of note regarding applied sports psychology and women athletes.

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Mahoney, Avenier and Avenier, state that ‘within the constraints of his/her ability, an athlete performance is significantly related to his/her psychological functioning’. If it’s true that athletes react to competitive situations differently depending upon their personality structure, early life experience, level of training, competition experiences etc.

General Aspects of Coaching

According to George (1985) it is important to have women coaching women because women had to have other women as role models. Girls and women should have experiences in not just being the followers of male leaders. They needed to be inspired by female leaders as well. Just as male coaches have served as role models for young boys and men, female athletes need to identify with women coaches as positive role models.

According to Leonard (1980) the traditional role of women in sport is not that of a competitor. Rather, women have been forced off to the sideline to fill some kind of supportive affective role. These parallels the societal expectations of females.... Seemingly have to go through a whole process of social – psychological redefinition to participate in sport. In a sense, they are forced to prove their femininity, which illustrates that femininity is not a characteristic inherent in womanhood, but rather a function of social and psychological

definition. If athletes and coaches agree with Hariset. al (1973), in reference to appropriate role behaviours and their influence in sports competition-stated that to achieve athletic success females must recognise, accept and develop the traditional male traits of aggressiveness, dominance, achievement orientation, endurance, tough mindedness and capacity of risks (traits which are culturally imposed on males by our society). He also stated until society recognises that the female shares the same joys and satisfactions in sports as the male and until society allows her to pursue these without questioning why she might wish to do so, the female will continue to evidence psychological responses which distinguish her from the male. Neal (1975) briefed out regarding the sociological and psychological considerations of the female in sports. These areas are a relatively unexplored one, in which more research has to be done as to know more about women and competition. Even today, the subsequent information on the psychological preparation of women athletes continues to remain a valid and important concern.

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The quality and quantity of coaching instructions (cognitive and physical skill development) that coaches are capable of presenting to their athletes are multidimensional to ensure maximum performance. Some athletes learn quickly, while others require a longer period to understand what the coaches want to do. How athletes learn and their ability to learn have a major impact upon their performance and their subsequent success or failure, as a coach of victories and defeats.

Learning and performance can sometimes be objectively measured, which can provide a valuable database to chart progress and plan the optimum learning environment that will help each coach and athlete to achieve their maximum performance capability. Klausmeier and Ripple (1971) presented 6 relevant and important steps that are essential if learning is to be purposeful. The learner (or athlete):

- Becomes motivated; sets a goal.
- Appraises situation; evaluates the means and goals relationship.
- Tries to attain goal; engage in productive thinking and physical activity.
- Confirms or rejects initial responses.
- Reaches goal or does not reach goal.
- Experiences satisfaction; remembers and applies learning or modifies.

Physical Characteristics

Rarick and Thompson states that boys are stronger than girls with the same muscular bulk and Training does not eliminate these sex differences. Broucha lists sex as well as in born capacity and age as factors in adaptation to muscular activity and maximum improvement that can be achieved by training. He states that sex influences training mostly because men and women differ in their physiological capacity to perform exercise. Women have a higher rate, a lower aerobic capacity 25 to 30 percent lower and reach exhaustion at lower levels of performance. Morris reported from her studies that ‘with equal cross section and leverage, women possess roughly only 78 percent of the muscular of men’. Biological characteristics show that men are generally taller, more muscular, and rougher and are able to achieve slightly more than women in most sports area. All of these differences are relative, however and cannot be applied

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indiscriminately to all individuals. Obviously, menstruation and pregnancy will affect the ability of women to perform at given periods in their lives. Thompson studied the effect of vigorous activity of women and concluded that on the basis of present Evidence, healthy women will not be damaged by participation in strenuous sports. The internal organs of the female are quite well protected and will not be harmed by jumping and running.

Training Procedure for Girls and Women Players

The psychologist views training as the practical application of the learning phenomena that are understood. Coaches are primarily concerned with two types of training programs. The goal of the first is to develop athletes physically to the extent that they become physically capable of performing the desired acts. This development must not only reach an optimal level for extension of single acts, but must surpass it in order that skills may be continually practiced. If athletes have great amount of endurance, they can practice more and hence increase their learning of skills and their performance levels. In second type of training program, an attempt is made to apply learning principles and findings from behavioural research to 'real' situations. Example the coach attempts to structure practice sessions in a manner consistent with psychological advice on how to attain desired behaviour outcomes in the most efficient manner. The intent to improve skill levels to meet the demands of the tasks.

Conclusion

Most of the values we attribute to a program of physical education are as important to women as to men; the need to move gracefully, effectively and efficiently; the necessity to develop a reasonable amount of strength and endurance, the desirability of being able to participate in life time sports; the opportunity to play and interact with others. Women also need good health, mental relaxation, fun and joy and the opportunity to express themselves. They also give one more argument for cooperation between players and coaches and a sport psychologist from the youth sport level forward. Accurate analysis psychosocial training various educational, corrective and preventive measures could raise training quality and effectiveness in women's soccer, and consequently support the athletes in their pursuit of sports career. Through

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cooperation with a psychologist young female soccer players can create an optimal vision of their development as athletes and humans.

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