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## “Individual Vs Group success orientation, physical fitness & aggression among sportspersons”

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### Abstract:

The current study examined relations between physical activity and proactive and reactive aggression. Additionally, physical activity was examined as a potential moderator of the associations between these subtypes of aggression and peer delinquency. Relations were examined in a community recruited sample of 89 children (56% male, 74% Caucasian) ranging from 9 to 12 years of age ( $M = 10.44$ ,  $SD = 1.14$ ). As expected, physical activity was negatively related to proactive aggression and unrelated to reactive aggression. Moreover, physical activity moderated the relation between proactive aggression and peer delinquency, such that at high levels of physical activity, proactive aggression was unrelated to peer delinquency but at low levels of physical activity, proactive aggression was positively associated with peer delinquency. Thus, physical activity may be an important factor to consider when understanding the link between aggression and other problem behavior, as physical activity appears to impact the link between proactive aggression and delinquent peer affiliations.

**Introduction:** "Success orientations" are ways that human beings go about achieving success in life. The word "success" is used to title this model because of all the things human beings want in life, an overall driving force is the need to be successful.

A mastery orientation is characterized by the belief that success is the result of effort and use of the appropriate strategies. Mastery oriented individuals strive to develop their understanding and competence at a task by exerting a high level of effort. Across numerous studies, mastery orientation has been shown to promote adaptive patterns of learning, which ultimately lead to high academic achievement and adjustment.[11] For example, students with a mastery orientation are more intrinsically motivated to learn, use deeper cognitive strategies, and persist through challenge and failure.

A performance orientation is characterized by the belief that success is the result of superior ability and of surpassing one's peers. Performance oriented individuals desire to outperform others and demonstrate (validate) their ability. Performance orientation is predictive of negative affect, avoidance of challenge and poor achievement outcomes.

More recent conceptualizations of achievement orientation have added an additional element. The traditional mastery and performance orientations are broken down to include approach and avoidance components, resulting in four distinct achievement profiles: mastery-approach, mastery-avoidance, performance-approach, and performance-avoidance.

A mastery-approach orientation describes individuals who are focused on learning as much as possible, overcoming challenges through hard work, or increasing their competence at a task.

A mastery-avoidance orientation describes individuals who want to avoid doing worse than they have done before or failing to learn as much as possible.

A performance-approach orientation describes individuals who want to demonstrate and prove to others their high ability. A performance-avoidance orientation describes individuals who strive to avoid looking incompetent, or less able than their peers by cultivating an appearance of effortless achievement.

One factor that has been shown to be influential in the development of achievement orientations is the type of praise given to individuals. Type of praise not only affects behaviors, beliefs, emotions and outcomes immediately after it is imparted, but has also been shown to have long term consequences. Specifically, it affects how individuals deal with future difficulties and their willingness to apply effort to challenges that may come their way. Verbal praise is often administered as a way to reinforce the performance or behavior of individuals and although there may be positive intentions, some types of praise can have debilitating implications for the recipient. The specific distinction lies in what the praise is directed towards.

Process praise is focused on the actions taken by the individual, especially their effort and problem solving strategies, such as "Great job! You're working really hard." Process praise reinforces the association between success and effort (or behavior) rather than a fixed ability, which cultivates the more adaptive mastery orientation and incremental view of intelligence.

Person praise is focused on the individual themselves, similar to an affirmation of self-worth, such as, "Wow, you're so smart." Because it applauds the individual by applying a label or an unchangeable characteristic, person praise promotes a performance orientation and a fixed view of intelligence. Students are being rewarded, through praise, for their performance based on their ability. Children who are given person praise tend to have worse task performance, more low-ability attributions, report less task enjoyment and exhibit less task persistence, than children who are given process praise. Additionally, person praise is more likely to promote helpless responses to subsequent failures than process praise.

Although praise for intelligence is usually well-intentioned, and can be motivating when students are doing well, it backfires when students eventually face work that is difficult for them. When this happens, the failure is a threat to the person's sense of



his or her own intelligence—a situation to avoid. Thus, praise for intelligence is a short-term strategy that makes successful students feel good at the moment, but one that is detrimental to students in the longer run.

"Success orientations" are ways that human beings go about achieving success in life. The word "success" is used to title this model because of all the things human beings want in life, an overall driving force is the need to be successful.

Human beings want to achieve many things, including being successful at the big things in life:

- Making their parents happy with them and their choices in life.
- completing an education.
- achieving a successful career.
- finding a partner to spend life with.
- having and raising children.

On a shorter time frame, this same drive for success plays out in the hundreds of day-to-day, week-to-week, and month-to-month challenges that face human beings. Such smaller challenges as:

- Getting the dishes washed after dinner.
- Finding something good to eat in the refrigerator.
- Getting to work on time in the morning.
- Buying some nice clothes at the shopping mall
- Ensuring there is enough money in the bank for the mortgage payment this month.
- Saving enough money for a vacation this year.

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### **Physical Fitness**

While on vacation last year I had an opportunity to ride a Segway. After only a few minutes of wobbling I felt like I had mastered this upright transportation technology and I was able to travel long distances with very little physical effort. We certainly live in the technology age and the advances we see in technology have simplified many physically demanding tasks. In fact, it can make you wonder if all of this technology has eased our physical burdens so much that one day we might be so physically unfit that we can no longer perform tasks without the help of technology. Our ability to carry out daily tasks and routine physical activities without undue fatigue is called physical fitness. While too much reliance on technology could make us less fit, we see that we can improve physical fitness through the performance of different exercises. In this lesson we will take a look at the five components that make up physical fitness, how we can improve them and the benefits they bring to our lives.

Malicious, violent, cruel, or harmful behavior. Aggression can manifest in physical actions, such as physical violence towards others, or in a more emotional way, such as cruel words or unkind behavior. Aggression can build up in an individual over time, due to anger, stress, or any negative circumstances. Acts of aggression are sometimes directed at the thing or individual which created the negative situation (attacking someone who is bullying you), but can also be directed at an innocent individual

### **Common effects of childhood aggression may include:**

- Antisocial personality disorder.
- Conduct disorder.
- Deviant behaviors.
- Incarceration.
- Delinquency.
- Domestic violence or child abuse.
- Social isolation.
- Depression.