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UNIVERSITY OF FORT HARE

HUS 311

DEGREE EXAMINATIONS

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Marks: 100

This paper consists of 3 pages including cover page

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Instructions

Please answer all questions by writing the question number and the correct letter.

1. Sport psychology specialists have three roles. These include
 - *a. teaching, researching, and consulting
 - b. teaching, administration, and consulting
 - c. research, administration, and teaching
 - d. teaching, intervention, and research
 - e. intervention, teaching, and consulting

2. Which of the following will the field of sport and exercise psychology face in the future?
 - a. unqualified people doing consulting in sport psychology
 - b. few full-time positions in sport psychology involving consulting with athletes
 - c. a glut of positions teaching sport psychology at universities
 - *d. a and b
 - e. a and c

3. Which type of question would NOT fall under the category of "What effect do psychological factors have on an individual's performance?"
 - a. Does self-confidence influence a child's ability to learn to swim?
 - b. How does anxiety affect a tennis player's service accuracy?
 - *c. Does running reduce one's anxiety and depression?
 - d. How does punishment influence an individual's motivation to continue participation in sport?
 - e. How does concentration affect performance in fine motor tasks?

4. Research by Landers and his colleagues, using biofeedback techniques to train elite marksmen to shoot between heartbeats, is a good example of a
 - a. cognitive-behavioral orientation
 - b. cognitive-affective orientation
 - c. behavioral orientation
 - *d. psychophysiological orientation
 - e. physiological-environmental orientation

5. Behavior is determined by the interaction of the environment and personal makeup of the performer. This idea is an example of a
 - a. cognitive-behavioral orientation
 - b. behavioral orientation
 - c. cognitive-affective orientation
 - *d. social-psychological orientation
 - e. cognitive-environmental orientation

6. Emotional disorders affecting sport performance, such as eating disorders and drug abuse, would best be treated by a
 - *a. clinical sport psychologist
 - b. developmental psychologist
 - c. educational sport psychologist
 - d. Rogerian sport therapist
 - e. Gestalt sport therapist

7. Which of the following are major sport and exercise psychology journals?

- a. *Journal of Applied Sport Psychology*
- b. *Journal of Applied Research in Sport Psychology*
- c. *Journal of Sport and Exercise Psychology*
- d. a and b
- *e. a and c

8. The limitations of professional practice knowledge include its

- a. susceptibility to biasing influences
- b. high internal validity
- c. lack of explanations
- d. a and b
- *e. a and c

9. Which professional sport psychology association developed standards for certification of individuals working in applied sport psychology settings?

- a. North American Society for the Psychology of Sport and Physical Activity
- b. International Society of Sport Psychology
- *c. Association for the Advancement of Applied Sport Psychology
- d. American Psychological Association Division 47
- e. Applied Sport Psychology Society

10. Sport and exercise psychology is first and foremost a

- *a. science
- b. paradigm
- c. applied field of study
- d. laboratory-based field of study

11. Trait anxiety refers to _____ anxiety, whereas state anxiety refers to _____ anxiety.

- *a. general; momentary
- b. momentary; general
- c. competitive; noncompetitive
- d. noncompetitive; competitive

12. When administering tests to athletes, which of the following guidelines should be followed?

- a. Explain to athletes why the tests are being given.
- b. Give clinical as well as sport-specific tests.
- c. Provide specific feedback concerning test results.
- *d. a and c
- e. a and b

13. The phenomenological approach to personality is consistent with the interactional approach except that it focuses on

- *a. the individual's interpretation of the situation and himself or herself
- b. the traits of an individual
- c. the situation a person is dealing with at the time
- d. the behavior of the individual

e. the outcome of the behavior

14. A weakness in the psychodynamic approach is its

- a. sole focus on internal determinants of behavior
- b. lack of attention to the social environment
- c. sole focus on external determinants of behavior
- *d. a and b
- e. b and c

15. Recently, the psychodynamic approach has been applied to sport by Swedish sport psychologist Erwin Apitzsch. This new approach came from his work with athletes focusing on

- a. the superego
- *b. defense mechanisms
- c. ego development
- d. early childhood experiences
- e. conflicts between the id and superego

16. Which of the following is not a subscale from the Athletic Coping Skills Inventory?

- a. concentration
- b. coachability
- c. goal setting
- *d. imagery
- e. freedom from worry

17. Test anxiety is an example of a

- a. trait measure
- b. state measure
- *c. situation-specific trait measure
- d. situation-specific state measure

18. Taking an intra-individual approach to psychological testing means that

- a. individuals are compared against population norms
- *b. individuals are compared against how they usually score on a particular psychological inventory
- c. individuals are compared to norms for their age and gender
- d. individuals are compared based on objective and subjective assessments

19. Which of the following is (are) NOT a question(s) that a researcher using the interactional approach would ask?

- a. Will highly anxious athletes perform better than less anxious athletes in situations that are not stressful?
- b. Will extroverts perform better than introverts in a team situation?
- *c. Will highly motivated people choose to participate in competitive situations?
- d. Will kids with high self-esteem prefer competitive sport situations to a greater degree than kids with low self-esteem?
- e. a and c

20. The interactional approach assumes that

- a. situational and personal variables are codeterminants of behavior
- b. personality interacts with the psychological core to determine behavior
- c. highly aggressive people, for example, will usually react in an aggressive manner when placed in an aggressive situation
- *d. a and c
- e. a and b

21. The situational approach to personality assumes that

- a. individuals behave differently across situations
- b. individuals behave similarly across situations
- c. if the situation is strong, the effect of personality traits would be minimal
- d. a and b
- *e. a and c

22. Participant motivation is usually the result of

- a. personal factors
- b. situational factors
- *c. a combination of personal and situational factors
- d. the history of success or failure

23. Achievement motivation can best be viewed as a(n)

- a. situational factor
- *b. personality factor
- c. interactional factor
- d. attributional factor
- e. unstable factor

24. The entity view of goal perspectives argues that individuals

- a. view their ability primarily as fixed
- b. adopt a task focus
- c. adopt maladaptive motivational patterns
- d. b and c
- *e. a and c

25. What is critical in affecting the performance and behavior of sport and exercise participants?

- a. motivation
- b. physiology
- c. biomechanics
- d. sociological factors
- *e. all of the above

26. An effective technique to use to change undesirable motives of a participant is

- *a. behavior modification
- b. cognitive intervention
- c. rational emotive therapy
- d. cognitive restructuring

e. self-monitoring

27. The most difficult but most important component of structuring sport and exercise environments to meet an athlete's or exerciser's needs is

- *a. individualizing coaching and teaching
- b. finding rigorous training environments
- c. deciding on what motivational strategy to use
- d. balancing extrinsic and intrinsic motivation

28. To understand students', athletes', and exercisers' motives for involvement, one should

- a. observe participants to see what they like and do not like about the activity
- b. talk to others who know the athletes and exercisers
- c. periodically ask the participants to list their reasons for participation
- *d. all of the above
- e. a and c

29. Recent research indicates interesting cross-cultural differences in motives for participation. Which of the following is FALSE?

- a. U.S. youngsters are more intrinsically motivated than Korean youngsters.
- b. Participants in Asian countries are more interdependent, whereas North Americans are more independent.
- c. American youngsters are more motivated by competition than Chinese youngsters, who are more motivated by social affiliation.
- d. Chinese Americans are primarily motivated because of travel and having fun.
- *e. U.S. children are primarily motivated to win, whereas German children are primarily motivated to please parents.

30. Which of the following statements is (are) true?

- a. Mastery goals should be used more often than outcome goals.
- b. Feedback to athletes should emphasize attributing their success to high ability and high effort.
- c. Lack of ability, rather than lack of effort, should be emphasized after a failure.
- d. a and c
- *e. a and b

31. Which of the following is NOT one of the major motives for participating in sport and exercise?

- a. having fun
- b. being with friends
- c. improving skills
- *d. pleasing parents
- e. developing fitness

32. "A disposition to strive for satisfaction when making comparisons with some standard of excellence in the presence of evaluative others" is the definition of which of the following?

- a. achievement motivation
- b. self-esteem
- c. self-confidence
- d. self-concept
- *e. competitiveness

33. The results of Weinberg and Hunt's (1976) study on college students with high and low trait anxiety demonstrated that
- a. increased muscle soreness contributed to inferior performance
 - b. increased muscle tension contributed to inferior performance
 - c. increased coordination difficulties contributed to inferior performance
 - d. a and c
 - *e. b and c
34. A substantial imbalance between demand and response capability under conditions in which failure has important consequences refers to
- a. arousal
 - b. sensational pressure
 - *c. stress
 - d. state anxiety
 - e. trait anxiety
35. There is a positive correlation between one's level of
- a. cognitive anxiety and somatic anxiety
 - *b. trait anxiety and state anxiety
 - c. arousal and stress
 - d. a and c
 - e. b and c
36. Physiological responses occur in which stage of the stress process?
- a. stage 1
 - b. stage 2
 - *c. stage 3
 - d. stage 4
 - e. stage 5
37. Arousal refers to the
- a. direction of motivation
 - *b. intensity of motivation
 - c. frequency of motivated behavior
 - d. interaction of cognition and emotions
 - e. a and d
38. Which of the following is NOT a physical manifestation of excess state anxiety?
- *a. worry
 - b. muscle tension
 - c. attentional problems
 - d. a and c
 - e. b and c
39. The importance placed on an event and the uncertainty that surrounds the actions of that event are sources of

- a. somatic anxiety
- b. trait anxiety
- c. arousal
- d. personal stress
- *e. situational stress

40. Which personality disposition(s) is (are) related to change in state anxiety?

- a. trait anxiety
- b. self-esteem
- c. optimism
- *d. a and b
- e. a and c

41. A highly trait-anxious athlete (compared to a less trait-anxious athlete) would perceive competition as

- a. more threatening and less anxiety producing
- b. less threatening and less anxiety producing
- *c. more threatening and more anxiety producing
- d. less threatening and more anxiety producing

42. Athletes lower in self-esteem are more likely to experience

- *a. low confidence and high state anxiety
- b. low confidence and low state anxiety
- c. low confidence and low trait anxiety
- d. high confidence and high state anxiety
- e. low confidence and low arousal

43. Which theory predicts a linear relationship between arousal and performance?

- a. catastrophe theory
- *b. drive theory
- c. inverted theory
- d. individualized zones of optimal functioning
- e. reversal theory

44. A sociogram can measure

- a. friendship choices within the group
- b. the presence or absence of cliques in groups
- c. group integration-task
- *d. a and b
- e. a and c

45. The common thread among the definitions of cohesion is that cohesion is made up of what two basic dimensions?

- *a. task and social cohesion
- b. task and organizational cohesion
- c. social and organizational cohesion
- d. psychological and organizational cohesion

e. psychological and social cohesion

46. Which of the following is NOT an antecedent to cohesion according to Carron's model?

- a. environmental factors
- b. team factors
- *c. organizational factors
- d. leadership factors
- e. personal factors

47. The number of athletes holding scholarships and the eligibility requirements are examples of which antecedent of cohesion?

- *a. environmental factors
- b. team factors
- c. organizational factors
- d. leadership factors
- e. personal factors

48. Task and affiliation motivation are examples of which antecedent of cohesion?

- a. environmental factors
- b. team factors
- c. organizational factors
- d. leadership factors
- *e. personal factors

49. According to Carron and Dennis, the most important personal factor regarding the development of social and task cohesion is

- a. socioeconomic status
- b. gender
- *c. individual satisfaction
- d. age
- e. race

50. Which of the following statements regarding antecedent factors affecting cohesion is (are) FALSE?

- *a. Larger groups have higher cohesion than smaller groups.
- b. More distinctive groups have higher levels of cohesion.
- c. Compatibility between a coach and players is related to cohesion.
- d. a and b
- e. a and c

51. The questionnaire used most often in the early research on cohesion in sport was called the

- a. Group Environment Questionnaire
- *b. Sport Cohesiveness Questionnaire
- c. Multidimensional Sport Cohesion Instrument
- d. Unidimensional Sport Cohesion Survey

52. Which of the following is NOT a construct identified in the Group Environment Questionnaire?

- a. group integration-task
- b. group integration-social
- *c. group attraction-environmental
- d. individual attraction to group-task
- e. individual attraction to group-social

53. Michael Jordan spoke about everyone on the team coming together (cohesion) when they "stepped between the lines." This belief and confidence in one another is known as

- *a. collective efficacy
- b. group similarity
- c. group norm
- d. group role
- e. collective ability

54. Using the Group Environment Questionnaire, research has revealed that group cohesion is related to which of the following?

- a. reduced absenteeism
- b. increased satisfaction of members
- c. attributions for responsibility for performance outcomes
- *d. all of the above
- e. a and b

55. In Asch's experiment of line-comparison judgments, approximately _____ of the subjects conformed to the group norm.

- a. all
- b. none
- c. half
- d. one quarter
- *e. one third

56. Team building is considered part of which stage of team development?

- *a. forming
- b. storming
- c. norming
- d. performing
- e. joining

57. Which of the following is (are) true?

- a. Pendular theories emphasize shifts in interpersonal relationships during the growth of groups.
- b. The book *A Season on the Brink* is an example of a life cycle model.
- c. Life cycle models emphasize the birth and death of groups.
- d. a and b
- *e. a and c

58. In the pendulum example of the Indiana basketball team, which of the following is (are) a stage(s) of group development?

- a. orientation

- b. differentiation and conflict
- c. information and knowledge
- *d. a and b
- e. a and c

59. Which of the following is (are) part of the norming stage?

- a. role acceptance
- b. increase in cooperation and solidarity
- c. conflict resolution
- *d. all of the above
- e. a and c

60. Formal roles, in contrast to informal roles, are a set of behaviors that are required or expected of persons in a group and

- a. evolve based on interpersonal interactions among group members
- b. include such roles as "the enforcer" and "the go-between" for coach-athlete communications
- c. are dictated by the nature and structure of an organization
- d. include such roles as team captain, coach, and athletic trainer
- *e. c and d

61. Dean Smith, former basketball coach at the University of North Carolina, often played his reserves as a unit early in the game. This is an example of emphasizing

- *a. role acceptance
- b. role reversal
- c. group norms
- d. group cohesion
- e. group solidarity

62. Role clarity refers to

- a. accepting and being willing to carry out your specific role for the team
- *b. understanding exactly what your role is for the team
- c. the formal roles of a team or organization
- d. a and c

63. Role acceptance depends on

- a. autonomy
- b. feedback and role recognition
- c. team norms
- *d. a and b
- e. a and c

64. A level of performance, pattern of behavior, or belief that is formally or informally established as appropriate by a group is called a

- *a. norm
- b. sanction
- c. role
- d. team climate
- e. standard

65. According to Christian Buys, there are several negative aspects of group formation. These negative aspects include

- a. conformity
- b. social loafing
- c. deindividuation
- *d. all of the above
- e. a and b

66. The suggested ratio for the time of inhalation to exhalation when using breath control as a relaxation device is

- a. 1:5
- *b. 1:2
- c. 3:1
- d. 5:1
- e. 1:4

67. A good starting point for increasing awareness of arousal states is to

- *a. visualize your best and worst performances
- b. visualize only your best performance
- c. develop relaxation skills
- d. learn transcendental meditation
- e. learn autogenic training

68. Which of the following is (are) NOT a stage(s) in autogenic training?

- a. regulation of breathing
- b. regulation of cardiac activity
- *c. cooling of the extremities
- d. a and c
- e. b and c

69. The two sensations that are emphasized in autogenic training are

- a. warmth and cold
- *b. warmth and heaviness
- c. kinesthetic and heaviness
- d. warmth and kinesthetic
- e. cold and kinesthetic

70. Autogenic training was developed by

- a. Weinberg and Gould
- b. Jacobson and Benson
- *c. Schultz and Luthe
- d. Martens and Landers
- e. Schultz and Singer

71. The state of mind produced by the relaxation response is similar to that described during

- a. imagery
- b. peak performance
- *c. transcendental meditation
- d. deep sleep
- e. progressive relaxation

72. The premise of stress inoculation training is to

- *a. expose the person to increasing amounts of stress, thereby enhancing the person's immunity to stress
- b. teach both somatic and cognitive anxiety skills
- c. teach people that stress is predominantly in their minds
- d. teach people to appraise stressful situations

73. Relaxation (anxiety reduction) techniques are usually classified as

- *a. cognitive and somatic
- b. state and trait
- c. sport specific and general
- d. cognitive and appraisal
- e. somatic and visceral

74. Using an electronic monitoring device that can detect and amplify internal responses not ordinarily available to us is known as

- a. systematic desensitization
- b. classical conditioning
- c. biological mapping
- *d. biofeedback
- e. biological conditioning

75. Effective breathing occurs from the

- *a. diaphragm
- b. central chest
- c. upper chest
- d. throat

76. Athletes should make sure that when they are performing a skill under pressure, they

- *a. breathe out during execution of the skill
- b. breathe in during execution of the skill
- c. hold their breath during execution of the skill
- d. breathe shallowly during execution of the skill

77. It is recommended that appropriate goals be

- a. short-term only
- b. long-term only
- *c. a combination of short- and long-term
- d. short-term early in the season, then long-term midway through the season
- e. either short-term or long-term depending on the way you phrase your generalized goals

78. Focusing on performance (as opposed to outcome goals) during competition has been shown to be associated with _____ anxiety and _____ performance.

- a. more; poorer
- *b. less; superior
- c. more; superior
- d. less; poorer
- e. none of the above

79. Which of the following (according to research by Filby and colleagues) would produce the best performance?

- a. performance goals
- b. process goals
- c. outcome goals
- *d. a combination of goals
- e. subjective goals

80. Studies of goal setting in business have concluded that

- a. although goals work in some situations, more often than not, specific goals are not better than "do your best" goals
- b. it does not matter how difficult your goals are—any goal will be effective
- *c. goal setting works very well
- d. goal setting is effective but only when the goals are easy

81. Burton (1989a), in a study of basketball skills, found that

- a. general goals were just as effective as specific goals
- b. goal setting was effective for all tasks
- c. short-term goals were more effective than long-term goals
- *d. goal setting enhanced performance better on low- as compared with high-complexity tasks
- e. goal setting improved performance more for the subjects who were told to "do their best" than for those who were told "improve 15%"

82. Directing a performer's attention to important elements of a skill is

- *a. one way in which goal setting can influence performance
- b. one indirect thought process that explains goal setting's impact on athletes
- c. not really a part of a systematic goal-setting program because most athletes can direct their own attention appropriately
- d. the same thing as mobilizing the athlete's effort
- e. b and c

83. The mechanistic explanation for the effectiveness of goal setting includes

- a. directing the performer's attention to important elements of a skill
- b. mobilizing effort and increasing persistence by providing incentives
- c. the development and employment of new learning strategies
- *d. all of the above
- e. a and b

84. Burton contends that athletes who set outcome goals will experience more anxiety and lower self-confidence in competition; this is

- a. because their goals are not within their complete control
- b. one of the mechanistic explanations for the effectiveness of goal setting
- c. one of the indirect thought-process explanations for the effectiveness of goal setting
- *d. a and c

85. After a five-month goal-setting program (Burton, 1989) swimmers were found to

- *a. have learned to set performance goals
- b. exhibit less anxiety, regardless of their ability to set performance goals
- c. exhibit less anxiety if they set outcome goals rather than performance goals
- d. exhibit higher confidence and improved performance if they set outcome goals rather than performance goals
- e. c and d

86. Having a goal to win the race is an example of a(n) _____ goal, whereas having a goal to "improve my best time" is an example of a(n) _____ goal.

- *a. outcome; performance
- b. process; outcome
- c. outcome; ego-oriented
- d. subjective; objective
- e. a and c

87. According to the text, goals should be

- a. extremely difficult so that only 10% of your players can reach them
- b. easy enough to achieve so that self-esteem is enhanced
- *c. difficult enough to be a challenge, yet realistic enough to achieve
- d. set to the same value (e.g., the same score, the same time) for everyone on the same team so that no one is singled out as a favorite
- e. c and d

88. In the case study of Billy the hockey goalie, what did he learn?

- *a. how to be rough and tough without getting thrown out of the game
- b. how to control his aggression
- c. how to deal with aggressive teammates
- d. how to deal with aggressive coaches
- e. how to use his mental skills to improve his effectiveness

89. Which of the following is (are) NOT among criteria for judging aggression?

- a. It involves intent.
- b. It involves harm or injury.
- *c. It must be directed toward a human being.
- d. a and c
- e. b and c

90. Which of the following would be classified as an aggressive act?

97. Individuals have an innate predisposition to be aggressive, which builds up and eventually must be expressed. This represents the major premise of which theory?

- a. social learning theory
- b. frustration-aggression theory
- c. revised frustration-aggression theory
- *d. instinct theory
- e. instrumental-reactive aggression theory

98. The general aggression model proposes that when aggression occurs, it will be

- a. reactive versus instrumental
- *b. thought out versus impulsive
- c. reactive versus hostile
- d. internal versus external
- e. individual versus group

99. Bandura's research showed that children who saw adult models commit violent acts repeated those acts more than children who were not exposed to such aggressive models. This supports which theory of aggression?

- a. instinct theory
- b. frustration-aggression theory
- c. social learning theory
- d. revised frustration-aggression theory
- e. instrumental-reactive aggression theory

100. According to more recent research by Anderson and Bushman, aggression ranging from instrumental to reactive should be viewed

- a. as a circle
- b. along a continuum
- c. as either reactive or instrumental
- d. as an inverted-U
- e. as a linear function