



A GLANCE ON ERRONEOUS TRENDS OF HUMAN BEHAVIOUR AT PRESENT IN SOCIETY AND SPORTS

Satpal Kaur

Assistant Professor, SKR College of Physical Education,
Bhagoo Majra, Kharar, SAS Nagar, Punjab. India

Abstract:-Human Behaviour'is anything he or she does like breathing, walking, thinking, drawing, playing sports, texting. It refers to the range of behaviours exhibited by humans which are influenced by culture, attitudes, emotions, values, ethics, authority, rapport, hypnosis, persuasion, coercion and/or genetics. Negative reinforcement is a method of training that uses a negative reinforce. A negative reinforce is an event or behaviour whose reinforcing properties are associated with its removal. For example, terminating an existing electric shock after a rat presses a bar is a negative reinforce. Beside this, education can also help the society to cope with all these social problems.

Keywords: Human Behaviour , walking , drawing , persuasion

INTRODUCTION

Human behaviour is experienced throughout an individual's entire lifetime. It refers to the range of behaviours exhibited by humans and which are influenced by culture, attitudes, emotions, values, ethics, authority, rapport, hypnosis, persuasion, coercion and/or genetics. The behaviour of people (and other organisms or even mechanisms) fall within a range with some behaviour being common, some unusual, some acceptable, and some outside acceptable limits. In sociology, behaviour in general is considered as having no meaning, being not directed at other people, and thus is the most basic human action. Behaviour in this general sense should not be mistaken with social behaviour, which is a more advanced action, as social behaviour is behaviour specifically directed at other people. The acceptability of behavior is evaluated relative to social norms and regulated by various means of social control.

Human behaviour is experienced throughout an individual's entire lifetime. It includes the way they act based on different factors such as genetics, social norms, core faith, and attitude. Behaviour is impacted by certain traits each individual has. The traits vary from person to person and can produce different actions or behaviour from each person. Social norms also impact behaviour. Humans are expected to follow certain rules in society, which conditions the way people behave. There are certain behaviours that are acceptable or unacceptable in different societies and cultures. Core faith can be perceived through the religion and philosophy of that individual. It shapes the way a person thinks and this in turn results in different human behaviours. Attitude can be defined as "the degree to which the person has a favourable or unfavourable evaluation of the behaviour in question." Your attitude highly reflects the behaviour you will portray in specific situations. Thus, human behaviour is greatly influenced by the attitudes we use on a daily basis

Factors affecting human behaviour and actions:

- ❖ Genetics
- ❖ Social Norms
- ❖ Core Faith & Culture
- ❖ Attitude

Genetics:

Human behaviour can be affected in many ways, one of which is genetics. Everyone has different traits such as intelligence or shyness which they inherit through heredity. These traits impact human behaviour and there are indications that behaviour is affected by genetics. First, behaviour can be different in different species. People behave differently from how a chickadee behaves for example. Second, behaviour can be reproduced in consecutive generations of humans. In each generation of people, there will be similar behaviours that occur. Third, biological structures can be alternated resulting in behaviour changes. For example, if you develop a brain injury you can change from behaving politely to being aggressive. Another way behaviour can be affected is by behaviours that are brought up in families. For example, certain behaviours that can occur from a mental illness that runs in the family. Fourth, evolutionary history of genetics has a big impact on behaviour. All species have DNA which can bind us all together. Geneticists are now able to introduce or exclude specific genes, resulting in different traits and behaviours arising from those traits. One gene does not create behaviour. Behaviours result from a combination of genes, and these genes can be affected by different factors. Factors such as genes and environment are included in the growth of any trait. Genes can be manipulated and modified, and the environment can increase certain outcomes of genes. Understanding genetics in relation to behaviour is difficult and there are many things still being studied about this.

Social Norms:

Social norms are essential in understanding human behavior. Norms is described as an unwritten rule on how society must behave, and what majority of people believe about others and how they should act in a particular social group or culture. An example of a social norm would be students, and how they are expected to attend school on time and complete any task given to them by the teacher (Perkins, 2006). Having norms allows people to have an understanding of social influence in a general and orthodoxy way. The types of groups that affect a person social norm would range from friendships, family members, workplace, and our national state. Another example of social norms is students, neighbours, and patients in a hospital are all aware of the norms governing behavior. Individual's behaviour changes according to the group they go into, which allows norms to provide an order in society. Without social norms, it would be difficult for human society to function; humans' beings need norms in order to guide and direct their behaviours. Sociology theorist Karl Marx and Talcott Parsons had established theories that the both believed that society need norms. Marx believed that norms are used to create roles in society, which allows people to function properly in different social class structures. He also established that this creates social structure. Parsons on the other hand, believed that structural functionalist affect school, norms that dictate the interactions of in all social encounters. These are some of the reasons why people, believe that social norms are crucial to human behaviour

Core Faith & Culture: Another important factor of human behavior is their "core faith". This faith can be through religion, philosophy, culture or personal belief and often affects the way a person can behave. Eighty percent of the U.S. public claims some sort of belief in a higher power, which makes religion a large importance in society. It is only natural for something that plays such a large role in society to have an effect on human behavior. For example, when a lesbian couple was featured on the JC Penney mother's day ad in 2012, thousands of Christian mothers boycotted the pro-gay marriage company. Morals are another factor of core faith that affects the way a person behaves. Emotions connected to morals including shame, pride, and discomfort and these can change the way a person acts. Most importantly, shame and guilt have a large impact on behavior. Lastly, culture highly affects human behavior. The beliefs of certain cultures are taught to children from such a young age that they are greatly affected as they grow up. These beliefs are taken into consideration throughout daily life, which leads to people from different cultures acting differently. These differences are able to alter the way different cultures and areas of the world interact and act.

Attitude: An attitude is an expression of favour or disfavour toward a person, place, thing, or event. The interesting thing about an attitude and human beings is that it alters between each individual. Everyone has a different attitude towards different things. A main factor that determines attitude is likes and dislikes. The more you like something or someone the more you are willing to open up and accept what they have to offer. When you don't like something you are more likely to get defensive and shut down. An example of how our attitude affects our human behaviour could be as simple as taking a child to the park or to the doctors. Children know they have fun at the park so their attitude becomes willing and positive, but when we mention doctor, they shut down and become upset with the thought of pain. Attitudes can sculpt personalities and the way people view who we are. People with similar attitudes tend to stick together as interests and hobbies are common. This doesn't mean that people with attitudes don't interact, because they do. What it means is that specific attitudes can bring people together (e.g., religious groups). Attitudes have a lot to do with the mind which highly relates to Human behavior. The way a human will behave depends a lot on how they look at the situation and what they expect to gain from it. Positive attitudes are better than negative ones as negativity can bring on negative emotions that most of the time can be avoided. As humans, it is up to us to make sure our attitudes positively reflect the behaviours we want to show. This can be done by assessing our attitudes and

properly presenting them in society.

There are lots of other sociological factors that could effect human behaviour. Family life, school environment (violent, drug-filled, etc), violence on TV or in the home, weak or strong social ties (ex. Lack of strong friendships), socioeconomic status, neighbourhood (clashing or cohesiveness of cultural norms), education level obtained, poor social influences (ex. Gang behaviour). Societal norms and influences (ex. Farming community v/s inner-city), religious influences etc.

Method

Keeping in view the nature of the study, the literature was collected from the secondary sources including books, magazines and websites related with human behaviour present in society and sports.

Analysis

The collected information has been critically explored, discussed and presented here to provide information about human behaviour present in society and sports.

Results

A GLANCE ON ERRONEOUS TRENDS OF HUMAN BEHAVIOUR AT PRESENT IN SOCIETY AND SPORTS:

1.SPORTS AND RELIGION: In 1999, The International Olympic Committee banned the Afghan Olympic Committee from participating in the 2000 Sydney Olympics after a Taliban appointee took over the Afghan National Olympic Committee (NOC) and all but banned women from sports.

Most Muslim-majority countries have sent female athletes to compete in the Olympics for decades. More Muslim women are competing in sports today than ever.

But even when women are included, competition remains a challenge, particularly because of athletic dress codes. In 2007, the International Federation of Association Football issued a ban on the hijab or headscarf.

The situation for female athletes in Saudi Arabia is bleak. Women in general are denied the right to practice sports. Saudi Arabia is the only country in the world that prevents girls from taking part in sports in government schools. Physical education is allowed only in private schools. Women are not allowed to play in official sports clubs or even watch matches in stadiums. Girls' football, volleyball and basketball games in private schools and colleges are held secretly. Because of this ban, finding women with Olympic level training was a kind of "mission impossible". The conclusion of all these things reveals around, 'why I do curtain, on your evil eye' ("Nazar Teri Buri Aur Parda Mein Karoon").

2. SEX AND GENDER CONTROVERSIES IN SPORTS AND SOCIETY: To know about these controversy, firstly we have need to know about these terms –

"**Sex**" refers to the biological and physiological characteristics that define men and women.

"**Gender**" refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women.

What is the **difference** between Sex and Gender?

Sex = male and female

Gender = masculine and feminine

So while your sex as male or female is a biological fact that is the same in any culture, what that sex means in terms of your gender role as a 'man' or a 'woman' in society can be quite different cross culturally. These 'gender roles' have an impact on the health of the individual.

In sociological terms '**gender role**' refers to the characteristics and behaviours that different cultures attribute to the sexes. What it means to be a 'real man' in any culture requires male sex plus what our various cultures define as masculine characteristics and behaviours, likewise a 'real woman' needs female sex and feminine characteristics. To summarise:

'**Man**' = male sex + masculine social role (a 'real man', 'masculine' or 'manly').

'**Woman**' = female sex + feminine social role (a 'real woman', 'feminine' or 'womanly').

"**Transgender**" at its most basic level, is a word that applies to someone who doesn't fit within society's standards of how a woman or a man is supposed to look or act.

For example, "transgender" may be used to describe someone who was assigned female at birth but later realizes that label doesn't accurately reflect who they feel they are inside. This person may now live life as a man, or may feel that their gender identity can't be truly summed up by either of the two options we're usually given (male or female). They might feel like they're in between those two options; both male and female; or outside the two-gender

system, entirely, neither male nor female.

Gender identity disorder (GID) is the formal diagnosis used by psychologists and physicians to describe persons who experience significant gender dysphoria (discontent with the sex they were assigned at birth and/or the gender roles associated with that sex). It describes the symptoms related to trans-sexualism, as well as less severe manifestations of gender dysphoria. GID is classified as a medical disorder by the ICD-10 CM and by the DSM-IV TR. It is likely that the new version of the DSM will replace this category with "Gender Dysphoria." Some authorities do not classify gender dysphoria as a mental illness, including the NHS which describes it as "a condition for which medical treatment is appropriate in some cases."

Why People Change Their Gender? It is very much a matter of self image. For some reason and the reasons are different with each transsexual they see themselves as the other gender. This becomes almost an obsession in their lives. They go through depression have a very high rate of suicide. For some it gets to the point that they simply decide they cannot live as their biological gender and begin the transition process. Most find the process so difficult and traumatic they never complete transition. Those that do complete the transition process with very rare exception report greater happiness and peace with themselves in their lives. There have been a couple of studies that suggest the reasons to transition may be related to brain structure but these studies tend to examine the structure of transsexuals who have been on hormones for a number of years prior to death and as such these noted differences may be the product of the hormone intake. The short answer is that these people are trying to find a version of themselves where they can be at peace.

Athletes who had a sex-change

Sr.no	Name	Country	Event
1	Renée Richards	America	Tennis
2	Mianne Bagger	Denmark	Golf
3	BalianBuschbaum	German	Pole vault
4	Michelle Duff	Toronto	Motorcycle road race
5	Andreas Krieger	Berlin	Shot putt
6	Caster Semenya	South Africa	(Sprint 100m)
7	SanthiSoundarajan	India	800m race
8	Tamara Press	Russia	Shot putt
9	Irina Press	Russia	Hurdle (80m)
10	StanisławaWalasiewicz	Polish	Athletics

3.SPORTS GROUND AS “THE PLACE OF WAR” -In today’s sports world, the high premium placed on victory and the fan’s desire to see intense human conflict, has allowed violence to become an accepted part of sports. Violence in sports refers to physical acts committed in contact sports such as Ice hockey, lacrosse, Soccer, Boxing, Mixed Martial Arts, Wrestling, and Water Polo beyond the normal levels of contact expected while playing the sport. These acts of violence can include intentional attempts to injure a player by another player or coach, but can also include threats of physical harm or actual physical harm sustained by players or coaches by those engaging in spectating of sports.

How does violence in sports affects the Society? First, we look at sports players as role models so if our 'heroes' can act violently, it gives us a 'valid' reason to engage in this manner. Second, it validates the notion that we can fight for often frivolous reasons. (Come on guys, it's only a game- and you guys are millionaires for God's sake.). Third, it becomes ingrained in the heads of our youths that violence is accepted. And this rolls over to their own behavior on the sports fields. And things that are learned in our youth carry with us through adulthood. And probably not lastly, it polarizes us into an 'us versus them' mentality which makes us view each other less as humans.

4.RIGHT TO EDUCATION --A right to education has been created and recognized by some jurisdictions: Since 1952, Article 2 of the first Protocol to the European Convention on Human Rights obliges all signatory parties to guarantee the right to education. It does not however guarantee any particular level of education of any particular quality. At the global level, the United Nations' International Covenant on Economic, Social and Cultural Rights of

1966 guarantees this right under its Article 13.

Throughout history various governments have made it illegal to educate children privately or at home. Various totalitarian regimes, for example, have mandated indoctrination through propaganda in the Hitler Youth and propaganda in education under various communist regimes.

“She want education, but she got bullet” (The Malala Yousafzai Case) Malala Yousafzai is a Pakistani school student and education activist from the town of Mingora in the Swat District of Pakistan's Khyber Pakhtunkhwa province. She is known for her education and women's rights activism in the Swat Valley, where the Taliban had at times banned girls from attending school. On October 9 of 2012, two men stopped the bus bringing her and her classmates back from school. One man mounted the bus and demanded to know which girl was Malala. He fired three shots, one of which entered her skull and grazed her brain. The Taliban claimed responsibility for the attack. Taliban leaders have reiterated their intention to kill her and her father.

5. “KILL HER BECAUSE, SHE IS A GIRL” (Female Feticide A Curse of Society) - Female feticide is aborting a female fetus after sex determination test. It is the crime in the eyes of law. This process began in the early 1990's when ultrasound technique which, was invented to basically check the health of the baby inside the mother and this technique was being used for this crime. But, a century ago, baby girls were drowned alive in a vassal of milk and killed after they were born.

6. TREND OF PROTEST WITH SHOE AND BOTTLE THROWING: Throwing of shoes, showing the sole of one's shoe or using shoes to insult are forms of protest in many parts of the world. Incidents where shoes were thrown at political figures have taken place in Australia, India, Ireland, Hong Kong, Pakistan, the United Kingdom and most notably, the Arab world.

Recently in sports, a mentally ill British man who shouted abuse at Usain Bolt and threw a beer bottle on the track at the start of the men's Olympic 100 meters final was found guilty of a public order offence. Ashley Gill-Webb, 34, shouted "Usain I want you to lose, Usain you are bad, you are an arsehole" at the Jamaican sprinter in the minutes before the race on August 5 last year, a key moment of the London Olympic Games.

7. EMPOWERMENT AND SAFETY OF WOMEN IN THE SOCIETY: Women a portrait of maternity and love has been an eternal part of this society. She is the mother, sister, wife and many more. She has been recognized as a soft hearted person who gives birth to children, women aspirations and desires are mostly wrapped into the thick cover of her husband or father in the India Society, which is the main reason for social backwardness of Indian women. Her happiness was supposed to be hidden in her own domestic responsibilities with the advancement in science and technology and growth in social awareness though the status of women has hopped but not up to the mark.

Women are not safe, not in South Asia, not in other places around the world. The gang rape and subsequent death of a twenty three year-old Indian woman in December only highlights the dangers which women have traditionally gone through, and are still going through, in large parts of the globe.

8. DRUG ABUSE : Substance abuse has a major impact on individuals, families, and communities. The effects of substance abuse are cumulative, significantly contributing to costly social, physical, mental, and public health problems. These problems include: Teenage pregnancy, Human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS), Domestic violence, Child abuse, Motor vehicle crashes, Physical fights, Crime, Homicide and Suicide.

On the other hand the use of **drugin Sports** is both unhealthy and contrary to the ethics of sport. It is necessary to protect the physical and spiritual health of athletes, the values of fair play and of competition, the integrity and the unity of sport, and the rights of those who take part in it at whatever level. "Equal conditions for all", the most deceptively simple definition of fair play to be found in the Oxford English Dictionary. The fundamental idea of sport is considered to be character building, teaching the virtues of dedication, perseverance, endurance and self-discipline. Sport is suppose to help us learn from defeat as much as from victory, and team sports foster a spirit of co-operation, and interdependence, importing something of moral and social values. It is also integrating us as individuals, to bring about a healthy, integrated society (**IOC, 1990**). This would mean that drug use has no place in sport.

Beside all these bad trends there are so many other problems like Racism, Nuclear families, Illiteracy, Gender equality and Behave of human towards nature, Bisexuality etc. which our society is facing.

HOW TO MODIFY THE WRONG BEHAVIOR TOWARDS THE POSITIVE BEHAVIOUR

Behavior modification is a treatment approach, based on the principles of operant conditioning that replaces undesirable behaviours with more desirable ones through positive or negative reinforcement. Behavior modification is used to treat a variety of problems in all age peoples. Behavioural modification has been successfully

used to treat obsessive-compulsive disorder (OCD), attention-deficit/hyperactivity disorder (ADHD), phobias, enuresis bed-wetting), generalized anxiety disorder, and separation anxiety disorder, among others.

Behavior modification is based on the principles of operant conditioning, which were developed by American behaviourist B. F. Skinner (1904-1990). Skinner formulated the concept of operant conditioning, through which behavior could be shaped by reinforcement or lack of it. Skinner considered his concept applicable to a wide range of both human and animal behaviours and introduced operant conditioning to the general public in his 1938 book, *The Behavior of Organisms*.

One behavior modification technique that is widely used is positive reinforcement, which encourages certain behaviours through a system of rewards. In behavior therapy, it is common for the therapist to draw up a contract with the client establishing the terms of the reward system.

In behavior modification, extinction eliminates the incentive for unwanted behavior by withholding the expected response. A widespread parenting technique based on extinction is the time-out, in which a child is separated from the group when he or she misbehaves. This technique removes the expected reward of parental attention.

Another behavior modification technique is negative reinforcement. Negative reinforcement is a method of training that uses a negative reinforcer. A negative reinforcer is an event or behavior whose reinforcing properties are associated with its removal. For example, terminating an existing electric shock after a rat presses a bar is a negative reinforcer.

Beside this, education can also help the society to cope with all these social problems.

REFERENCES

1. 'A Look At The Problems In Sports Today' <http://bleacherreport.com/articles/24168-a-look-at-the-problems-in-sports-today>
2. Homosexuality: The Mental Illness That Went Away <http://behaviorismandmentalhealth.com/2011/10/08/homosexuality-the-mental-illness-that-went-away/#.UPE2APL3Wpo>
3. Ethical Issues Associated With Drug Use In Sport <http://smapworld.tripod.com/drugs/ethical.html>
4. Humane Society of New Zealand Retrieved on 2008-03-22 <http://www.petsonthenet.co.nz/humanesociety>
5. Beiter, Klaus Dieter (2005). *The Protection of the Right to Education by International Law*. The Hague: MartinusNijhoff. p. 19. ISBN 90-04-14704
6. Malala Yousafzai: the girl who took on the Taliban <http://www.euronews.com/2012/12/17/malala-yousafzai-the-girl-who-took-on-the-taliban/>
7. Leff, R. (1968). Behaviour modification and the psychoses of childhood; A review. *Psychol. Bull.*, 69, 396.