Towards a Positive Sport Psychology:  
A Prospective Investigation in Physical Practice

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Abstract: Sport and exercise psychology is defined as the study of psychological influences on performance and participation in sports, exercise and other forms of athletic activity. It is divided into three sections: (i) sport psychology; (ii) exercise psychology and (iii) human performance. The positive psychology is a new scientific area in psychology, emphasizes the study of human strengths, positive emotions and well-being. Applied positive psychology is the application of positive psychology research to the facilitation of optimal functioning (Linley and Joseph [1]). It focuses on factors that enable people to feel good and flourish using their natural strengths to bring out the best in themselves. So that, in the last decade, more and more of studies combine positive and sport psychology for physically active people. In this paper, firstly, we present some recent publications confirming this combination. Secondly, we present findings for only two positive psychology topics applied in sport and physical activity field. They would be: 1) the optimistic explanatory style and 2) the subjective well-being. We conclude that it is time to birth a new practical branch of positive psychology applied in exercise and sport field. In first step, findings of this new science must be now concluded and taught for players, coaches and fans. It would be also taught for physical education students, teachers and professionnels in sport field.

Key words: Sport psychology %Physical practice %Positive Psychology

INTRODUCTION

The American Psychological Association defines exercise and sport psychology as the study of psychological influences on performance and participation in sports, exercise and other forms of athletic activity. In the last decades, the application of psychology to sport and exercise settings is rapidly developing and expanding over the world. This branch of psychology is concerned with understanding the behaviour, mental processes and well-being of people who are involved in sport and exercise. Practitioners typically specialise in either the sport or exercise branches, though some work equally in both fields. From about four decades, the International Society of Sport Psychology (ISSP) and the International Journal of Sport Psychology (IJSPP) have been established. After that date, national and international applied sport psychology associations have been established like Association for Advancement of Applied Sport Psychology (AAASP), European Federation of Sport Psychology (FEPSAC) and the North American Society for the Psychology of Sport and Physical Activity (NASPSPA).

This science is divided into three sections: (i) sport psychology which addresses the interactions between psychology and sport performance, including the psychological aspects of optimal athletic performance, the psychological care and well-being of athletes, coaches, referees and sport organizations and the connection between physical and psychological functioning; (ii) exercise psychology focuses on the behavioral, social cognitive and psychobiological antecedents and consequences of physical activity with a focus on the adoption and maintenance of physical activity and its effects on psychological well-being and (iii) performance psychology interests to psychology of human performance, in particular, professions that demand excellence in psychomotor performance (i.e. performing
In the last decade, psychology is more oriented by focusing on the Strength Character and well-being and called “Positive Psychology”. The Positive psychology is the science of happiness and well-being. Instead of drawing on a “disease model” as traditional psychology does, this new positive science focuses on factors that enable people to feel good and flourish using their natural strengths to bring out the best in themselves. In fact, during the last years, positive psychology is becoming a big branch of psychology that “studies the strengths and virtues that enable individuals and communities to thrive”. This positive science aim to favors and promotes research and application in areas such as: hedonic well-being, eudaimonic well-being, subjective well-being [3], optimistic explanatory style [4,5], positive thinking, character strength and virtus (in preparation[6,7]), human flourishing [8], learned optimism [9,10], hope, resilience and hardiness, self-efficacy, quality of life [11], passion [12,13], spirituality, happiness, coping abilities [14], positive mental health [15], positives emotions, flow and positive experiences [16], stress management, well-being therapy, etc….

Positive psychology has actually own theories, models, methods and scales. In many western countries, during the last years, somes institutions, organisations, universities and associations are interesting to apply this science in different contexts (e.g. school, sport, health, work, etc...). Both of East London University and Pennsylvania University organise Master in Applied Positive Psychology. National and International associations have been established by researchers from different branch (social, medical, experimental, educational, health and sport psychology). Many associations were established during the last years. For example, as a national association, the Australian Positive Psychology Association (APPA), the New Zealand Association of Positive Psychology (NZAPP) and the Italian Society of Positive Psychology (SIPP). In the last years, the European Network on Positive Psychology has organised 5 European congresses (UK 2002; Italy 2004; Portugal 2006; Croatia 2008 and Copenhagen, 2010). In 2006, Asian Conference and African conference have been organised in Hong Kong and South Africa. The Australia association has organised the Australia Positive Psychology and Well-Being Conference in 2008. In 2009, the International Positive Psychology Association (IPPA) has organised the First World Congress on Positive Psychology in USA. This year, the Second World Congress on Positive Psychology will be organised in Pennsylvania University.

Recently, Martin Seligman is focused on positive psychology and education for achievement and well-being and provided intervention ideas on how well-being could be taught. He outlined the fact that well-being can be achieved with athletes while working towards optimum performance. It could be learned with physically active people while or outside practice. Seligman centered on positive emotion, pleasantness, relationships and happiness [17]. So, it is evident to observe the similarity between the objective of sport psychology and specialize for the second section (exercise psychology) and the main objective of positive psychology. For example, motivation, lower stress, confidence, well-being…..etc are a common objective for the two psychology sciences.

MATERIALS AND METHODS

Precisely, in this paper, I would not like to present the correlates and consequences, development, enabling and inhibiting factors, gender, cross-national and cross-cultural aspects. It would be more suitable to present these different aspects in a next time. The purpose of this study was twofold. It aims to present:

C Findings for some common themes and/or topics which have been studied and published either in sport or in positive psychology fields. Studies have been realised in different countries for physically active samples. (e.g. Egypt, England, France, Germany, KSA, Turkish and USA).

C Concept, measurement and recent findings of only two positive psychological topics which are regularly studied in different cultures for physically active people (i.e. Egypt, France and USA). They are the Explanatory Style (ES) and the Subjective Well-Being (SWB). Results issued from recent findings in different cultures (i.e. Egypt, France and USA).

More precisely, in the first part, using the PsycINFO and PsycARTICLE database, we present a recent finding for some positive psychology topics for physically active samples. We would like, by the second part, to approuve the real combination between the main objective of these two sciences (i.e. positive and sport psychology). (ii) Develop concept, measurement and findings of only two positive psychological topics (i.e. the optimistic versus
RESULTS AND DISCUSSION

First Objective: Concerning the first part of our purpose, we present some findings of positive psychology topics. The first one discusses the ways on how physical educators can improve their students’ quality physical education through positive psychology. It is important for educators to focus on providing immediate, consistent and encouraging motivational feedback to students to help them experience pleasant life and human flourishing. Meanwhile, acknowledging physical activity as a mindful process than a mindless habit or desired future outcome is one way to integrate engagement into physical education [18].

The second paper focuses on a study regarding the use of music to maximize performance in sports. It says that for boosting the performance, music variables are carefully selected to call up a positive emotional response to the music in athletes. It discusses a strategy of listening emotive music on a fast tempo with a loud intensity, which adds up to the positive effect and reactive performance [19]. Subcortically mediated emotional response is stated to indirectly activate the integral areas of the human brain. The study mentions that such behavioral readiness motivates and adds the zeal to win. The article also presents guidelines for readers to optimize pre-performance music use by athletes [20].

The third one focuses on hardiness has three components: commitment to full involvement in life (commitment), belief in personal control over events (control) and enjoyment of challenge and opportunity (challenge). Evidence drawn across a variety of work environments suggests that these hardiness components facilitate optimal functioning. However, to date, only minimal empirical attention has been devoted to replicating such findings in the realm of competitive sport. This study examined the potential of the hardiness construct in differentiating elite-level sport performers. Volunteers (N = 1566; M = 21.7 years; SD = 4.2) were drawn from 16 sport classifications and were presently competing at international, national, county/provincial, or club/regional competitive levels. They completed the 18-item Personal Views Survey III-R in their respective training camps. Multivariate analysis of covariance revealed that international competitors scored significantly higher (p < .001) in commitment and total hardiness compared to counterparts in each of the other three competitive levels and they scored higher in control in comparison to national and club performers when adjustments were made for age, type of sport, category of sport and gender. This research identifies that a psychological profile that includes high levels of hardiness appears to distinguish elite-level competitors from subelite performers. Implications and future research suggestions are discussed [21].

The fourth one focuses on within the context of taking the perspectives of disabled individuals themselves more seriously, it is imperative that researchers and practitioners accord due primacy to the experiential worlds and everyday lived experiences of individuals with disabilities. Based on the premise that theoretical groundedness (along with methodological rigour) is integral to sound research, it is argued that the existing body of knowledge regarding the lived experiences of individuals with disabilities may be complemented by a conceptual placing of understandings of disability in relation to a prominent theoretical pathway at the moment, namely, the interdisciplinary emphasis on human strengths, optimism and wellness [22, 23]. In this study, a critical engagement with key conceptualizations of disability entailed a focus on the development, strengths and challenges of medical, social and psychologically based conceptualizations of disability. The existing body of knowledge around disability may be extended and complemented by key concepts regarding human health/wellness from the field of Positive Psychology. Positive Psychology’s keynote contribution to the study of disability and rehabilitation entails directing researchers and practitioners to the aim of building, reinforcing and extending disabled individuals’ strengths and capacities in order to optimize their functioning in all areas of life and thereby promote wellness [24].

The fifth study purpose of the present research was to test the applicability of the Dualistic Model of Passion [25]. To be a sport (football) fan, three studies provided support for this dualistic conceptualization of passion. Study 1 showed that harmonious passion was positively associated with adaptive behaviours (e.g. celebrate the team’s victory), whereas obsessive passion was positively associated with maladaptive behaviours (e.g. risking losing one’s job to go to a game). Study 2 showed that harmonious passion was positively related to the positive affective life of fans during the 2006 FIFA World Cup, psychological health (self-esteem and life
satisfaction) and public displays of adaptive behaviours (e.g. celebrate the team’s victory into the streets), whereas obsessive passion was predictive of maladaptive affective life (e.g. hating opposing teams’ fans) and behaviours (e.g. mocking opposing teams’ fans). Finally, Study 3 examined the role of obsessive passion as a predictor of partner’s conflict that in turn undermined partner’s relationship satisfaction. Overall, the present results provided support for the Dualistic Model of Passion. The conceptual and applied implications of the findings in sport field are discussed [13].

The sixth study investigated the role of sense of coherence and total physical activity in positive and negative affect. Participants were 376 (169 female, 206 male and 1 missing value) student volunteers from different faculties of Middle East Technical University. Two separate stepwise multiple linear regression analyses were conducted to examine the predictive power of sense of coherence and total physical activity on positive and negative affect scores. Results revealed that both sense of coherence and total physical activity predicted the positive affect whereas only the sense of coherence predicted the negative affect on university students. Findings are discussed in light of sense of coherence, physical activity and positive and negative affect literature [26].

The seventh study examined the relationship between participation in sports during adolescence and physical activity and subjective health in young adulthood. A sample of 8,152 (males = 50.8%, females = 49.2%) german adolescents from the National Longitudinal Study of Adolescent Health were used. Results of the study showed that participating in an organized sport during adolescence was associated with higher levels of physical activity and better subjective health during young adulthood after controlling for participation in general physical activities (e.g. jogging, biking, skateboarding) during adolescence. Participation in sports during adolescence was associated with more positive self-beliefs 1 year later that, in turn, were associated with higher levels of moderate to vigorous physical activity and better subjective health 6 years later. Results suggest that positive self-beliefs partially mediate the relationship between adolescents’ participation in sports and two health outcomes in young adulthood: moderate to vigorous physical activity and subjective health. Findings highlight the utility of youths’ participation in organized sports for promoting healthy outcomes [27].

The eighth study by Carrasco et al. [28] focuses on the psychological well-being. Ryff Psychological Well-being theory [29] is one of the essential links of positive psychology, which has been mainly framed between two perspectives that explain a model of world and a model of person. Ryff [29] states her model baptized as Integrated Model of Personal Development. Considering that sport and life cycle sport are activities that demand to be strong, to have superior volitive skills, autonomy, be challenging, set up objectives, meet aims, grow as person, adapt to different environments and changes and for that purpose, establish positive relationship with the others, be healthy and maintain self control, is for that reason we will stop into this concept and the analysis of psychological wellbeing and its involvement in sport and sport psychology, from Carol Ryff perspective.

The nineth study by Golby and Sheard [21] reported on the relationship between genotype (using a functional polymorphism of the serotonin transporter 5-HTT gene) and positive psychological development in high-achieving adolescent swimmers. Thirty-one volunteers of both genders, aged 10-24 years, completed a battery of positive psychological questionnaires measuring hardness, mental toughness, self-esteem, self-efficacy, dispositional optimism and positive affectivity. DNA samples were obtained via buccal swabs. The sample was initially split into three groups on the basis of 5-HTT genotype: SS, SL and LL. Multivariate statistics revealed a discernible trend of a relationship between LL genotype and higher levels of positive psychological development. The nonsignificant overall effect is interpreted in terms of sample size and age of participants. The implications of these results are discussed relative to previous findings and in terms of psychological theory.

In the last study, within the context of taking the perspectives of disabled individuals themselves more seriously, it is imperative that researchers and practitioners accord due primacy to the experiential worlds and everyday lived experiences of individuals with disabilities. Based on the premise that theoretical groundedness (along with methodological rigour) is integral to sound research, it is argued that the existing body of knowledge regarding the lived experiences of individuals with disabilities may be complemented by a conceptual placing of understandings of disability in relation to a prominent theoretical pathway at the moment, namely, the interdisciplinary emphasis on human strengths and wellness. A critical engagement with key conceptualizations of disability entailed a focus on the
Second Objective: Concerning the second part of this paper, firstly, what is meaning of explanatory style? What is meaning of Optimistic explanatory style vs Pessimistic explanatory style? How can we evaluate it? Is it possible to evaluate the explanatory style for children and adolescents? Is it possible to be more optimistic? “The general definition of explanatory style is quite simple: It is one’s tendency to offer similar sorts of explanations for different events. We can identify a style only looking across different explanation; to the degree that individuals are consistent, we can speak of them as showing a style of explanation” [30]. It is the manner in which we routinely explain events in our lives and it can drain our motivation, reduce our persistence and get us vulnerable to depression. According to Gillham et al. [31], alternatively, our explanatory style can inspire us to solve problems solve and make us resilient in face of adversity and it is not a cause of problems but rather a dispositional risk factor [32]. Originally proposed in the context of the attributional reformulation of learned helplessness theory [33], explanatory style reflects the way that people usually explain bad or good events [32, 34, 35]. More thoroughly, the explanatory style is a relatively stable manner of explaining-in terms of internality (internality vs externality), stability (stability vs unstability) and globality (globality vs specificity) - a variety of positive and/or negative events which can occur and in which the person is involved, like the inability to keep up training, a severe defeat, a reprimand from the coach, an argument with the partners, a victory in competition, etc. As explanatory style research has progressed and theory has been modified, the internality dimension has become of less interest [32, 36-38]. This more inconsistent and less reliable correlates have been dropped out in the recent studies. However, according to Peterson [37], it is possible to add some dimensions depending on the research topics which are aimed at. It goes the same way with the relationships between the different dimensions depending on whether they are independent or correlated. Another question is to be added to these questions: what is an optimistic explanatory style and what is a pessimistic explanatory style according to the answers provided by the person for the used questionnaire?

Optimistic Style versus Pessimistic Style: With the birth of the concept of “explanatory style”, some researchers [30, 34] began to use the terms of “optimism” and “pessimism” to qualify some explanatory styles. Explanatory style does not necessarily mean anything to most people, but an optimistic view of the causes of events certainly does [35]. For example in using only two dimensions (stability and globality), people who usually explain good events by causes that are stable in time (“it’s going to last forever”) and global in effect (“it’s going to undercut everything that I do”) and who explain bad events with unstable and specific causes are said to have an optimistic explanatory style. People with the opposite attributional pattern are said to have a pessimistic explanatory style.

For evaluating the explanatory style, two methods exist. The first method for assessing the explanatory style is the Content Analysis of Verbatim Explanations, called CAVE technique [39]. With this technique, famous, dead, or otherwise unavailable subjects can be studied as easily as undergraduate students, providing that a personally written document is available. The only requirement of the document is that it contains causal attributions made by the person being studied. According to Peterson et al. [39], the CAVE technique involves two independent steps: extraction of verbatim event and causal explanation couplets; and rating of the causal statements on the internality, stability and globality dimensions of explanatory style [40].

The second method based on that postulate, the sum of the responses for the negative and positive scenarios of the Attributional Style Questionnaire (ASQ) [41]. FSASQ Financial Services Attributional Style Questionnaire [42] was used for the different empirical researches as optimism / pessimism indicative. In other words, researchers having recourse to questionnaires add the scores (or work out their average) of the respondents for each dimensions on both scales, for the negative events.

In sport field, we have scales derivative of Attributional Style Questionnaire (e.g. SASS, Sport Attributional Style Scale [43]; SPEESQ, Sport and Physical
Table 1: Types of Children’s Explanatory Style and Percentages Using the CASQ and CASQ-R

<table>
<thead>
<tr>
<th>Group</th>
<th>Neutral Low</th>
<th>Optimistic</th>
<th>Neutral High</th>
<th>Pessimistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Based on CASQ</td>
<td>36.7%</td>
<td>28.63%</td>
<td>15.23%</td>
<td>19.46%</td>
</tr>
<tr>
<td>% Based on CASQ-R</td>
<td>33.49%</td>
<td>20.06%</td>
<td>29.24%</td>
<td>17.21%</td>
</tr>
<tr>
<td>Events(positive/negative)</td>
<td>+/-</td>
<td>+/-</td>
<td>+/-</td>
<td>+/-</td>
</tr>
<tr>
<td>Stability</td>
<td>Unst/Unst</td>
<td>St/Unst</td>
<td>St/St</td>
<td>Unst/St</td>
</tr>
<tr>
<td>Globality/Specificity</td>
<td>Sp/Sp</td>
<td>Gl/Sp</td>
<td>Gl/Gl</td>
<td>Sp/ Gl</td>
</tr>
<tr>
<td>Internality/Externality</td>
<td>Ext/Ext</td>
<td>Int/Ext</td>
<td>Int/Int</td>
<td>Ext/In</td>
</tr>
</tbody>
</table>

Education Explanatory Style Questionnaire [44]. For children and adolescents, the CASQ and CASQ-R have been developed in American culture [45]. During more than three years, using many cross-cultural studies, the psychometric proprieties for the French versions of CASQ and CASQ-R is not satisfactory [46, 47]. Using a short versions, Salama-Younes and his colleagues have conducted that children could gathered not only two explanatory styles (optimistic vs pessimistic) but also 4 explanatory styles (optimistic vs neutral high vs neutral low vs pessimistic) [48,49] (Table 1). The effects of each style had been tested on the sport results [50, 51] and on school results [52, 53].

From sport, education and physical education contexts, some of the most recent perspectives propose that: (i) explanatory style was initially considered as a relatively general trait of personality. Some recent proposals suggest it should rather be considered as domain specific (e.g. school, health, sport). People no doubt have a variety of explanatory styles according to the context [38, 51, 52, 54]. For children, explanatory style is also considered as a specific variable [48, 50, 51]. (ii) explanatory style would be as a distal variable, in other words a dispositional risk factor of helpless behaviour [52]. Though, in most of the studies the researchers give a proximal status to it, examining the correlations between the explanatory style and different variables or whether it predicts some dependent variables [38, 44, 49].

For adolescents, Martin-Krumm et al. [38] indicated that the pessimistic explanatory style constitutes a dispositional risk factor likely to lead to lower expectations of success, to increased anxiety and to poor achievement. Sixty-two participants (mean age 14 years) performed a basketball dribbling trial and were given false feedback indicating that they had failed. Consistent with prediction, in a second trial, the optimistic participants (N=22) were less anxious (assessed by heart rate acceleration), more confident and performed better than pessimistic participants (N=20). A third group with a neutral explanatory style (N=20) obtained scores which were between the two other groups. The regression analyses corroborated that ES interacted with perceived ability to predict success expectancies and subjective task value. An optimistic ES reduced the effects of a low perceived ability on subjective task value, whereas a pessimistic ES increased its harmful effects. Moreover, the more optimistic ES, the higher success expectancies are. Second, structural equation modelling analysis showed that ES had only a distal effect on students score in physical éducation and was mediated by more proximal variables such as success expectancies and subjective task value [44].

For children, Younes et al. [49, 50, 51] resume that the explanatory style has an effect on the sport performance, but this effect is indirect. Rather than to consider the explanatory style like a general variable of personality, as that had been initially considered, it was shown that it was to better consider it as a variable of personality relating to various contexts. To finish, many elements accredit the thesis according to which it seems preferable not to consider the explanatory styles according to two profiles but four profiles (optimistic vs pessimistic vs realistic vs indifferentiated).

For Golf task, for a french physical éducation students, Lefoll et al. [55] indicated that the analysis of the pre- and post-intervention measures of attributions, expectations of success, affective reactions and behavioral persistence revealed that the attributional feedback-induced changes related to the type of feedback. Functional attributional feedback produced improvements in causal attributions about failure, as well as in success expectations, hopefulness and persistence after failure. In contrast, dysfunctional attributional feedback produced deterioration in causal attributions about failure and lower success expectations, hopefulness and persistence after failure. The effects of the attributional feedback overrode individuals’ initial functional or dysfunctional attributions about failure; that is, improvement or deterioration depended on the type of feedback received rather than the initial attributions.
In sum, Seligman [56] believes that explanatory style can be modified and changed. This concept would be then an important key for learning the optimistic explanatory style. Many studies confirmed that it is possible to modify the pessimistic explanatory style by the Cognitive Behavior Therapy (CBT). Many program proposed like the Optimism Program; Penn Resiliency Program optimism; ABCDE. Younes et al. [10], have tested the efficacy of ABCDE program for pessimistic children. Using a quasi-experimental method, results show that: (i) program of 13 weeks were not enough to modify their pessimistic explanatory style; (ii) however, the pessimistic style has been modified after 26 weeks; (iii) in addition, authors found a stability of this modification after 9 months. It would be interesting to test this method for pessimistic children and adolescents in Arabic culture.

Secondly, what is meaning of well-being? What is the tradition to evaluate the subjective well-being? What are the multidimensional model and scales to evaluate it? What are the recent findings? The subjective well-being is the evaluation and declarations that individuals make about the quality of their lives that are based on the review, weighting and summation of the quality of experiences, accomplishments, relationships and other culturally relevant and valued ways of functioning in life [57, 58]. Subjective well-being research has been adult-centric and narrowly focused on happiness [57, 59-61]. Although subjective well-being seems to be synonymous with emotions like happiness, there is increasing recognition of the different theoretical streams of inquiry guiding this important domain of inquiry [29, 58,62, 63]. Moreover, there is a growing body of research on the well-being of children and youth that is more inclusive [64].

The study of subjective well-being has been divided into two streams of research, one that equates well-being with happiness and the other with human potential that, when realized, results in positive functioning in life. The streams of subjective well-being research grew from deeply ingrained, philosophically ancient and fertile contemporary viewpoints that animate human thought and conduct. The first is the hedonic tradition that embodies human concerns with maximizing the amount or duration of positive, pleasant feelings while minimizing the amount or duration of negative, unpleasant feelings. The hedonic tradition is reflected in the stream of research on emotional wellbeing, which consists of perceptions of avowed happiness and satisfaction with life and the balance of positive to negative affect over a period of time. Whereas happiness is based upon spontaneous reflections of pleasant and unpleasant affects in one’s immediate experience, life satisfaction represents a long-term assessment of one’s life [65, 66].

The second is the tradition of eudaimonia that animates human concerns with developing nascent abilities and capacities toward becoming a more fully functioning person and citizen. This tradition is reflected in the stream of research on psychological [29] and social [67] well-being that reflect how well individuals see themselves functioning in life. Multidimensional model includes six dimensions of psychological well-being indicates the challenges that individuals encounter as they strive to function fully and realize their unique talents [29, 68]. The six dimensions encompass a breadth of well-being: Positive evaluation of oneself and one’s past life (i.e. self-acceptance), a sense of continued growth and development as a person (i.e. personal growth), the belief that one’s life is purposeful and meaningful (i.e. purpose in life), the possession of intimate relationships (i.e. positive relations with others), the capacity to manage effectively one’s life and surrounding world (i.e. environmental mastery) and a sense of self-determination (i.e. autonomy). Ryff Psychological Well-being Scales is the most used scale for evaluating these construct. In France, for physically active old adult, Salama-Younes et al. [69] have tested the psychometric proprieties for these six scales. Results indicated that the French version has not neither satisfactory factor structure nor reliability for older adult. They proposed a short french version proposed for physically active people. In others side, same authors proposed a short Arabic version for Arabic people.

Multidimensional model of social well-being consists of five dimensions that indicate whether and to what degree individuals are functioning well in their social world [67]. The measures assess individual’s sense of belongingness (i.e. social integration), sense of value to society (i.e. social contribution), sensibility and meaningfulness of the social world (i.e. social coherence), sense of potential for continued growth in social institutions and society (i.e. social actualization) and one’s degree of comfort and acceptance of other people (i.e. social acceptance) Keyes Socical Well-being Scales is the most used for evaluating these construct.
Recently, though each dimension of subjective well-being represents an important domain of study in itself, Keyes [70-73] has also proposed that these scales collectively measure the presence and absence of mental health. That is, mental health, like mental illness, is a syndrome of symptoms of subjective well-being. The diagnosis of states of mental health was modeled after the DSM-IV-TR (American Psychiatric Association, 2000) approach to the diagnosis of major depressive episode (MDE). That is, a diagnosis of depression is made when an individual’s report of symptoms meet a diagnostic threshold, i.e. in this case, 5 of 9 symptoms experienced all the time or most of the time for a period of at least two consecutive weeks, at least one symptom represents depressed affect (i.e. depressed mood or anhedonia) and the remaining represent malfunctioning. Similarly, a diagnosis of mental health (i.e. flourishing in life) is made when an individual exhibits a high level on at least one symptom of hedonia and just over half of the symptoms of eudaimonia, i.e. positive functioning in life. Individuals are diagnosed as languishing in life when they exhibit a low level on at least one symptom of hedonia and low levels on just over half of the symptoms of positive functioning. Individuals who are neither flourishing nor languishing in life are diagnosed as moderately mentally healthy.

The items used to measure each facet of subjective well-being in adults were modified slightly to be appropriate for youth and included in the second wave of the Child Development Supplement (CDS-II). For example, factor analyses of the CDS-II subjective well-being items support the aforementioned threefold distinction. That is, the three factor model was the best-fitting model to these data, suggesting that measure of emotional well-being, psychological well-being and social well-being reflect three distinct but correlated latent factors. The correlations between the latent factors, as well between the subjective well-being scales, were modest and ranged from 0.57 to 0.71.

Using these multiple dimensions of mental health, Keyes [70, 72, 74] conceptualized a mental health continuum that includes three levels: flourishing, moderately mentally healthy and languishing. This continuum can be measured either categorically through a diagnosis or continuously as a summary measure [72, 74].

Categorically, people can be diagnosed as flourishing if they have high scores (defined as being in the upper third of normative scores) on one of the three emotional well-being scales and high scores on 6 of the 11 functional well-being dimensions. People can be diagnosed as languishing if they have low scores (defined as being in the lower third of normative scores) on one of the three emotional well-being scales and low scores on 6 of the 11 functional well-being dimensions. People are diagnosed as moderately mentally healthy if their scores are not extreme enough to be diagnosed as either flourishing or languishing. The continuous assessment method simply sums all scales of mental health together to form a composite index [75]. Several studies revealed the same outcomes and conclusions whether they used the categorical diagnosis or the continuous assessment method [72, 73, 75]. Specifically, missed days of work, cutbacks in the amount of work, limitations of activities of daily living, prevalence of cardiovascular disease, average number of chronic physical health conditions and poor psychosocial functioning (i.e. high helplessness, low resilience, low goal formation and low levels of intimacy) are lowest among flourishing individuals, intermediate among moderately mentally healthy individuals and highest in languishing individuals [70-73, 76-78]. The Mental Health Continuum Short Form (MHC-SF) was the method of measurement for all of these studies. This continuum has been used in many cultures (American, Egyptian, French, German, Saudian, South African etc…). In French culture, the psychometric qualities of this continuum have been tested for both physically active old adult and for physical education students in Rennes University. Exploratory, confirmatory factor analyses and internal consistency are satisfaisants [8]. In Arabic culture, for physical education students, Younes and his collegues indicated that the Arabic version has a goodness of fit index in both Egyptian and Saudian culture [23]. Recently, the construct validity and reliability of some subjective well-being scales (i.e. MHC-SF, SWLS, SHS, VS, PWBS and HS) have been tested in two Arabic countries [10, 22, 79].

More recently, Younes and Ismail [80] show that sporting old adult gathered as flourishing have more mental and physical health than languishing people. Physically active old adult categorised as flourishing have also more physical and mentally health than languishing people. In addition, the two studies confirmed that flourishing have a high score of subjective vitality than languishing. For french athletes, flourishing people have a high scores on subjective vitality, perceived physical health and satisfaction of life [81].
CONCLUSION

Recently, proposed the possibility to enriching sport psychology by engaging with positive psychology. It is really a logical and possible engagement. As a formal movement, in the last decade, positive psychology has developed a new knowledge landscape about positive subjective experience, flourishing, positive individual characteristics and positive communities. Paradoxically, in attempting to help people enjoy physical activity practice, realise their potential and achieve peak performances, sport and exercise psychology has frequently focused on topics such as; emotional problems, stress, anxiety, burnout...for athletes and physically active people. Even allowing for this possibly temporary development, it is proposed that engagement with positive psychology can extend and enrich the terrain of sport psychology.

Finally, we must to note that during the first world congress on positive psychology, Martin Seligman indicated the possibility to engage the positive psychology in education. Positive education could be a vital branch over the world. Education shares some conceptual similarity with physical education and physical activity, as both involve interest and liking toward a positive personality. We know that both of positive psychology and Exercise aim to develop the Character Strength and Virtus. Applied Positive psychology in physical activities must be taught in kinesiology and sports sciences departments. So, from our part, we think that it is time to birth a new practical branch in exercise and sport field. This branch has to motivate searchers and practical in sport field. The author suggests that it would be called “positive psychology for physical practice”.

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