Chapter – VI

Summary and Conclusion

The purpose of science is to describe some reality most accurately and to furnish the means to achieve the goal quite efficiently. A Science by nature is the search for truth in its exact form.

Like all other sciences, the science of psychology has also got its definite purpose. Its purpose is to describe accurately the reality regarding human behaviour i.e. what a man does at a particular time and why he does so.

We should remember that Psychology is a positive science and not a normative science. It shows the facts as they are and not as they ought to be. It does not believe in any ‘ought to be’ or ‘should be’. Its only function is to reveal the truth about human nature and reveal it in an exact way.

NEED OF PSYCHOLOGY IN EDUCATION

The need of Psychology in Education can be best understood in the light of the purpose of the two subjects. By Psychology we mean the study of behaviour and by Education we mean the modification of behaviour. Hence it is quite clear that there is great need of psychology in education, because we cannot bring about modifications in behaviour without the study of behaviour. Moreover, how far behaviour can be modified or how much successfully can changes in behaviour be brought about, requires the knowledge of Psychology. Hence, the teacher who is concerned with modification of behaviour finds Psychology of great help to him.
It is worth noting here that Psychology does not suggest or formulate aims of educations. It is the job of Philosophy to define or formulate aims. However, it is Psychology which points out the practicability of an aim. Ross has very aptly remarked about it, -Although Psychology cannot formulate the aims of education, a reliable Psychology will tell us at once whether an aim of education is hopelessly in the clouds or whether it is possible of achievement.

Not only does Psychology tell whether a particular aim is possible or not, but it also points out whether we have succeeded in it or not. In the words of Drever, -the bearing of Psychology on the aim of education does not end with deciding whether it is possible or impossible, but it also tells the educator whether he has succeeded in his aim or not. |

Next important task of education is to promote the learning behaviour. Learning Involves the following three functions:-

a) To elicit the desired response;

b) To strengthen the responses and thereby decrease the reaction time between the stimulus and the response.

c) To do away with all the undersided responses. All these functions of learning involve the study of Psychology of learning as essential for the teacher.

Next important task of education is that of evaluation. Evaluation of learning of the child and also the efficiency of the teacher require very sensitive and standardized tests of evaluation. Psychology in this context has done a wonderful job in devising various kinds of new type

We can conclude that Sports Psychology for Physical Education is very popular among students, teachers and parents of the students because it lets them
know the manifold uses and advantages of being good in games and sports. In advanced and developed countries of the world, Sports Psychology for Physical Education has reached very advanced stages and wide research work has been done in it. But in India a great deal of research work is required to be done in it in order to make it an advanced subject.

Suggestions

It is suggested that, keeping in view the growing popularity of Sports Psychology for Physical Education, advanced researches in this subject should be conducted not only in colleges for Sports and Physical Education, but also in all Colleges and Colleges of Education in India, so that our country may be able to keep her pace with all developed countries of the world in producing good players and athletes, who can win laurels in Olympics and other International Tournaments in games and Sports.

Method

Objective of the research study:

8) To find out the genders wise difference of mental health.

9) To investigate the level of mental health among tribal and non-tribal school going players.

10) To find out the genders wise difference of aggression.

11) To investigate the level of aggression among tribal and non-tribal school going players.

12) To find out the genders wise difference of self concept.
13) To investigate the level of self concept among tribal and non-tribal school going players.

14) To investigate the relationship between mental health, aggression and self concept.

Hypothesis:

7) There will be significant difference of mental health between tribal and non-tribal school going players.

8) There will be significant difference of mental health between male and female school going players.

9) There will be significant difference of aggression between tribal and non-tribal school going players.

10) There will be significant difference of aggression between male and female school going players.

11) There will be significant difference of self concept between tribal and non-tribal school going players.

12) There will be significant difference of self concept between male and female school going players.

Sample:

The sample consist of 400 subjects from tribal and non-tribal school going players 100 male and 100 female, 200 from non-tribal school players and 100 male and 100 female (All subject players at list district level outdoor games)
The subjects selected in the sample were in the age group of 12 to 18 who are living in tribal and non-tribal background.

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<th>Gender</th>
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<td></td>
<td>Tribal</td>
<td>Non-Tribal</td>
<td>Total</td>
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<tr>
<td>Male</td>
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<td>Female</td>
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**Tool:**

**Self Concept Inventory:**

This inventory developed by Dr. Mukta Rani Rastogi. The reliability of the scale by split-half method following spearmen brown prophecy formula was found to be .87

**Mental Health Inventory:**

This inventory standardized and constructed by Dr. Jagdish and Dr. A K Srivastav. 56 items are in the questionnaire and each of the items has four responses. Total inventory mental health reliability coefficients was .73 and Construct validity of the inventory is determined by finding coefficient of
correlation between scores on mental health inventory and general health questionnaire it was found to be .54.

**Dr. G.C. Pati (1976) Aggression Scale:**

This test is developed and standardized by Dr. G.C. Pati the test consisted of 16 Items. The subjects were required to respond to each item in terms of ‘seldom’, ‘sometimes’ OR ‘frequently’. The reliability coefficient of the test was found 0.82 with Spearman Brown formula. The validity coefficient was found 0.71.

**Procedures of data collection:**

Personal data blank sheet (PDBS) was given to collect the necessary information by the players’ related self concept, mental health and aggression scale was administered on the players. Before that rapport was established with players. And was told that their responses were kept confidential.

**Variable:**

**Independent Variable:**

3) Area  i) Tribal   ii) Non-Tribal
4) Gender  i) Male   ii) Female

**Dependent Variable:**

4) Mental Health
5) Aggression
6) Self Concept
**Research Design:** 2 x 2 Factorial Designs was used.

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<th>A = Area</th>
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<tr>
<td>A1 = Tribal</td>
<td>B1 = Male</td>
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<td>A2 = Non-Tribal</td>
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<tr>
<td>B1</td>
<td>A1xB1 (100)</td>
<td>A2xB1 (100)</td>
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<tr>
<td>B2</td>
<td>A1xB2 (100)</td>
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**Limitations:**

1) Only 400 samples were selected for the present study.
2) Only mental health, aggression and self concept were psychological dimension were used.
**Delimitation:**

1) Urban and rural Area of residence school players was selected.
2) Mental health, aggression and self concept were psychological dimension were used.

**Conclusion:**

1) Tribal school going players had significantly high mental health than the non-tribal school going players.
2) Male school going players had significantly high mental health than the female school going players.
3) There is no significant difference between tribal school going players and non-tribal school going players respect to aggression.
4) There is no significant difference between male school going players and female school going players respect to aggression.
5) Tribal school going players had significantly high self concept than the non-tribal school going players.
6) Male school going players had significantly high self concept than the female school going players.
CHARACTERISTICS OF MENTALLY HEALTHY INDIVIDUAL

A mentally healthy individual can be distinguished from others by his balanced ways of living and well adjusted personality characteristics. These ways and characteristics can be stated as follows:-

1) A mentally healthy individual knows himself well. He knows fully his strengths and weakness. Hence he chooses those tasks which are neither too difficult nor too easy for him.

2) He is emotionally mature and stable. He expresses his emotions in a desirable way and possesses full control over them.

3) He possesses the required ability to make adjustment with all kinds of changes situations and circumstance.

4) He is socially adjustable as he possesses the required ability to get along well with all whom he comes into contact in society.

5) He always lives in the world of reality, rather than that of imagination and fantasy. Thus, he is a practical man.

6) His intellectual powers are well developed. He is able to think confidently. He takes proper decisions at proper time.

7) He possesses great power of tolerance for facing failures in life. He never repents or worries over his failures and mistakes.

8) He is quite safe and secure in his respective group and environment. He possesses a great sense of belongingness and loyalty towards the group he belongs. He likes others and is liked by them.
9) He is always free from undesirable mental disturbances, disorder, conflicts, frustrations and anxieties. He is free from all kinds of mental ailments and diseases.

10) Although he tries his best to accomplish his work as nicely as possible, he does not prove himself to be an anxious person for reaching perfection.

11) He is self-confident and optimist. He does not show any undue fear any newly assigned work.

12) He possesses desirable social and health habits. He is regular and punctual in performing his duties. He never forgets his duty.

13) He possesses an adequate philosophy of life that governs his conduct and activities.

14) He has a good sex adjustment and does not suffer from sex abnormalities and dissatisfaction.

15) He leads a well-balanced life of work, rest and recreation.

16) He is satisfied with his profession or occupation.

17) He possesses socially desirable interests and aptitudes.

Note. It is not essential that all the above-mentioned characteristics must be present in a person of good mental health. The absence of one or two of these characteristics does not show negation of mental health. The above characteristics however, show the acquisition of ideal mental health. If any person cannot reach this ideal, he should try to be as close to this ideal as possible.

Sports Psychology for Physical Education has become very popular in schools. It is popular among the students as well as among the teachers and
parents of the students. Following are the main causes of popularity of Sports Psychology for Physical Education:-

1) **Means of Improving Health** Sports Psychology for Physical Education deals with means of improving health. All the students want to improve their health. Their parents also want to see their sons and daughters in good health. Hence Sports Psychology for Physical Education has become very popular among the students and their parents, because it deals with all aspect of games and sports, which are good means of improving health.

2) **Making Students skilful and Intelligent.** All sorts of physical activities, games and sports make the students skilful and intelligent if they take part in them in a proper way. Sports psychology in Physical Education teaches the students how to take part in all physical activities, games and sports in a proper way. It makes the players understand that they can win a match only if they play carefully, skillfully and intelligently. Thus games and sports are very helpful for increasing the skill and intelligence of players. Sports Psychology in Physical Education lets the players know the psychological methods of improving skill and intelligence required for playing the games in the best possible way this adds to the popularity of Sports Psychology in schools.

3) **Means of Recreation.** All physical activities, sports and games are very good means of recreation. It is an admitted fact that recreation is an essential factor for happy and successful life of students. They have to pass through a laborious course of studies for getting through their examinations. They are busy for most part of their life with their studies. Hence, it is very difficult for them to feel happy and cheerful without recreation. Games and Sports have a great
recreative value. Sports Psychology for Physical Education reveals many good methods of making games and sports as recreative as possible. With the help of Sports Psychology the students get very good recreation through games and sports. It tells them how to forget all their anxieties, worries and strains of studies while playing a game. It tells them that even indoor games, such as Ludo, Carrom and Table Tennis provide them with great recreation. In fact, Sports Psychology for Physical Education makes all games a great source of recreation of enjoyment. Hence it has become very popular with students, who want recreation everyday after their studies.

4) **Training for Leadership.** Sports Psychology for Physical Education helps the players in getting training for leadership through games. It reveals such psychological methods of getting maximum benefit from games that when a student becomes a good players, he acquires most of the qualities of a good leader, such as getting ful co-operation from all his play-mates and achieving success even in most difficult circumstances. It was for this reason that Duke of Wellington had remarked, –I have won a battle of Waterloo at the play-fields of Eton.‖ He was the student and a player of Foot-ball at Public School, Eton in England, where games and sports were conducted with the help of Sports Psychology. Duke of Wellington had the firm belief that he had defeated Napoleon at the battle-field of Waterloo, because he had learnt all the qualities of a good Army Officer and a successful general by taking part in games at Eton.

Sports Psychology offers a full training course to those good players who aspire to become a captain or get a chance of becoming the captain of a game.
It gives them full training of how to become successful captains of games as well as successful leaders of people in actual life. It trains them in the right way of commanding others and giving them the right lead in the right way of commanding others and giving them the right lead in games as well as in real life. Hence Sports Psychology of Physical Education has become very popular with those Players Who aspire to become captains of one game or the other and who subsequently aim at becoming leaders of people in actual life.

5) **Getting preference over others.** Sports Psychology for Physical Education brings home to all good players in schools and colleges the fact the being good players they have a right for getting preference over other students in the matter of fee concession, admission to educational institutes for higher studies and many other facilities. It also reveals to them the fact that they have the right for getting preference over other candidates, when they complete with them for securing a good post in public or private sector, because good sports qualifications are in no way less than good academic qualifications. All this makes Sports Psychology for Physical Education very popular with all good players.

6) **Useful for Teachers.** Sports Psychology for Physical Education is very popular among the teachers because it lets them know how to learn and study the nature and character of their students in the play-field. Sports Psychology reveals that a teacher can learn more of his students in the play-field than he can do so in the class room, because the students express themselves freely in the play-field. With the full knowledge of the nature and character of his students, the teacher
can make his work easy and effective. Hence Sports Psychology for Physical Education is very popular among the teachers.

7) **Helpful to parents.** Sports Psychology for Physical Education is very helpful to the parents of the students. It reveals to the parents the fact that if their sons and daughters are good players, they are sure to pass their leisure time gainfully and they will not fall into bad company. Sports Psychology also reveals to the parents of good players that they should not worry about the future careers of their sons or daughters, because being good players they are sure to get preference over others everywhere in life. They are sure to get well-settled in life because their good sports qualifications will surely help them in being fixed up in good posts. Sports Psychology for Physicals Education makes the parents wise enough to encourage their sons and daughters to take active part in games and become good players during student life, so that they become successful individuals in every walk of life.

Mental health is an integral part of our well-being, yet mental health issues have been woefully neglected in our country. Even worse is the fact that serious mental illnesses are not treated early and the treatment gap even for such disorders is very large. It is well known that people in disadvantaged situations have high levels of mental morbidity and poor access to treatment. Prisons and other custodial institutions are locations which see high levels of mental distress and morbidity. Mental distress may occur in otherwise normal individuals in response to the stress of imprisonment. They may occur in vulnerable individuals who have pre-existing illness that gets exacerbated in prisons, or develops anew in prisons as a result of stress or other factors.
Persons with certain types of personality disorders are also more likely to enter prisons. Given that many of these vulnerabilities are associated with the use of both licit and illicit drugs, it would be expected that these pre-dispositions would also enter the prison along with the prisoner. This adds to the already high burden of substance use (tobacco, alcohol and other drugs) encountered in prison. In India, we do not have a clear understanding of the extent and patterns of mental health problems in prisons. Apart from instances of non-criminal mentally ill in prisons which captured the attention of the judiciary, and occasional reports of prison suicides, which attract the attention of the media, relatively little is known about the mental health needs and extent of mental illness in the prison population. It is in this context that an evaluation of mental health problems in the Central Prison, Bangalore, was undertaken. This initiative was the result of a joint collaboration between the National Institute of Mental Health and Neuro Sciences, Bangalore, the Karnataka State Legal Services Authority and the Department of Prisons, Government of Karnataka. The results of this study have been published in Mental Health and Substance Use Problems in Prison: Local Lessons for National Action. As part of this initiative, we also undertook a review of the prevalence of mental illness and substance use in prisons all over the world. In this publication, we discuss the prevalence of a range of mental illnesses including psychotic disorders, mood disorders, other common mental disorders and substance use in prisons from different countries. We also discuss the range of high risk behaviours commonly encountered in prisons, from violence to self-harm and suicide. The review of literature on these issues, while not exhaustive, attempts to illustrate the kinds
of mental disorders and behaviours that are over-represented in prison settings, and what intervention approaches have been found useful. The guidelines developed for mental disorder management in many countries may serve as a template for the development of mental health services in developing countries, with the necessary modifications relevant to local issues and needs.

Personality theorists who follow the trait approach focus on individual differences and the stability of aggressive behavior. For example, one team of researchers measured aggressiveness in 8-year-old children (Huesmann, Eron, & Yarmel, 1987). The investigators interviewed the participants again when the participants were 30 years old. The researchers discovered that the children identified as aggressive in elementary school were likely to have become aggressive adults. The children who pushed and shoved their classmates often grew into adults who abused their spouses and engaged in violent criminal behavior.

Personality psychologists from the biological perspective also are interested in stable patterns of aggressive behavior. They point to a genetic predisposition to act aggressively as one reason for this stability. Evidence now suggests that some people inherit more of a proclivity toward aggression than others (Miles & Carey, 1997). That is, some people may be born with aggressive dispositions that, depending on their upbringing, result in their becoming aggressive adults. Other psychologists explain aggression in terms of evolutionary theory (Cairns, 1986). For example, the fact that men tend to be more aggressive than women might be explained by the man’s inherited need to
exercise control over rivals to survive and pass along his genes. Researchers also look at the role hormones and neurotransmitters play in aggressive behavior (Berman, McCloskey, Fanning, Schumacher, & Coccaro, 2009; Klinesmith, Kasser, & McAndrew, 2006).

Psychologists with a humanistic approach to personality explain aggressive behavior in yet another way. These theorists deny that some individuals are born to be aggressive. In fact, many argue that people are basically good. They believe all people can become happy, nonviolent adults if allowed to grow and develop in an enriching and encouraging environment. Problems develop when something interferes with this natural growth process. Aggressive children often come from homes in which basic needs are frustrated. If the child develops a poor self-image, he or she may strike out at others in frustration. The behavioral/social learning approach contrasts in many ways with the humanistic view. According to these psychologists, people learn to be aggressive the same way they learn other behaviors. Playground bullies find that aggressive behavior is rewarded. They get to bat first and have first choice of playground equipment because other children fear them.
Recommendations

1. Coaches and sports administrators should give greater emphasis on psychological training along with physical training and skill imparting to prepare sportspersons for sports competitions.

2. Selection of sportspersons should also rely upon desirable psychological attributes in addition to physical ability and skill of the athletes.

3. Psychological tests to measure leadership quality, achievement motivation, interests and attitudes should be periodically administered to sportspersons to find out their suitability for a particular game.

4. Psychological counseling should be part of sports training and professional sports psychologists should be employed as trainers and should accompany sportspersons on competitive tours.

5. Coaches should use the performance scale to compare sport performance of the same player over an interval or performances of a group of sportspersons at a point of time.

6. The coaches/ sports trainers should consider the psychological factors while imparting training to the athletes and players before their competitions. They should be emphasis on their mental fitness and psychological condoning.

7. The coaches should take into account the importance of the measurement of personality traits and other psychological variables of the level sportsmen.

8. The coaches should prepare the psychological profile of the players with the help of the sports psychologist to follow up the progress made by them in their performance due to these factors during training as well as competitions.

9. The athletes should also take the help of psychological training and apply it during the practice schedules to improve upon their motor skills.
10. The sports administrators and selectors should consider the psychological factors which are helpful in selection of the athletes and players before their participation in the national and international competitions.

11. A long term planning for research on sportsmen is needed. School children and youth in the colleges interested in sports activities as well as the players at the university/national levels should be studied periodically.

12. Efforts should be made to explore the sports talent among the school children with the help of some predictive tools.

A number of studies on personality and sports have shown significant sex differences in the personality characteristics of athletes. Similarly, significant differences have been found between athletes and non-athletes on the various personality traits. But the findings regarding differences in the personality traits of players of individual and team games are unequivocal. However, many researchers have found personality differences among sportsmen belonging to different games. Several investigators have tried to understand the relationship between personality traits of athletes and their level of performance. They have identified many traits which can be related with the successful participation in sports.
Suggestions for Further Researches:

1. An attempt should be made to compare the top level and low level Indian sportsmen of some selected games with respect to some psychological variables.

2. There is a need to study those psychological factors like adaptability, boldness, competition, leadership, aggression for the sportsmen which may enhance their sports performance during competition.

3. There is need to conduct a cross-cultural study on some selected psychological variable between the Indian sportsmen and the sportsmen form other countries especially with those who are superior in sports, to find out whether psychological variables are contributive in their sports performance.

4. It is necessary to construct and standardize a tool to measure the sports person logy and athletic ability of the Indian sportsmen.

5. It would be worthwhile to study psychologocially variables of the sportsmen at school and college levels.