CHAPTER VI
SUMMARY, CONCLUSIONS, SUGGESTIONS, AND RECOMMENDATIONS
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Every normal individual interacts with other people in society. He builds up a set of feelings or attitudes in respect of the relative worth of persons, objects or ideas. On the basis of such feelings, he develops likes or dislikes in varying degree of intensity, and ranks these likes and dislikes in the form of a hierarchy – placing as it were a “price tag” on each. Much of these feelings which place differential worth on ideas, objects or persons are learned from childhood and through the process of socialization; others are learned through experience in everyday living. Some of these feelings are deeply fixed and persist through life while others are not so permanent and are frequently replaced by those that give greater satisfaction. These feelings which constitute assumptions of what is right and important are abstract and often unconscious. Through this process one learns considering some objects, attitudes, and ideas as more important than others. This relative worth is determined by the values. Values directly influence human behaviour and performance even. Personal values form the basis of one’s judgements and decisions and have a deep influence on behavior.

In games and sports, the values cherished by the sport persons do play important role in their life and performance. Do these values differ among males and females? or, is the development of different types of values influenced by sex difference? Present study is directed to find out appropriate explanation of these problems. Values differ from person to person and from society to society. It is natural then that they are developed by different factors. Along with the factor of sex, the type of education received by the Ss, and success orientation probably influence the development of different values. Since, values have deep influence on behavior and performance of the sportpersons also, it is worth to explore the factors responsible for developing different values among the sportpersons.
Like values, everyone of us develops a social identity or a self-definition. Self definition includes how we conceptualize ourselves, including how we evaluate ourselves. Humans spend a lot of time and effort thinking about themselves. To some extent they tend literally to be self centered. That is, the self is the center of each person's social universe. Self identity or self concept is acquired primarily through interaction that begins with immediate family and continue with the people one meets throughout life. Thus, the self concept is an organized collection of beliefs and feelings about one self, in other words, it is a schema that function like other schemas. Self concept is a special framework that influences how we process information about the social world around us along with information about ourselves such as our motives, emotional states, self evaluation abilities and much else besides (Klein, Loftus, and Burton, 1989).

For the common people a good self concept is very much useful; and for the sportpersons it has an extraordinary importance. It is because, to a great extent excellence in sport and games depends on the nature of self concept. However, fluctuations in the self concept of sportpersons are likely to be more than the non sportpersons. For example, whenever a sportperson improves his performance or skill, there is a positive improvement in his self concept. The day he wins a race or any sport event his self concept is enhanced positively. Positive enhancement of self concept helps in bringing improvement in the performance of the sportpersons. Needless to mention that the sportpersons with better self-concept exhibit better performance in the field than those sportpersons having poor self concept.

In present study physical education college students and non physical education college students, both boys and girls were incorporated. They were further classified as personal success oriented and group success oriented. Influence of these factors on the personal values and self concepts of the Ss were examined.
Aim of Study:

Values and self concepts have special importance in sport psychology, as they influence the performance of sport persons and also non sport persons in one or the other way. Development of values and self concepts depend on many factors which influence the socialization. If those common factors are assumed that they are controlled, do the kind of education, success oriented tendency and sex of the individual influence the development of different values and self concepts? was the major problem to which scientific answer is to be sought. Thus, the main aim of the study is to measure the personal values, self concepts and personal success orientation Vs group success orientation of the physical education and non physical education students and to find out sex differences with regards to self concepts and personal values cherished by them. The study also intends to examine the differences in the sports persons and non sport persons’ self concepts and personal values. Finally, the study is directed to search the extent to which personal success oriented sport persons and group success oriented sport persons differ from each other on self concepts and personal values.

Objectives of study:

In the study six different types of self concepts and ten different personal values are treated as dependent variables, and sex, kind of education and success orientation are treated as independent variables, hence, there are many specific objectives.

1. To measure physical self-concept of the Ss and find out whether the male Ss have superior physical self concept or the female Ss have.

2. To examine the difference in the physical self concept of physical education students (PES) and non physical education students (NPES).

3. To study the influence of success orientation on the development of physical self-concept.
4. To search the sex differences in the development of intellectual self-concept.

5. To find out the differences in the intellectual self-concept of PES and NPES.

6. To understand the effect of success orientation on the development of intellectual self-concepts.

7. To measure the social self-concept of the Ss and find out whether the females have developed superior social self-concept or the males have.

8. To study the development of social self-concept of PES and non PES Ss and find out whether they differ significantly, on social self-concept, or not.

9. To understand the effect of success orientation on the development of social self-concept.

10. To measure the moral self-concept of the Ss and examine sex differences in the development of moral self-concept.

11. To find out the extent to which PES and NPES differ from each other significantly, on moral self-concept.

12. To understand the influence of success orientation tendency on the development of moral self-concept, and find out whether the personal success oriented (PSO) develop significantly better moral self concept than that of group success oriented (GSO) Ss.

13. To measure emotional self-concept of the Ss and find out whether the male and female Ss differ from each other or not.

14. To find out whether the PES develop significantly better emotional self-concept than the NPES, or not.

15. To search the extent to which development of emotional self-concept is influenced by the factor of success orientation.

16. To examine sex differences with regards to aesthetic self-concepts.
17. To measure aesthetic self-concept of PES and NPES and test which group has significantly better aesthetic self-concept than other.

18. To find out whether the personal success oriented Ss had significantly better aesthetic self concept than that of the group success oriented Ss or not.

19. To measure religious values of the Ss, and find out who cherish religious values more the males or the females.

20. To examine the difference in the religious values of PES and NPES Ss.

21. To find out whether development of religious values is influenced by the success orientation or not.

22. To measure social values of the Ss and examine who develop superior social values, the male of female Ss.

23. To study the difference in the social values of PES and NPES Ss.

24. To understand the extent to which development of social values is influenced by different types of success orientation.

25. To measure democratic values of the Ss and find out whether the male Ss cherish more democratic values or the females.

26. To examine the difference in democratic values of PES and NPES Ss.

27. To search the difference in the democratic values of personal success orientated and group success oriented Ss.

28. To assess the aesthetic values of male and female Ss and find out, of them who are superior in aesthetic values.

29. Who, the PES or NPES developed superior aesthetic values? To search appropriate answer to this question.
30. Regarding aesthetic values whether the personal success oriented or group success oriented are superior? To get the answer to the question.

31. Are economic values better among females than among males? To measure values of males and females and seek proper answer to this question.

32. To find out whether the PES developed significantly better economic values or NPES had developed.

33. To examine the difference in the economic values of personal success oriented and group success orientated Ss.

34. To measure knowledge values of male and female Ss and examine the sex differences with regards to knowledge values.

35. To examine the difference in the knowledge values cherished by PES and NPES Ss.

36. To study the difference in the knowledge values of personal success oriented and group success oriented Ss.

37. To measure hedonistic values of male and female Ss, and find out whether the sex differences regarding hedonistic values are significant or not.

38. To search difference in the hedonistic values of PES and NPES Ss.

39. To find out the extent to which personal success oriented and group success oriented Ss differ from each other on hedonistic values.

40. Who cherish better power values, the males or the females? To seek the appropriate answer to this question after measuring power values.

41. To search the difference in the power values of PES and NPES Ss.

42. To examine the difference in the power values of personal success oriented and group success oriented Ss.
43. To measure family prestige values and find out whether the male or the female Ss have significantly better family prestige values.

44. To examine the influence of type of formal education on the development of family prestige values.

45. To understand the effect of success orientation on the development of family prestige values.

46. To measure the health values cherished by the Ss; and further search the sex differences regarding the health values.

47. To find out the difference in the health value of PES and NPES Ss.

48. Do personal success oriented and group success oriented Ss differ from each other significantly on health values? To search appropriate answer to the question.

**Hypotheses Tested in the Study:**

Assuming that the other factors are kept controlled, it is hypothesized that,

1. Females have significantly better physical concept than males.

2. Physical self-concept of PES is significantly better than that of NPES.

3. Personal success oriented Ss have significantly better physical self-concept than the group success oriented Ss.

4. There do not appear significant difference in the intellectual self concept of male and female Ss.

5. The NPES Ss have significantly better intellectual self-concept than that of the PES.

6. Personal success oriented Ss have significantly better intellectual self-concept than the group success oriented Ss.
7. Females are significantly superior to males in social self-concept.

8. Social self-concept of PES is significantly better than that of NPES.

9. Group success oriented Ss develop significantly better social self-concept than the individual success oriented Ss.

10. Females have significantly better moral self-concept than the males.

11. PES and NPES groups of Ss do not differ significantly on moral self-concept.

12. Moral self-concept of group success oriented Ss is significantly better than that of personal success oriented Ss.

13. Females are significantly superior to males in emotional self-concept.

14. Emotional self-concept of PES is significantly better than that of NPES.

15. Emotional self-concept of group success oriented Ss is significantly better than that of personal success oriented Ss.

16. Females are significantly superior to males in aesthetic self-concept.

17. There is no significant difference in the aesthetic self-concept of PES and NPES Ss.

18. Personal success oriented and group success oriented Ss do not differ significantly on aesthetic self-concept.

19. Religious values of females are significantly better than that of males.

20. PES Ss have significantly better religious values than the NPES Ss.

21. Personal success oriented Ss have significantly better religious values than the group success oriented Ss.

22. Females have significantly better social values than that of males.
23. Social values of PES are significantly better than that of NPES.

24. Group success oriented Ss have significantly better social values than the personal success oriented Ss.

25. Democratic values are significantly better among males than females.

26. There do not appear any difference in the democratic values of PES and NPES Ss.

27. Democratic values of group success oriented Ss are significantly better than that of personal success oriented Ss.

28. Aesthetic values of females are significantly better than that of males.

29. The PES and NPES Ss do not differ significantly from each other on aesthetic values.

30. Personal success oriented Ss have significantly better aesthetic values than group success oriented Ss.

31. Economic values are significantly better among females than males.

32. There is no difference in the economic values of PES and NPES.

33. Personal success oriented and group success oriented Ss do not differ significantly from each other on economic values.

34. Knowledge values are significantly better among males than among females.

35. Knowledge values are significantly better cherished by NPES than PES.

36. There do not appear any significant difference between personal success oriented and group success oriented Ss regarding knowledge values.

37. Females have significantly better hedonistic values than males.

38. There do not appear any significant difference in hedonistic values of PES and NPES.

124
39. Personal success oriented Ss have significantly better hedonistic values than group success oriented Ss.

40. The male cherish significantly more power values than the females.

41. The PES have significantly better power values than the NPES.

42. Power values are significantly more among individual success oriented Ss, than among group success oriented Ss.

43. Family prestige values are cherished significantly better by the females than the males.

44. There do not appear significant difference among PES and NPES regarding family prestige values.

45. Personal success oriented Ss have significantly better family prestige values than group success oriented.

46. Health values are significantly better among the males than among the females.

47. Regarding health values the PES are significantly superior to NPES.

48. There do not appear any significant difference among the personal success and group success oriented Ss.

The sample consisted of 400 Ss, of which 200 were studying in physical education colleges and remaining were studying in Arts colleges of Aurangabad. Their age range was 19 to 22 years. Male female ratio was 1:1.

Personal Preference Inventory constructed and developed by Zander was used for measuring the success orientation tendency among the Ss. The inventory measures personal success orientation and group success orientation.
Self concept of the Ss was measured by Bina Awasthi’s Self Evaluation Scale. The scale measures six different kinds of self concept.

Personal values were measured by Value Questionnaire constructed and developed by Singh and Sherry. It measures ten different types of values.

For administering the scales, the Ss were called in small groups. Their seating arrangement was made in a classroom. When the Ss assembled in the classroom, they were told about the purpose of research work. Rapport was formed. Once, it was found that the Ss are eager to solve the tests; first, copies of Personal Preference Inventory were distributed among them. The ‘E’ read the instructions printed on the inventory and the Ss also read them along with the ‘E’. There was no time limit for this inventory. Filled copies of the inventory were collected after ten minutes.

Immediately after the collection of Personal Preference Inventory, copies of Personal Values Questionnaire were distributed among them. On the questionnaire itself the instructions are printed. Those instructions were read, the Ss were also asked to read the instructions. An example was demonstrated on the black board. When the Ss understood the instructions, they were told to write the answers to the questions. For this questionnaire also there was no time limit. When the Ss wrote answer to each and every question, copies of the questionnaire were collected from them.

An interval of 30 minutes was given to the Ss. When they came back after the interval, once again rapport was formed, and then only copies of Self Evaluation Scale by Bina Awasthi were distributed among the Ss. The ‘E’ read the instructions, and the Ss were asked to read them along with the ‘E’. The procedure was demonstrated on the blackboard by the ‘E’. When the Ss followed the instructions, they were asked to write down the responses to the items in the scale. There was no time limit to the scale, however, the Ss were asked to write the responses as fast as they can. Filled copies of the scale were collected at the end.
The collected data were fitted into $2 \times 2 \times 2$ factorial design in which the independent variables were sex, type of education and success orientation, each varied at two levels. Dependent variables were six different kinds of self concept and ten different types of personal values. The data were treated statistically. First, means and SD values for the eight classified groups were computed independently for each of the sixteen dependent variables. Later on three way ANOVA was computed, and finally a multiple comparison test was employed to examine whether the intergroup mean differences are significant or not. On the basis of results following conclusions were drawn.

1. Females had significantly better physical self concept than males; physical education students had significantly better physical self concept than non physical education students; and group success oriented had superior physical self concept to that of personal success oriented.

2. Male and female Ss had more or less similar intellectual self concept; also, the personal success oriented and group success oriented had similar intellectual self concept. The non physical education students had significantly better intellectual self concept than the physical education students.

3. Females developed significantly better social concept than males, non physical education students were superior to physical education students in social self concept; and group success oriented Ss had significantly better social self concept than personal success oriented Ss.

4. Female Ss were having significantly better moral self concept than male Ss, also, Physical education students had significantly better moral self concept than non physical education students. Personal success oriented and group success oriented Ss failed to differ from each other on moral self concept.

5. Emotional self concept was significantly better among females than males. Non physical education students developed significantly better emotional self concept than physical education students. Personal success oriented and group success oriented had more or less similar emotional self concept.

6. Physical education students and non physical education students failed to differ significantly on aesthetic self concept. Personal success oriented and group success oriented
oriented Ss also had more or less similar aesthetic self concept. Females, had significantly better aesthetic self concept than males.

7. Religious values were significantly better among females than males. Physical education students and non physical education students had more or less similar religious values. Personal success oriented Ss cherish significantly better religious values than group success oriented Ss.

8. Social values are significantly better among females than males. Physical education students and non physical education students had more or less similar social values. Group success oriented Ss had significantly better social values than individual success oriented Ss.

9. Groups of males and females did not differ significantly on democratic values. Physical education as well as non physical education students had more or less similar democratic values. Group success oriented Ss, however, had significantly better democratic values than personal success oriented Ss.

10. Aesthetic values were significantly better among females than males. No significant differences in the aesthetic values were observed when the Ss were classified on the basis of kind of education and nature of success orientation.

11. Females had significantly better economic values than males; physical education students and non physical education students did not differ from each other on economic values. Economic values were significantly poor among personal success oriented Ss.

12. Male Ss had shown significantly better knowledge values than female Ss. Non physical education students had significantly better knowledge values than physical education students. Nature of success orientation was unrelated to knowledge values.

13. Hedonistic values were significantly better among non physical education students than among physical education students. Sex differences, as well as differences in success orientation were unrelated to hedonistic values.

14. Power values were significantly better among males than female, physical education students had significantly superior power values to that of the nonphysical education students. Nature of success orientation was unrelated to power values.
15. Females had significantly better family prestige values than males. Type of education and nature of success orientation were not associated with family prestige value.

16. Health values were seen significantly better among females than males. Physical education students had significantly better health values than non physical education students; with health values nature of success orientation was unrelated.

**Suggestions:**

In view of the findings of this study following suggestions are made.

1. Personal values of the physical education and non physical education students must be measured and special efforts should be made to develop the socially approved values.

2. More such research studies must be carried out incorporating sportpersons and non sport persons, and the factors responsible for developing positive values must be traced out. Effective means of avoiding the development of negative values should be explored through research studies.

3. Self concepts of the sport persons and nonsportpersons must be measured, and techniques of developing positive self concepts must be developed through research. More studies related to the self concept of sportpersons should be carried out and effect of positive and negative self concept on the performance in the field should be studied.

**Recommendations:**

1. Not only physical strength and ability but psychological preparedness is necessary for achieving excellence in sports and games. It is recommended that special training courses for both sportpersons and non sportpersons should be conducted to develop useful, positive, and effective values.
2. Understanding the importance of self concept in the development of personality and in achieving the goals, from the early childhood superior self concepts must be developed among the boys and girls, whether sportpersons or nonsportpersons.

3. Type of education does help in developing certain values and better self concept. Also, success orientation tendency has its own significance in the development of values and self concept. Keeping this in view curriculum should be framed in such a way that by considering tendencies of the youngsters special coaching can be given to develop better values and superior self concepts.

**Limitations of Study:**

Before generalizing the findings of present study following limitations must be taken into consideration.

1. Sample size of the study was relatively small and most of the Ss hailed from rural areas.
2. Sportpersons from other streams of education were not incorporated in the study.
3. Physical fitness, intellectual ability etc of the Ss were not measured.