CHAPTER 5

SUMMARY, CONCLUSIONS AND SUGGESTIONS
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Summary

In the modern educational system, physical education and sports have an important place. Through physical education and sports, sportsmen become physically and mentally fit and healthy. And they can be trained for various competitions also. Importance of sports at national and international level is increasing day by day. So importance of physical education and sports continuously increases in educational system also. Boys and girls have a natural liking for sports and games. This interest can be developed and by physical training and regular program, they can be made outstanding.

Physical education is an important integral part of the educational process. Field of learning is very wide. Wherever there is knowledge and experience, there is learning. So, due to very wide scope of learning, innumerable subjects are included in it. According to educationist Kishrolal Mashruwala, learning is an unbroken and devoted striving continuing throughout life. A child’s learning starts in its mother’s womb and continues till the person’s death. We get formal as well as informal education. Which includes knowledge of various subjects that are useful in life and the art of utilizing such knowledge. Education sets up a definite method and time for learning and subjects and the art of their application. Thus, formal and informal education try to achieve a total development of the child. Physical education is also included in the child’s learning program. So, physical education is a part of general education.

For preparing sportsmen ready for sports events or for reviewing the results in contents, usually psychological training, psychological pressure,
psychological adjustment and mental readiness etc. are discussed. This shows up the close relation between physical education and psychology. None of the students or sportsmen who participate in any program of physical education, cannot succeed without studying psychology. Readiness of sports people is not possible without their mental adjustment. Relation between physical education and psychology of games and sports is natural. So, psychology of games and sports develops as an independent subject. In the words an educationist, sports psychology identifies individual’s behaviour and performance in sportsmen. However, skilled in his subject may a teacher of physical education or a leader of a game be, he would not succeed in his goals till he studies the behaviour of his students or sportsmen in various situations. A teacher or captain needs knowledge of psychology in order to study behaviour.

The main aims of the present research is to study and compare emotional maturity and achievement motivation of players participating at national levels. In this research researcher has selected male and female handball, volleyball, football, athletics and swimming players. Main objectives of the present research was “to study and compare achievement motivation and various aspect of emotional maturity such as emotional instability, emotional regression, social mal adjustment, personality disintegration and lack of independence with regards to gender”. For this purpose players of handball, volleyball, football, athletics and swimming participating at national level of Gujarat state. Both males and females players were selected. In this research 50 male and female players were selected in each games. For the data collection emotional maturity scale (EMS) by Dr. Yashvir sing and Mahesh Bhargava and Achievement motivation test (AMT) by V.P. Bhargava were used. In present research difference game and gander of players were considered as independent
variable and Scores of achievement motivation and scores of various dimensions of emotional maturity such as emotional instability, emotional regression, social mal adjustment, personality disintegration and lack of independence were considered as dependent variable. To find out main and interaction effect of two independent variables such as various games and gender on scores of achievement motivation and scores of various dimensions of emotional maturity such as emotional instability, emotional regression, social mal adjustment, personality disintegration and lack of independence.

**CONCLUSIONS**

1. Significant difference does not exist among Handball, Volleyball, Football, Athletics and Swimming players on factor A (Emotional stability) of Emotional Maturity.

2. Male players significantly differ as compared to female players on factor A (Emotional stability) of Emotional Maturity. Female have more Emotional stability than male players.

3. Significant interaction effect does not exist between players of various game and gender with regards to factor A (Emotional stability) of Emotional Maturity.

4. Significant difference does not exist among Handball, Volleyball, Football, Athletics and Swimming players on factor B (Emotional Progression) of Emotional Maturity.

5. Male players significantly differ as compared to female players on factor B (Emotional Progression) of Emotional Maturity. Female have more Emotional Progression than male players.

6. Significant interaction effect does not exist between players of various game and gender with regards to factor B (Emotional Progression) of Emotional Maturity.

7. Significant difference does not exist among Handball, Volleyball, Football, Athletics and Swimming players on factor C (Social adjustment) of Emotional Maturity.
8. Male players significantly differ as compared to female players on factor C (Social adjustment) of Emotional Maturity. Female have more Social adjustment than remaining male players.

9. Significant interaction effect does not exist between players of various game and gender with regards to factor C (Social adjustment) of Emotional Maturity.

10. Significant difference does not exist among Handball, Volleyball, Football, Athletics and Swimming players on factor D (Personality Integration) of Emotional Maturity.

11. Male players significantly do not differ as compared to female players on factor D (Personality Integration) of Emotional Maturity.

12. Significant interaction effect does not exist between players of various game and gender with regards to factor D (Personality Integration) of Emotional Maturity.


14. Male players significantly differ as compared to female players on factor E (Independence) of Emotional Maturity. Female have more Social adjustment than male players.

15. Significant interaction effect does not exist between players of various game and gender with regards to factor E (Independence) of Emotional Maturity.

16. Significant difference does not exist among Handball, Volleyball, Football, Athletics and Swimming players on Overall Emotional Maturity.

17. Male players significantly differ as compared to female players on Overall Emotional Maturity. Female have more Social adjustment than male players.

18. Significant interaction effect does not exist between players of various game and gender with regards to Overall Emotional Maturity.
19. Significant difference exists among Handball, Volleyball, Football, Athletics and Swimming players on Achievement motivation. Football players have more Social adjustment than remaining groups of players.

20. Male players significantly does not differ as compared to female players on Achievement motivation.

21. Significant interaction effect does not exist between players of various game and gender with regards to Achievement motivation.

**SUGGESTIONS**

After conducting this research the researcher thought of various related problems which may be selected for future research work. Infact, the experience during the period of this study as well as the findings of this study may serve as guidelines for the research worker in the field of sport psychology. In this connection the following suggestions may be given.

1. To get more reliable and specific findings some other variables like age, educational level, socio economic status etc. can be studied.

2. Adjustment, personality, mental health and anxiety among professional and non professional sports men can be studied.

3. Psychological variable of the Athletes of school and college level can be studied.

4. This type of research can be done on cricket, badminton, kho-kho, kabbadi, boxing and wrestling.

5. To study and compare achievement motivation and various dimensions of emotional maturity of various state level Athletics.

6. Low performer's and high performer's personality adjustment, anxiety and depression can be also studied.
7. Other statistical technique can also be used on the same data of this research.
8. This study can be done on a large sample.
9. Various psychological factors of individual and team game athletics can be studied.
10. Psychological wellbeing and life satisfaction of players of different games can be studied.