CHAPTER V

SUMMARY, CONCLUSION, IMPLICATIONS AND SUGGESTIONS

SUMMARY

Technological progress, atomic power, and space travel are present realities and in the ensuing years will open new vistas heretofore undreamed of in daily living. In general, all of these changed conditions to gain with advent of industrial revolution. It was the catalyst which changed man's existence and which catapulted him into the age of electronics, atomic, energy, space, exploration and increasing control of the universe. The great renaissance bridging the last century with its remarkable technical changes has resulted in easy living on one hand, but on the other has resulted in many stresses and strains particularly in the mental and emotional areas. Education must face up to the residue inherent in an evolving culture such as prevalence of degenerative diseases, lower level of fitness, obesity, nervous disorders, alcoholism along with numerous social ills. Man in the past has always had great adjustment powers and through the ages he always had been able to make adjustments when they are needed. However, such changes in the past came about slowly and the evolutionary processes were exerobly operative through his biological heritage and his culture. Since humanity is experiencing difficulty in making necessary biological and sociological
adjustment that are appropriate for good. Life in a fast changing culture, some safeguards must be taken by the society. With the passage of time and with explosions of population, techniques and knowledge of education faces a great challenge and must by the very nature of its functions become more complex and inclusive, and at the same more selective. Seward (1969) emphasises that education must deal with a new order and project itself into new and sometimes unprecedented areas and on the other hand it must return to some of the basic patterns of living.

The problems growing out of the complexities as well as the simplicities of education are multi-faceted, and they inevitably create great challenge for educators. The solutions to these problems must be found not only in the sciences, but also in the humanities. To this extent education must be eidetic because its philosophy, practices, processes and methodology are drawn from all of these sources. Physical education can meet in part at least, its share of the challenge in fulfilling this responsibility by teaching not only the movement skills of games, sports, dance and exercise, but also the essential knowledge and values that motivate people to choose to perform these activities.

Since ancient times, it is recorded in available in the literature that physical exercise in the form of sports the re-creative and competitive activity was regarded as most potent factor in keeping an
individual physically healthy and mentally alert. Sports perhaps may be viewed as that aspect of human activity which essentially strengthens the integration of the body and the mind. It is also pointed out in the literature that motor performance provides stimulation of the central nervous system to such an extent that the under developed deed of dying cells will either be rehabilitated or their function assumed by other or newly generated cell.

Sports may be either competitive or non-competitive. Inevitably, when sports is viewed as athletics, it is always in a competitive setting. In games and contests there are always winners and losers, and this is frequently the crux of the matter in education and society. In essence sports and games are a part of basic human behaviour and required both application of socio-psychological principles and theories. Sports participation and sports excellence has bloomed in recent years. Traditionally it has been approached from four perspective psychological, sociological, physiological and anthropological. Sports psychologists using a variety of theoretical from work have focused their studies about sports involvement and sport excellence in the area of personality interest and attitude and motivation. The psychological variables related to participation in sports. The literature has revealed that social agents such as peers, parents, teachers and coaches have significant impact on sports participation. Other studies have suggested that birth order,
community effort units and socio-economic status also effect sports participation.

Because of fast changes in society, the concept of sports has undergone a great change. Competitive sport is one of the out growth of modern society. It is a challenge which stimulates, inspires and motivates men and women to run faster, jump higher, throw further and exhibit greater strength endurance and skills to establish supremacy over others.

Researchers in physical education in general and sports psychology in particulars, have repeatedly suggested and emphasized socio-psychological factors as a major area in terms of research enterprise and the important role these factors play in the ultimate performance of a sportsman.

Now-a-days, there is a great need for psychological training in addition to technical, tactical and physical training not only to make the sportsman reach his peak performance level and excel at the time of competition but also to develop a strong personality by making him pursue and strengthen the factors like motives, interest and attitudes. Almost all the developed countries recognised the importance of psychological training and conducted number of research studies and made it a part and parcel of sports training programme. However to what extent or what proportion, physical technical and tactical training are to
be given. The factors that are to be stressed during psychological training are also to be identified, a great deal of research in the field of psychological factors are to be needed in our country. These factors have their own importance in the field of physical education and sports. Psychological tendencies can help or hinder our performance depending on how much we possess them or they possess us, the performance of individual players and whole team. During a game each player must reach decisions under conditions of psychological stress and time pressure. There are so many socio-psychological factors like attitudes, personality characteristics, audience or spectators group, cohesiveness, self-concept, intelligence, creativity socio-economic background, achievement, motivation, adjustment etc. which influence the participation and performance of sportsmen in competitive sports. However, the investigator has selected only three psychological variables i.e. self-concept, motives and interest for the present study. Consideration like availability for appropriate tools, the relevance and important of these variable in sports and academic situations, inadequate research on these variables.

Most research conducted in the past deals with the personality traits of adult athletes and non-athletes. The cause of personality differences found at the adult level between athletes and non-athletes could not be ascertained. Although the study of school participants and
non-participants cannot fully establish the cause that why sportsmen differ from non-sportsmen, yet it may support that such differences in personality structures continue to exist from the school age.

**SELF-CONCEPT**

An operational definition for this study given by Saraswat Gaur (1981) reads, "The self-concept is an individual's way of looking himself." It also signifies this way of thinking, feeling and behaving. Although self-concept is highly complex, most of the researches done upto-date have concerned themselves with two dimensions of self concept. These dimensions are: (a) Positive-negative self concept, (b) Perceived self and ideal self discrepancies. It has been suggested that self description, reflects a self concept, which has direct effect on behaviour.

Self-concept is important both from the educational and sports performance point of view. The present study may bring to the surface the level of self-concept of school sports participants and non-participants of Haryana on the one hand and on the other, the relevance of self-concept to performance in sports) and an attempt has been made to find out relationship of self-concept with motive and interest of school students.
INTEREST

Interest and attitudes are the dynamics of human action. Unless people have favourable attitudes and interests towards what they set out to learn, they cannot derive full benefit out of what is being taught. The development of healthy, favourable interest and attitudes is itself a phase of education.

Right attitudes and interest are as important to education as a steady steering wheel of the speeding car. It is important to know how children develop physically, because physical development influences children behaviour directly by determining what they can do and indirectly by influencing their interest towards self and others. Thus affecting the kind of personal and social adjustment they make. Interest is the central force that derives the whole machinery of teaching learning process. All the coaches, teachers or trainers always attempts and aimed to make their students interested in the learning experiences given to them. Interest as a driving force not only helps children to acquire certain learning experiences, but also colour and fashion their attitudes, aptitudes and other personality traits. It thus directs the course of their growth and development and individualizes their personalities visualizing such many sided importance of interests. Interest is the motivating force that impels us to attend to a person, a thing, or an activity or it may be the effective experience that has been stimulated by the activity itself. In
other words, interest can be the cause of an activity and the result of participation. It is a thing that interest us is just, something that concerns us, or matters us. Our interests are very much linked with our wants, motives, drives, and basic needs.

Our attitudes, temperament and other personality traits also being to influence our interest patterns. We strive for ideals and achieving something in our life. Both personal internal and external (self & environmental) force affect the interest patterns of an individual in the course of his growth and development. It depends upon the teachers, and trainers how he aroused and maintained the interest of his pupils. The literature has also revealed that social agents such as peers, parents, teachers and coaches have significant impact on interest of the children and also tries to give a new form to children interest patterns and as a result new interests are developed or acquired by the children.

MOTIVATION

Motivation is thought to play a critical role in athletic performance and attempt to facilitate performance have frequently been employed. For example, phenomena such as pep talk, hypothesis, relaxation training, auto suggestion, music and social facilitation have been used in an attempt to improve training as well as in performance in most cases treatment have been directed towards perceptual distortion of
the athlete's perceived exertion and pain tolerance for given activity stimulus.

It is generally felt that a wide variety of motivational techniques are capable of evoking increases in muscular performance. The effect of factors such as anxiety hypnosis, mental practice, physical warm-up, information feedback, music and social facilitation on muscular performance has recently been realized and operational levels were made objective. Physiological evidence indicates that achievements of maximum level be contra-indicated from a psycho-dynamic standpoint, attempts to facilitate muscular performance should not be pursued.

Research in human motivation generally deals with apparent reasons individuals select certain tasks as being important to them. The things that seem to impel them to engage in these tasks for various period of time as well as the factors that influence the task. The concept of motivation is usually an integral part of motor learning theories, and is often discussed by layman, coaches, physical educators and others for a proper motivation.

There is a necessity for the presence of strong motives which direct the individual or guide the individual to behave in a certain way to achieve a goal. To measure motivation, a thorough understanding of presence of motives is necessary for the existence of motive in an individual is rightly explained by Kamlesh. He says, "The Motives do
exist with us at every moment of life" but the biggest problem with each one of us is how to deal with them, how to channelise the motivation energy and how to arouse them with it is necessary to do in the interest of life itself. In education as well as in sports, the important aspect is how to achieve goal or higher. The individual to learn desirable activities of life and to achieve higher standards of performance. In the field of physical education and sports, no sportsman can win or even show better performance without motivation. It is a wonder drug which works miracles with athletes in the ground and even on off the field. It is a sort of warm-up before the final plunge. In the absence of proper motivation not only the learning process but also life itself become uninteresting and become uphill task.

Thus after having penetrated into importance and relevance of selected psychological factors self-concept, motives and interest variable in sports performance, some questions are likely to arise in an inquisitive mind. For example, are sports girls higher in self-concept than the non-sports girls? Do sports girls have better interest than non-sports girls or sports girls are have better motives than non-sports girls? Do factional structure differences underlying psychological variables exists between girls and non-sports girls? Such questions are frequently asked by coaches, counsellors, teachers, parents, sports writers and sports
enthusiasts. The answers are no doubt complex and often elusive and need an insight into the role of these factors in sports performance.

To answer these existing questions, the present investigation has been taken up to seek answers to these questions. Therefore, an investigation into the psychological make up of sports girls especially in the Indian culture concept acquires great significance. It is with this background that a comprehensive study of psychological factors such as self-concept, motives and adjustment variable of school sports girls were proposed to be undertaken.

STATEMENT OF THE PROBLEM

The present study read as "A COMPARATIVE STUDY OF SELF-CONCEPT, SPORTS INTEREST AND MOTIVES OF SPORTS AND NON-SPORTS GIRLS OF SECONDARY SCHOOLS OF HARYANA."

OBJECTIVES OF THE STUDY

To ascertain whether there are significant differences in self-concept, interest and motives between school sports girls and non-sports girls of Haryana.

To find out the independent and interactive effects or relationship between the self-concept, motive and sports interest and there effects on participation of girls students (both sports and non-sports girls of Haryana).
HYPOTHESIS

The following hypothesis were formulated:

(1) There exist significance difference among the sports girls and non-sports girls in self-concept, interest and motives.

(2) Independent, interactive and relationship among the self-concept, interest, motives and their effect on the sports participation among the sports and non-sports girls.

SIGNIFICANCE OF THE STUDY

The major issue in the present day physical education and sports is the question of how a physical education teacher, coach or trainer can prepare a good or winning sports teams and sports persons. What are the characteristics of a good or winning athlete and how characteristics differ between participants and non-participants, especially in case of female population. The literature also revealed that major obstacle to the improvement of sports activities has been lack of understanding of an athlete’s personal behavioural and social characteristics. Thus, it would be a great theoretical as well as practical interest and importance to investigate the personality and social variables like self-concept, social motives and sports interest of participants in sports, especially female athletes. It will help to select female students participants for sports who possess these attributes and there will be greater measure to bring more
efficiency in performance to prepare winning teams in sports, especially those of females.

**DELIMITATION OF THE STUDY**

This study has been delimited in the sense that only three psychological variables that is: self-concept, motives and interest were studied. Further this work was confined to the Sr. Senior Secondary School girls in the age group of 14 to 17 who belong to Haryana State only.

The sample of sports girls was also confined to major team games viz. BasketBall, VolleyBall, Kabaddi, Hockey, Badminton and HandBall.

**METHODS AND PROCEDURE**

**Sample**

Two samples consisting of 800 sports girls and non-sports girls in the 14-17 age group were taken. Sports girls were selected on the basis of stratified random sampling technique whereas a random sampling device was used to collect data for non-sports girls from the same high school where the sports girls were selected. In all 20 districts of Haryana, one minimum school or maximum two schools were selected at random to have a representative sample. From each of these schools 40 subjects (20 sports girls and 20 non-sports girls) were selected belongs to 9th to 11th classes of the school.
TOOLS USED

Self-Concept:

To measure physical, social, temperamental, educational, moral intellectual (self-concept as a whole) constructed by Dr. Raj Kumar Saraswat (1984) was used.

Sports Interests:

Interest were assessed by Sonstroem Physical Examination and Attraction Scale (PEAS), 1984 as used by Mohan Rao Jetti Ram, L.I.N.P.E. Gwalior (Hindi & English version).

Motives

Motives were assessed by the Personal motives Inventory developed by the Institute of Athletic Motivation and used by Almarif and also by the Indian researcher Mohan Rao Jetti Ram, L.I.N.P.E. Gwalior based on Indian conditions.

COLLECTION OF DATA

All the tests involved in the present study being based on self-report questionnaire, they were administered in a classroom by the investigator herself. The subjects were called in combined groups (both groups of sports and non-sports girls in one school) after taking the due permission from the schools. After making arrangement in classroom, the purpose of the study was explained to them and preliminary
instructions were given and assurance was also given to keep the report confidential and would be used for the purpose of the study. The subjects were asked to read each statement of each question of the questionnaires and answered the same as per classification. In case of any, they were clarified. All the three questionnaires were administered to all the subjects under the direct supervision of the investigator. The questionnaires were administered in accordance with the instructions laid down in the manual. The tests were administered one after the other separately, after a gap of twenty to thirty minutes in between the two tests.

**STATISTICAL ANALYSIS OF DATA**

The Mean, Median and Standard Derivation and ratio were worked out to study the analysis the data available on the self-concept of its associated variables, interest and motives. The coefficients of correlation were computed to determine the relationship between the dependent variable i.e. self-concept and independent variables i.e. interest and motives. A regression equation was framed to predict self-concept from interest and motives. Multiple correlations were used to determine the composite effect of self-concept and interest on motives. To determine the level of significance, the ratios were computed the level of significance to test the hypotheses was chosen as .05 which was recognised as appropriate in relation to the research processed adopted.
COMPARISON OF SPORTS AND NON-SPORTS GIRLS OF SENIOR SECONDARY SCHOOLS

A comparison of sports and non-sports girls on the variables of self-concept depicted significant differences between these two groups. The t-value was (3.35) and mean of sports girls was higher than the non-sports girls. This did indicate that sports girls were having better self-concept than the non-sports of Sr. Secondary school. Again, when these two group were computed on the variable interest, a significant t value (2.17**) was depicted and the means indicated that sports girls are having in good interest in sports participation group activities than the non-sports girls. The study of composite self-concept (t = 3.35) and the different components of self-concept i.e. physical, social, moral, educational, temperamental and intellectual indicates t values given in Table 4.1 to Table 4.6 that sports girls were significantly having better self-concept than non-sports girls.

The comparison of sports girls and non-sports girls on the variable motives do indicate significant differences between these two groups, the t-value of 4.52** and the mean of sports girls (478.18) was higher than those of the non-sports girls (430.00). This did indicate that the sports girls are having better motives than the non-sports girls.

The comparison of sports girls and non-sports girls indicated that on the basis of their participation in sports and physical activities are
having better self-concept, interest and motives as compared to non-sports girls.

In order to predict self-concept from the variables interest and motives, the regression equation was worked out as follows:

\[ X_3 = 97.015 + 0.05697X_1 + 0.06354X_2 \]

The relationship between self-concept and interest and the combined effect of interest and motives on self-concept were worked out. The relationship between interest and self-concept was found to be positive and statistically significant (\( R = .121 \)) the relationship between self-concept and motives was found to be negative but significant (\( r = -.0079 \)). However, the combined effect of interest and motives on self-concept was again statistically significant (\( R = 1.22 \)).

As the multiple correlation coefficient of 0.121 and 0.122 showed a significant positive relationship between interest and self-concept and the combined effect of motives and interest on self-concept. It was evident that interest and the combination of interest and motives could be utilised as predictor of self-concept.

**CONCLUSION**

1. Sports girls belonging to Sr. Secondary Schools are having better self-concept and interest in sports activities than non-sports girls.
2. Sports girls and non-sports girls could have to similar types of motives and having equal self-concept.

3. Sports girls do have better motives than the non-sports girls.


5. Regression equation results demonstrate that self-concept could be predicted on the basis of scores of scores of interest and motives.

6. Regression equation results show that the interest is positively and significantly related to self-concept. As such, interest can be predictor of self-concept. The relationship of motives and self-concept however, is insignificant and negative and as such motives alone cannot be a reliable predictor of self-concept. The combined effect of the relationship of interest and motives on self-concept is significantly positive as such this combination can also be used as predicted of self-concept.

IMPLICATIONS

A. Possible Further Investigation

More such studies on different variable i.e. social economic status, adjustment and creativity could be carried out to find out the impact on participation.
1. The physical education facility to colleges and universities should also be evaluated so as to work out the impact of psychological variables on college, university level sports and non-sports participants.

2. Studies on school boys could be carried out for psychological variables such as extroversion, introversion and related personality traits.

3. In order to comprehensive personality profile of sports and non-sports participants, the value system of our social set up is undergoing a rapid change. It would thus be worthwhile to study the students participants of different age groups on a variety psychological variables. It also recorded that after criteria such as evaluation based on the perceptions of studying also be identified so as to make the active exercise more fruitful.

4. Studies on the data of rural and urban students could be conducted on different social, psychological variables and can be compared to find out the real talent for participation.

5. Investigation need to be conducted on the different geographical areas like hill, plains, tropical desert and so on.
6. Research could be conducted to evaluate the presently characteristics of students belongs to different faculties or opted different subjects, different achievement etc.

B. Policy Implications

1. At the time of admission, a weightage to their examination score achievement in sports activities, professionally evaluations could be made by means of psychological tests. However, utmost care will have to be taken that these tests are administered by compacts out persons and nature to find out the talent. The administration of schools, colleges should not be based on school board results or performance in sports alone, due weightage should also be given to social psychological variables like adjustment, creativity, attitude etc.

2. The school and college should provide appropriate funds and better facilities to improve the physical education activities.

3. Some positive incentives should be provided to those participants who excel in their event.