CHAPTER -V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS
SUMMARY

The environment to which an athlete is exposed from the very childhood influences his psychological development. His psychological characteristics determine his behaviour in training and competition. Behaviour in sports situations is a product of situational and personal factors. The variables such as sports performance motivation, team cohesion and self concept have been found critical to one’s behaviour and subsequently his achievements in sports. Research studies are available in the field which have partially brought to light the role of these variables in an individual’s performance in his chosen field of activity.

Sports Performance Motivation is an important variable. It is significant to know how this phenomenon works in sports situations which usually are highly stressful and competitive in nature. A more cohesive person may be more useful in any group endeavour including sports teams. Similarly, self concept is another important variable which is related to individual achievement and performance of athletes.

This study has been designed to study these variables in relation to two varying levels of performance of athletes and gender in selected sports disciplines.
STATEMENT OF THE PROBLEM.

The problem relates to the study of sports performance motivation, team cohesion and self concept in the context of male and female athletes participating at two different levels of performance. The problem is stated as :-

“SPORTS PERFORMANCE MOTIVATION, TEAM COHESION AND SELF CONCEPT AS RELATED TO GENDER AND PERFORMANCE OF TEAM ATHLETES.”

OBJECTIVES OF THE STUDY

The study had the following objectives

(i) To find out how the team athletes with varying levels of performance (college and university) would differ from each other on the Sports Performance Motivation variables.

(ii) To find out how the two performance groups would differ from each other on team cohesion variables.

(iii) To find out how the two performance groups (college and university) would differ from each other on self concept variables.

(iv) To find out difference between male and female athletes on sports performance motivation.

(v) To find out difference on team cohesion variables between two groups of male and female athletes.

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(vi) To find out the difference between male and female athletes on self concept variables.

(vii) To find out interaction effects (performance x gender) on the above mentioned variables.

HYPOTHESES

The following hypotheses were formulated

(i) The university athletes would significantly differ from and would be better than the college athletes on the sports performance motivation variables.

(ii) There would be significant difference between college and university athletes on the team cohesion variables i.e. university athletes would be better cohesive than the college athletes.

(iii) There would be significant differences between the two groups with varying levels of performance on self concept variables, that is the higher performance group would be significantly better than the lower performance group on self concept variables.

(iv) Male athletes would significantly differ from the female athletes on the sports performance motivation variables.

(v) Male athletes would significantly differ from female athletes, on team cohesion variables.
There would be significant differences between the male and female athletes on self concept variables.

The performance x gender interaction would be significant.

**DESIGN OF THE STUDY**

This is a survey type of study focussed on athletes from selected disciplines of sports. The dependent variables of sports performance motivation, team cohesion and self concept as related to gender and performance were studied. The random sampling design was used. The statistical measures used in the study were 2x2 ANOVA. Mean and SD values were computed to know the direction of differences between groups and intra-group variability.

**SAMPLE**

The sample consisted of 320 athletes selected randomly from the inter college competition and attending coaching camps of the Panjab University, Chandigarh, Punjabi University, Patiala and Guru Nanak Dev University, Amritsar held in the session of 1998-99. The sample was further subdivided into two groups of college and university athletes with N=160 in each group. The sample was further subdivided into two groups of male and female athletes, with N = 80 in each group. The age of the subjects ranged from seventeen to twenty three years. The data was collected from hockey, basketball, volleyball and kabaddi teams.

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Sample Description is presented in the following table.

<table>
<thead>
<tr>
<th>Sports Discipline</th>
<th>Performance</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College</td>
<td>University</td>
</tr>
<tr>
<td>Volleyball</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Basketball</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Hockey</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Kabaddi</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>80</td>
</tr>
</tbody>
</table>

**SELECTION OF VARIABLES**

The following variables were selected for the study:

(1) **Sports Performance Motivation**

(i) Ability and Effort

(ii) Material Award

(iii) Media and Public Respect

(iv) Expectation of Others.

(v) Knowledge of Performance

(vi) Skill

(vii) Social Support.
(2) **Team Cohesion**

(i) Individual Attraction to Group-Task
(ii) Individual Attraction to Group-Social
(iii) Group Integration-Task
(iv) Group Integration-Social

(3) **Self Concept**

(i) Physical Self Concept
(ii) Social Self Concept
(iii) Temperamental Self Concept
(iv) Educational Self Concept
(v) Moral Self Concept
(vi) Intellectual Self Concept

**TOOLS USED**

1. Motivation scale for sports performance (Dr. Jagdish Kaur - 1994) to measure the sports performance motivation.

2. Team cohesion was measured by using the (widmeyer et.al. 1985) scale.

3. Self concept questionnaire (Dr. Raj Kumar Sarswat, 1984) was used to measure the self concept variable.
STATISTICAL DESIGN

The statistical measures used were 2 x 2 ANOVA, Mean and SD Values were computed to know the direction of differences between groups and intra-group variability.

CONCLUSION

The results of the study are concluded as follows:-

SPORTS PERFORMANCE MOTIVATION

The university athletes were found significantly better than the college athletes on the variable Ability and Effort, Material Awards, Expectation of Others, Knowledge of Performance, Skill, Social Support as a source of Sports Performance Motivation. However, significant differences were not found between the college and university athletes on the variable Media and Public Respect.

The hypothesis number 1 that the university athletes would significantly differ than the college athletes on the Sports Performance Motivation variables has been retained in the case of six motivation variables whereas, in the case of the one variable Media and Public Respect, this hypothesis stands rejected.

TEAM COHESION

The university athletes were found significantly better than the college athletes on the variable Individual Attraction to the Group-Task (P<0.01).
The university athletes significantly scored higher on the variable Individual Attraction to Group-Social \((p<0.01)\) than the college athletes, indicating that high degree of social cohesion made a positive contribution to practice and competition performance.

ANOVA results also revealed that the university athletes were significantly better than the college athletes on the variable Group Integration- Task \((p<0.01)\) demonstrating positive relationship between performance and cohesion.

These results demonstrate better cohesion among university athletes. This may be attributed to longer experience which the high performance group might have acquired compared to low performance group.

Hypothesis (5) is accepted.

**SELF CONCEPT**

In all variables of Self Concept except Educational Self Concept and Moral Self Concept university athletes were found significantly better than the college athletes.

University athletes differed significantly on the subconstructs Physical Self Concept Social Self Concept, Temperamental, Intellectual and Total Self Concept as compared to inter college athletes. Inter college athletes performed better on Educational and Moral Self Concept which indicates relatively more focus of college athletes on
Moral and Educational aspects. In Moral Self Concept inter college athletes significantly scored better than university athletes however, there was no significant differences found in Educational Self Concept.

The hypothesis number 3 that there would be significant difference between college and university athletes on the Self Concept variable, i.e. university athletes would be significantly better than the college athletes stands partially accepted and partially rejected.

DIFFERENCES BETWEEN MALE AND FEMALE ATHLETES.

SPORTS PERFORMANCE MOTIVATION

The results of male and female athletes did not demonstrate any significant differences on the Sports Performance Motivation variables: Material Awards, Expectation of Others, Knowledge of Performance and Social Support. However significant differences between the males and females have been found on the variable Ability and Effort, Media and Public Respect and Skill. On Ability and Effort, Media and Public Respect and Skill male athletes were better than the female athletes.

The hypothesis number 4 that there would be significant differences between male and female athletes on the variable Sports Performance Motivation is partially accepted and partially rejected.

TEAM COHESION

The results of male and female athletes did not show any significant differences on the Team Cohesion variables : ATG – Social and GI-Social. However, significant differences between the males and
females have been found on the team cohesion variables ATG-Task and GI-task. On ATG-task and GI-Task, male athletes were found more cohesive than the female athletes.

Hypothesis number 5 that the male athletes would significantly differ from the female athletes on the cohesion variables, is partially accepted and partially rejected.

SELF CONCEPT

Gender differences indicate no significant differences except Educational Self Concept Intellectual Self Concept and Total Self Concept, where males differed significantly from the females (p<0.01). The male athletes scored better than the females on the above mentioned variables.

The performance x gender interaction was found significant on Sports Performance Motivation variable except Ability and Effort and skill (p<0.01). Which indicated the main effect of interaction on the dependent variable. However, the interaction was not significant on the team cohesion variable except GI-Task (p< 0.05). The performance x gender interaction was found significant on cohesion GI-task. With regard to the self concept variable, the interaction effects were not found significant.

The above findings allow us to reject hypothesis (7) partially.
SUGGESTIONS FOR FUTURE RESEARCH

1. The scope of the study can be widened to cover:
   (i) The national athletes
   (ii) The international athletes
   (iii) The sports event which have not been covered in the study.

2. Longitudinal studies may be conducted by using these variables to find out the relationship of performance to sports performance motivation, team cohesion and self concept. A study further may be conducted to include institutions and states in such projects which have not been covered in this study.

RECOMMENDATIONS

Keeping in view the results of the study the following recommendations are made:

(i) The University athletes were better on Sport performance motivation variables than college athletes. This indicates that athletes should be motivated to perform better. A coach must take steps to develop higher level of motivation among the participants which may result in better training and competition output.

(ii) The university athletes have also been found better on team cohesion variables as compared to the college athletes. This has confirmed the fact that cohesion is a key factor to enhance performance in competitive sports. It may also help in developing the athletes in a better way who can be more useful to the society.
(iv) The results on Self Concept variables are also in line with the above mentioned results, which indicate that Self Concept is an important factor in achieving higher goals in sports. Athletes who are found low on Self Concept can hardly achieve goals in terms of performance.

(v) Gender differences must be kept in view by the teachers and coaches. In some variables there have been some indications that males were significantly superior to females on Self Concept and Sports Performance Motivation variables and on some of the Group Cohesion variables. For example males scored higher on Educational Self Concept, Intellectual Self Concept, Ability and Effort, Media and Public Respect, Skill, Individual Attraction to Group-Task, Group Intergration-Task. Therefore special effort should be made to promote these variables to a higher level among the females. This may result in achieving higher levels of sports performance by the females and facing life in a better way.