CHAPTER - V

SUMMARY, CONCLUSIONS AND SUGGESTIONS
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Sports, a global phenomenon, has a special recognition world over. It has become very popular and getting more and more significance with every passing day. Such an imparallel popularity has led towards the better organization of sports activities and competitions. The organization of Olympic games, the biggest show on the earth, is the focal example of it. Victory is the ultimate and sole target of each and every player who participate in this competitions. To attain such a high level of performance and achievement is very difficult. There are numerous hurdles and obstacles which are to be overcome to display the optimum level of performance. Total psycho-physical fitness is required for achieving the high level performance. This specially includes neuro-muscular co-ordination, so laying emphasis on psychological preparation for competition, which play a key role in the field of sports. Psychological conditioning determines the degree of success and failure of an athlete in the competition. Earlier everything was based on physical toughness only but now various factors join together to make a person a successful athlete. Unfortunately in India, at the level of school and college, no proper psychological assistance is provided to the players, even at the university level, the coach himself act as a psychologist. It is he who looks after training, coaching and psychological preparation aspects altogether, an impossible proposition. The selected psychological qualities which are may be inherited or acquired from the environment by the athlete himself are being studied in the present study and the significance of differences between college and university athletes of various sports on psychological factors are analysed. The researcher has chosen the anxiety, self-concept and cohesion as the psychological factors for this study. Anxiety is such innate quality which is
felt by everybody. Everybody feels anxious whenever he has to face anything which is out of his routine and demanding. Anxiety, whether it is high or low makes the difference in the performance of every player. So in the present study, it has been found that are a significant differences between the college and university athletes with regards to anxiety. In the same way self-concept is certainly bound to influence one's personality and performance. Self-concept includes a person's level of confidence which influences one's ultimate achievement. It is the key factor in determining the performance in individual sports.

Cohesion is also a very important factor in individual as well as team sports. It is the togetherness which gives the feeling of unity and this type of unification of team leads to the success even in the absence of a super star in the team. Lack of cohesion generally leads to the failure of the team of talented individuals.

Sports is an excellent medium for achieving socialization. It has been accepted, as a channel for controlling stress and tension of life. Explaining the socio-psychological phenomena in sports Frost (1970) remarked, "It is coitally important that those studying the psychological concepts as they apply to the area of Physical Education and coaching be carefully attentive to the fact that social and cultural forces are operating constantly and meticulous understanding of these is absolutely necessary in any attempt to unravel, the many factors causing the revealing behaviour and its change in sports setting."

In competitive sports an athlete has to face many challenges. To meet these challenges successfully he has to psycho-regulate himself. Such experiences prepare him emotionally to adjust successfully in his daily life. During the competitions at many crucial movements an athlete has to demonstrate stability and rationality in order to execute the skill perfectly e.g.
While taking a penalty-stroke in hockey or free-throw in basketball. Similarly it evokes many critical situations in boxing, wrestling, weight lifting, gymnastics and football in which he has to psycho-regulate himself. The experience thus achieved not only help the athlete for adjustment in sports only but in society and home as well.

To explore the phenomenon of anxiety, self-concept and cohesion among individual and team athletes, the investigator has adopted the dimensions of all these three variables for his study.

STATEMENT OF THE PROBLEM

The present study focuses on the selected social-psychological characteristics of male athletes in relation to their performance and age. The study attempts to find out if inter sports differences on chosen social-psychological parameters exist and also tries to identify and examine the differences between individual and team athletes. The problem is titled as "A study of selected social and psychological characteristics of male-athletes in relation to their age and performance."

OBJECTIVES OF THE STUDY

The following are the objectives of the study:

1. To find out differences between individual and team athletes on the variable of sports competitive anxiety.

2. To find out differences between individual and team athletes on team cohesion.

3. To find out differences between individual and team athletes on self concept.
4. To find out differences between college and university level athletes on sports competitive anxiety.

5. To find out differences between college and university level athletes on team cohesion.

6. To find out differences between college and university level athletes on self-concept.

7. To find out differences on sports competitive anxiety, team cohesion and self-concept among athletes participating in different sports events (Inter sports differences among athletes).

HYPOTHESIS OF THE STUDY

1. There would be significant difference between individual and team athletes on sports competitive anxiety variable.

2. There would be significant difference between individual and team athletes on team cohesion variable.

3. There would be significant difference between individual and team athletes on self-concept variable.

4. There would be significant difference between college and university level athletes on sports competitive anxiety.

5. There would be significant difference between college and university level athletes on team cohesion variable.

6. There would be significant difference between college and university level athletes on self-concept variable.
There would be significant inter sports differences on the variables of sports competitive anxiety, team, cohesion and self-concept.

SAMPLE

The present study has been conducted on 180 (One hundred eighty) male athletes of various colleges and of Panjab University, Chandigarh. The subjects belong to colleges affiliated to Panjab University Chandigarh and teaching departments of Panjab University Campus, Chandigarh. The sports events and games have been systematically selected but the subjects are purposively selected at random basis from individual and team events. The college athletes are those athletes who have represented their colleges in Panjab University inter-college competitions but have not been selected for the coaching camps prior to intervarsity competitions. The University athletes are those who have selected to attend the coaching camps prior to intervarsity competitions and have actually represented the Panjab University, Chandigarh, in various intervarsity competitions. The college and University athletes fall in the age group of 21 years ± 4 years.

SELECTION OF SPORTS EVENTS AND GAMES

Keeping in view the popularity and standing of Panjab University the following individual sports and team games were selected for this study

<table>
<thead>
<tr>
<th>Individual Sports</th>
<th>Number</th>
<th>Team Games</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>30</td>
<td>Hockey</td>
<td>40</td>
</tr>
<tr>
<td>Swimming</td>
<td>20</td>
<td>Football</td>
<td>40</td>
</tr>
<tr>
<td>Judo</td>
<td>20</td>
<td>Basketball</td>
<td>30</td>
</tr>
</tbody>
</table>

The category wise break up of college (individual and team) and university (individual and team) athletes is as follows:
<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>College individual athletes</td>
<td>35</td>
</tr>
<tr>
<td>University individual athletes</td>
<td>35</td>
</tr>
<tr>
<td>College team athletes</td>
<td>55</td>
</tr>
<tr>
<td>University team athletes</td>
<td>55</td>
</tr>
<tr>
<td>Total college athletes</td>
<td>90</td>
</tr>
<tr>
<td>Total university athletes</td>
<td>90</td>
</tr>
</tbody>
</table>

**TOOLS**

Keeping in view the suitability, availability and validity, the following tools have been used to collect the data for this study:

1. Sports Competition Anxiety, Marten's (1977) has been used to measure sports competition anxiety.

2. Self-concept Questionnaire (SCQ) (Raj Kumar Sarwat, 1984). S.C.Q. constructed by Raj Kumar Sarwat (1984) has been used to measure the physical, social, temperamental, educational, moral and intellectual aspects of self-concept of the subjects.

3. G.E.Q. (Group environment Questionnaire), Widmeyen et al. 1985. G.E.Q. constructed by Widmeyen et al. (1985) has been used to measure all the dimensions of 'team cohesion' (individual-task, individual-social, group integration-task and group integration-social).

**STATISTICAL DESIGN**

The data obtained was compiled and tabulated variables wise. At the initial stage the values of means, standard deviations and t-ratios of all the variables were computed to know the level of significance of differences.
of individual athletes and team athletes on each variable.

At the second stage Analysis of Variance (ANOVA) test was applied to know the significance of differences among various individual and team groups against each variable where the differences were found significant at .05 level of confidence, the t-test was applied and results were tabulated in the form of t-matrix to know the level of significance of differences among various groups.

Finally, the differentials among the university and college individual and team athletes were computed with the help of ANOVA test. T-ratios were further computed to know the level of significance of differences among university and college (individual and team) athletes.

CONCLUSIONS

Social-psychological differences between individual and team athletes.

(I) ANXIETY

a) On the variable of anxiety, team athletes have recored better results than individual athletes and there differences have been found significant statistically. The hypothesis No. 1 stands accepted as individual and team athletes have differed significantly on sports competitive anxiety.

(II) SELF-CONCEPT

a) Individual and team athletes have recored statistically significant differences on social, intellectual and total self-concept among themselves.
b) No significant differences have been found on physical temperament, education and moral self-concept between individual and team athletes.

Hypothesis No. 3 stands partially accepted as individual and team athletes have recorded significantly differences on three of the dimensions of self-concept.

(III) TEAM COHESION

a) Statistically significant differences have been found between individual and team athletes on the all the areas of cohesion except of ATG-T (Attention to Group-Task).

b) On ATG-T team athletes have scored better results than individual athletes but these differences have not been found significant.

c) Statistically significant differences have been found between individual and team athletes on group integration task, attraction to group-social and group integration-social on cohesion variable.

Hypothesis (2) stands accepted as there are statistically significant differences between individual and team athletes on all the variable of cohesion accept on ATG-T.

II. INTER-SPORT DIFFERENCES

1. ANXIETY

Significant differences have been found among various sports groups on competitive anxiety. Basketball group have been found to be the best on competitive anxiety whereas athletic group achieved the lowest level on anxiety, recording higher anxiety level on the scale of SCAT.
Among team sports groups football group achieved unsatisfactory levels on anxiety and among individual sports group, swimming group proved to be the best on competitive anxiety. The team sports groups have also emerged out better than the individual sports groups as far as competitive anxiety is concerned. Perceiving the situation more threatening lends the athlete into anxiety prone state.

2. SELF-CONCEPT

PHYSICAL SELF-CONCEPT

On physical self-concept all the sports groups have achieved almost equal level. There are no significant differences among other group except basketball and athletics group. There are no significant differences among other groups but basketball group has achieved the higher score on physical self-concept.

SOCIAL SELF-CONCEPT

Significant differences have been found among various sports groups on social self-concept. Hockey and football groups have achieved above average levels on social self-concept. Whereas swimming and basketball groups have achieved the average level and athletics and judo group have achieved comparatively lower level on social self-concept.

TEMPERAMENTAL SELF-CONCEPT

No significant differences have been found among most of the sports groups except hockey group being the best differed significantly from football group whereas athletic group achieving the lowest score on temperamental self-concept have differed significantly from swimming, hockey and judo groups.
EDUCATIONAL SELF-CONCEPT

All the groups have scored almost equal levels on educational self-concept. There do not exist statistically difference between all the groups, swimming group has attained the highest level and basketball group has achieved the lowest level.

MORAL SELF-CONCEPT

Significant differences have been found between the basketball group and the other groups. Basketball group has been found to be the best group and hockey group has scored the lower on moral self-concept. Athletic group has also differed significantly from basketball group.

INTELLECTUAL SELF-CONCEPT

Hockey and football group have achieved the above average level on intellectual self-concept whereas swimming and basketball group have scored average level on intellectual self-concept.

TOTAL SELF-CONCEPT

Hockey group has proved to be the best group whereas athletic group has achieved the lowest score and differed significantly from swimming hockey, football, basketball groups. Swimming group has differed significantly from judo group. All the team sports groups have achieved better levels than the individual sports groups.

TEAM COHESION

ATTRACTION TO GROUP-TASK

Basketball group has emerged the best group and differed significantly
from all the groups. Judo group has recorded the lowest level but did not differ significantly from other groups. All the groups except basketball have attained the average score on ATG-T whereas basketball group has attained above average level.

GROUP INTEGRATION TASK

Basketball group being the best on GI-T has differed significantly from all other groups whereas swimming group with lowest mean score on GI-T also differed significantly from all other groups.

TASK : INDIVIDUAL AND GROUP

Basketball group being the best differed from all other groups whereas swimming group with lowest mean score on GI-T also differed from all the other sports groups. Athletic, judo, hockey and football group with average level have also differed significantly from each other.

COHESION : ATTRACTION TO GROUP-SOCIAL

On ATG-S judo group has recorded statistically significant differed from hockey and basketball groups. All the other groups have almost recorded equal levels among ATG-S. Basketball group being the best has differed significantly from other the groups.

GROUP INTEGRATION-SOCIAL

Basketball group has emerged to be the best on GI-S whereas swimming group has recorded the lowest level on GI-S. All the groups have achieved almost average level on GI-S. Team sports groups have scored better levels then the individual sports groups on GI-S.
COHESION : ATTRACTION TO GROUP-SOCIAL AND GROUP INTERACTION-
SOCIAL

On social dimensions of cohesion, the individual and team sports
groups have been found close to each other, without recording significant
differences. Team sports group have recorded better level than individual sports
group.

III. PSYCHOLOGICAL DIFFERENCES BETWEEN UNIVERSITY AND
COLLEGE ATHLETES

A) SPORTS COMPETITIVE ANXIETY

College athletes (total) have differed significantly from University
athletes on anxiety. University team athletes have been found to be the best
when compared to college individual athletes on sports competitive anxiety.

B) SELF-CONCEPT

i) PHYSICAL SELF-CONCEPT

University team athletes have recorded the better score on physical
self-concept and differed significantly from college team athletes. College
athletes (total sample) have recorded lower level than university athletes on
physical self-concept.

ii) SOCIAL SELF-CONCEPT

University individual athletes being the best on social self-concept
have differed significantly from college individual athletes. College team athletes
and total university athletes have attained the average score on social self-
concept.
iii) TEMPERAMENTAL SELF-CONCEPT

University athletes (total samp') differed significantly from college athletes. University team athletes have found to be the best on temperamental self-concept and differed significantly from total college athletes.

EDUCATIONAL SELF-CONCEPT

University athletes being better on educational self-concept differed significantly from college athletes but no significant differences have been found among the college athletes of individual team and total category. The same pattern has been found by university athletes.

MORAL SELF-CONCEPT

Significant differences have been found between college and university athletes on moral self-concept. College athletes have shown better level on moral self-concept whereas university athletes have achieved average level. College individual athletes have differed significantly from university individual athletes.

INTELLECTUAL SELF-CONCEPT

University athletes individual, team and total have recorded better level on intellectual self-concept and differed significantly from college athletes.

TOTAL SELF-CONCEPT

University team athletes proved to be the best with regard to total self-concept and have been followed by the total university athletes and university individual athletes. Among college athletes also the college team athletes have proved to be the best on total self-concept.
C) COHESION

ATTRACTION TO GROUP-TASK

University individual athletes differed significantly from college individual athletes. University team athletes also differed, significantly from college team athletes. University team athletes have recorded highest mean score on ATG-T whereas college individual athletes have scored lowest score on ATG-T.

Total university athletes have proved to be better than the total colleges athletes.

GROUP INTEGRATION-TASK

University team athletes have differed significantly from college team athletes recording better level on GI-T. College team also differed significantly from college individual athletes. University team athletes have proved to be the best on GI-T.

ATTRACTION TO GROUP-TASK AND GROUP INTEGRATION-TASK

University team athletes have proved to be the best on ATG-T and GI-T and differed significantly from college team athletes. Total university athletes also differed significantly from total college athletes on ATG-T and GI-T.

ATTRACTION TO GROUP-SOCIAL

University team athletes differed significantly from college team athletes. College team athletes differed significantly from college individual athletes. University individual athletes differed significantly from college
individual athletes. University team athletes being the best differed significantly from all the groups.

GROUP INTEGRATION SOCIAL

University team athletes being the best differed significantly from college team athletes and university individual athletes also differed significantly from college individual athletes. Total university athletes also differed significantly from the total college athletes.

ATTRACTION TO GROUP-SOCIAL AND GROUP INTEGRATION-SOCIAL

University team athletes with highest mean score have proved to be the best on ATG-S and GI-S and have differed significantly from individual team athletes. University individual athletes also differed significantly from college individual athletes. Total university athletes differed significantly from total college athletes, thus the hypothesis No. 6 stands accepted.

IMPLICATION OF STUDY

University athletes has been found better than the college athletes on sports competitive anxiety. This has established the usefulness of anxiety from the performance point of view. So the coach must take care of anxiety while preparing the athletes.

Our findings also emphasized the role of self-concept in sports performance since the university athletes have been found to be the superior than the college athletes on all these variables. So their qualities should be developed at the college level.

Since the cohesion has been found to be positively related to university athletes. So it may be given some weightage in selection of talent.
in those cases where the athlete demonstrates the equal level of skill.

**SUGGESTIONS**

1. A similar study may be undertaken on women athletes.

2. The psychological variables which have not been undertaken may be studied.

3. While preparing experimental design on this model, the socio-economic factor should be taken account.

4. The scope of study can be widened to cover the National and International athletes.

5. The study may be undertaken to examine the event role and positions role and specifications.

6. A project may be undertaken study whether team games develop cohesion and self-concept in individual athletes.