Chapter-V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter includes a summary of the procedures used in the study, conclusions and recommendations for applications and further research.

SUMMARY

This study may provide more information into the beneficial aspects of sports training and participation for both trainers as well as trainees. Study suggests that sports training may have many psychological benefits, such as enhanced self-esteem, self-concept and reduced aggressiveness. Through the study of personality traits, coaches and physical educators easily understand that sports training could decrease anxiety and increase personal independence. This comes very handy in solving the problems of trainees/players. Non athlete person can be easily discriminated from athletes on the basis of various factors. One can easily predict just by looking at the person whether she is an athlete or not. An athlete is expected to be very active compared to her counterpart. She will always be on her toes and ready to accept challenges. She will face every day with positive energy and charm.
Whatever the case, if she feels that she is highly neurotic or increasing in neuroticism as she ages, she should consider learning stress reduction and relaxation techniques to increase her fitness. She can begin with breathing techniques, yoga or simple meditation.

The present study was undertaken to investigate a comparative study of neurotic personality factors of female athletes and non athletes, with a view that it may help to have a broader understanding of neurotic factors of female athletes and non athletes.

There were 1000 subjects in all. The subjects were in two groups of female athletes and non athletes. Each of them had 500 subjects. The subjects were only female students from senior secondary school to college level.

The NSQ (Neuroticism Scale Questionnaire) by Ivan H. Scheier and Raymond B. Cattell was used. The NSQ measured four variables Overprotection (i), Depression (f), Submissiveness (e) and Anxiety (an). Each question has three response alternatives, scores 0, 1, 2 from lower to higher level of neuroticism and any single question contributed to only one of the four variables. Each variable except anxiety, had a “yes” or “agree” response which contributed to high score as often as a “no” or “disagree”
response. In the anxiety variable, high score was more often associated with “yes” than with “no” because tendency to agree, in any of question, is known to associate with their intrinsic effectiveness as anxiety- measuring questions. The subject had to mark cross against their opinion. The questionnaire was administered to the subjects.

The collected data was first converted into a numerical value with the help of the keys and then the derived value was computed, analyzed and interpreted by using descriptive statistic like Mean (M) and Standard deviation (SD) to describe the data; One-way t-test to compare different groups and observe the significant difference among the groups was also computed. The level of significance was set at 0.05 levels.

The scholar has tried to investigate the comparison of neurotic factors of female athletes and non athletes. The findings and further recommendations of this study have helped the scholar to understand the neurotic factors of female athletes and non athletes.

The importance of personality characteristics (neuroticism) of learner in relation to instructional effectiveness has been a major theme in sports psychology. The present study was undertaken to study the comparison of neurotic personality factors of female athletes and non athletes. It was
believed that female athletes and non athletes of senior secondary and college level have different personality. The best way to study neurotic factors of females is developing personality profiles, as they definitely give an insight into the neurotic personality factors of students/players in different type of games.

Knowledge of students/player personality characteristics have direct effect on the teaching learning process in the classroom and playground situation. Hence it has a great educational significance for anyone who has a concern for the education of child. So the present study was conducted to study the personal profiles of athletes and non athlete females at senior secondary and college level.

CONCLUSION

Considering the limitations of this study the following conclusions have been drawn:-

1. The t-test for equal occurrences indicated the significance and insignificance of the variables at 0.05 level. The hypothesis at 0.05 level of significance was rejected.
2. The mean score of variable “overprotection” shows that both athlete and non athlete females to possessed the “overprotection” to the same extent.

3. The score of “depressiveness” indicates that both athlete and non athlete females possessed the “depressiveness” to the same extent.

4. The study shows that the mean value of “submissiveness” for athletes is less than non athletes. It also shows that a person with a “higher score on this variable is submissive, obedient, complascent, dependent (– a – milk – toast type) who lacks the drive to win (“will power”) and does not assert herself. If not excessive, these characteristics may be acceptable or even desirable of in a person in authority and/ or at the dominant side of the scale. The submissive person does not “make trouble.” She is modest, quiet, retiring, tactful, not “defensive,” in general not demanding attention, ready to concede the center of the stage to others rather than argue or clash with them, and sensitive to social approval or disapproval. In this sense, the submissive behavior of non athlete females may be quiet considerate, kind, and soft-hearted, probably because they fear and avoid clashes which would result from assertive – hostile behavior towards others. If there are
unavoidable conflicts with others, or any form of social disapproval, they become profoundly upset.”

5. The mean score of anxiety factor of athletes is less than non athletes.

“The person who scores high on this component has feelings of anxiety, dread, guilt, inferiority, frustration, and loneliness. She is upset, tense, excitable, restless, irritable, emotionally immature and unstable, with low frustration tolerance. This is mainly unbound, free-floating anxiety, but some “binding” is shown, for instance, in exacting, fussy behavior, hypochondria, neurotic fatigue, etc. However, “bound” anxiety, insofar as the concept is intelligible and definable, seems to appear more in other three NSQ variables.”

“The low-score pole shows absence of anxiety feelings and symptoms. Those non athlete females who score low are emotionally mature, secure, calm and composed, self-confident, realistic, stable, resilient, and in a broad sense psychologically healthy.”(O.P. Gahlawat, 2007)

“There is almost nothing good to be said about high anxiety score. High anxiety score is associated not only with neurosis, but also with almost all the other disorders and maladjustments so far measured, including
character disorders such as alcoholism, homosexuality and exhibitionism, physical disabilities, psychosis etc. In fact, anxiety is much more highly and consistently associated with the various forms of disorder than are any of the other three components. Thus, anxiety is apparently what comes closest to being the common element in all forms of mental disorder, while lack of anxiety, conversely, comes close to what is usually meant by the term “mental health.” On the basis of this finding, non athlete females who score high on this variable need therapy for alleviation of anxiety and neurosis.” (O.P.Gahlawat, 2007).

The study shows that female athlete, are fast learners with abstract thinking. They posses higher mental capacity as compared to the students having no involvement in sports.

It is observed that athlete females are more involved in their self opined internal, mental life as compared to the non athlete females. An average, athlete females are more adaptable, cheerful and good team worker than non athlete females.

In a nut-shell, the most important conclusion which can be arrived at is that- “female athletes are emotionally mature, secure, calm and
composed, self-confident, realistic, stable, resilient, and in a broad sense, psychologically healthy than non athlete females.”

RECOMMENDATIONS

On the basis of the results and the limitations of the study the following recommendations are drawn: -

1. The classroom teacher can make use of the above findings in understanding the neurotic factors of the students. He/she can locate those pupils whose personality is neurotic and who needs most of his/her personal attention and care, so that useful & timely help may be given.

2. Development of those skills in sports person, which optimize arousal and managing their stress and anxiety.

3. The important step in this study is to be aware that sports psychology in general and specific neurotic factors play an important role in sports excellence.
4. The study can help coach/teacher in guiding the students in selection of subject, right jobs, course, games or events, which suits to the abilities of normal as well as neurotic students.

5. This study can help the coaches in preparation of a better team.

6. The subjects in this study were unprofessional junior female school students. Similar projects may be undertaken with subjects of unprofessional collage level students also.

7. A project may be undertaken to study professional junior and senior male students.

8. It is recommended that present study can be conducted on both genders and other age groups.

9. A useful study can be taken in other educational and vocational course like medical, law etc.

10. A study can be undertaken on various games like individual and team game and their neurotic factors and achievements can be compared.

11. A study can also be done on the comparison of neuroticism and extraversion factors in the female athletes and non athletes.
12. A useful study can be conducted on athlete females and non-athlete females belonging to rural and urban areas, and their neurotic factors can be compared.

13. The relationship of neurotic personality factors and occupational choices of students who are coming from different socio-economic status can be studied.