CHAPTER-5
SUMMARY, CONCLUSION AND RECOMMENDATIONS

In modern competitive sports the socio-psychological factors of an individual and team games are as important as teaching the different skills of a game on scientific lines. Human mind is a complex system, which is engaged in interaction and interplay, affects and get affected, in myriad process such as physically, physiologically, environment or simply cognitive. As the present day science pre-occupies it-self to encompass the bawds of human mind and its abilities, the research busies it-self to discover and explore the mental processes that are so crucial in sports.

Scientific knowledge has revolutionized the standards of human performance in sports disciplines. Scientists have pooled together their knowledge to exploit physical and psychological potentialities of an athlete. Comparative sports is being focused upon by the researchers of different scientific fields in order to explore how different psychological variables bear upon it. Constant tireless efforts are being made to enhance sports performance through various psychological interventions. The race of superiority in sports has necessitated expensive research to identify various psychological variables, which have direct bearing upon the performance of an athlete.

Physical education and sports play an important role in day to day life of different people in different ways. Sports serve as a fertile ground for the growth and successful development of relation among different people of different nations. Most of the research work in physical education and sports was carried out in science related sub-discipline like exercise physiology, bio-mechanics, nutrition, physical fitness and anthropometry etc. The role of socio-psychological factors in sports performance was completely overlooked and underemphasized. But in recent past, researchers in physical education in general and sports psychology in particular, have repeatedly suggested and emphasized socio-psychological factors as a major area in terms of research enterprise and its important role in research. These factors play an important role in the ultimate performance of sportsmen. To analyses and
explain an athlete’s competitive behavior, we must explain his socio-psychological dimensions in movement contents. The socio-psychological factors can affect the performance of an individual as well as whole team. The social-status, psychological stress and time pressure associated with competition are likely to effect the decision making and the performance of the athletes.

Sports consists of two types of events i.e., team and individual events. Athletes choose either team or individual events, which depends upon various factors such as psychological, economical, and physical personality factors. The psychological approach in achieving excellence in sports, is still very much in infancy. One can easily discuss today an upsurge of interest in conducting research investigation in this area, with a view to tackle the diverse problems in the understanding of the sports behavior. The involvement of psychology in sports has largely arisen for a traditional interest in areas such as personality, emotional status, motivation, aggression and anxiety etc. There are still psychological dimensions which directly or indirectly influence competitive sports and are lying unexplored.

So the purpose of present study was to explore the various socio-psychological characteristics of team and individual athletes of Punjab state and Chandigarh colleges. These characteristics include self-actualization, parental encouragement and risk taking behavior.

**SELF-ACTUALIZATION**

Everyone has the potential of self-actualization and everyone has an intrinsic desire to become more like the person that he or she is capable of being. Because self-actualization is so different, use a quality, it can appear virtually and king of behavior. When the first four basic needs have been satisfied, the need of self-actualization arises. A new discontentment and restlessness will develop unless the individual is doing what he individually is fitted for. A musician must make music, an artist must paint, and a poet must write. In short what people can be they must be.

One of the important aspects of self-actualization is freedom from cultural and self-imposed restraints. Self-actualized persons are not radicals or against their culture. Neither they adopt any extreme movement nor do they unquestionably identify themselves with the culture. For self-actualization it is necessary that a
person should not worry about his job. He should feel satisfied in his social relation to family, society and to his job. Maslow differentiated the growth need of self-actualization, especially, norming two lower level growth needs prior to general level of self-actualization.

**PARENTAL ENCOURAGEMENT**

Parental encouragement refers to the treatment originating from the parents towards the child with a view to enhance the possibilities of future occurrences of good behaviors by their cure, concern, approval and guidance. It means making adolescents confident by his parents. Loving parents play a critical role in the development of the young adults who will succeed in college carrier and life endeavors. It is during the high school years that students begin to find their way in life. They discover their interests, aptitudes, goals and dreams. When parents take a genius interest in the discovery process, the bond between parents and children can be greatly strengthened.

Successful parents frequently use words of encouragement and supportive actions to show their children that how to make improvements. They show their love and encourage their children to perform their best. Even when their performance falls short, they offer encouragement and support. These parents understand that their children will not be good at everything. Therefore, they encourage their children to explore their interests, do their best and try to do learn how to be better next time.

“Encouragement will always have a positive effect.”

Effective parents encourage their children to broaden their experiences by participating in school clubs, sports and activities. They organize part time work and community can be an effective way to expose their children to the real world. These personal experiences frequently motivate students to do the best in schools and can help them to identify a potential.

Parents play an important role, when they align themselves with their child’s hopes and dreams, a powerful team is formed. Students are more likely to explore their full potential when their parents actively support their direction and goals.
Therefore, smart parents support their children whenever they move in a positive direction and mean it when they say, “I believe in you.” It is one of the aspects of parental treatment patterns. In encouragement the parents help the child, guide him or the coax him, so that child should not feel disheartened at a particular point of difficulty. It may be in the form of approval or asking the child to modify his behavior. In case, it creates avoidance behavior in the child, which accounts to discouragement.

Parental encouragement is of great significance developing psychological as well as academic behavior of a child. Parents should act as a living role model. If parents adopt practical way of life and do the things themselves then the children will act upon them. If father does not take/demand bribe or brings only earned money then naturally, it will have a positive effect on son or daughter. If father of a child is sincere, hardworking, dedicated or devoted to his parents, naturally his offspring also imbibe the good spirit of his father. There can be the exceptions also but exceptions can't be disapprove the point. The stronger the backbone, the healthier will be our generation.

**RISK TAKING BEHAVIOUR**

Risk is intimately limited with almost all activities of an individual and team games to the process of individualism and identity in adolescents and youths in particular work without risk. The young shall never progress emotionally beyond adolescence. There is also a substantial subjective component involved in it. The nature of the risk varies with the situation ranging from risk for physical survival, material gain and achievement to obsess for the ethical risk. Most of the studies conducted by Indian and Western investigators are complicated in the nature. The dictionary meaning of risk is “exposure to chance of injuries or less; a hazard or quite dangerous chance”.

Researchers have found that sociability but not impulsivity is strongly related to positive mental health, whereas impulsivity tends to correlate move with the negative mental health. Extroversion and related traits activity influence positive family environment whereas neurotic related to strain influence negatives mental
health which directly effects the family environment of the person. Healthy risk taking is a positive tool in an adolescent’s life for discovering, developing and consolidating his or her identity. Adolescent risk-taking becomes negative only when the risks are dangerous. Healthy risks often understood as “challenges” can turn unhealthy risks in a more positive direction, or prevent them from ever taking place to begin with.

Persons we whose personal levels are not too away from possibilities of achievements will be well adjusted. Persons, who have no problem in provoke them or has under emotional disturbances and who find no circumstances that can threatens their activity too seriously, i.e., having potential to take risk. The persons who have strong attitude towards achievement try every effort and do things as they want. They will improve their family environment. It is important to remember that learning how to assess risks is a process that we work on throughout our lives. Adolescents need both support and tools to be able to do this. We can use some healthy alternatives to unhealthy risk takings. In order to undertake healthy alternatives to dangerous risk-taking, adolescents need the active help and support of the adults including parents and teachers.

**STATEMENT OF THE PROBLEM**

The problem selected for research is “A COMPARATIVE STUDY OF SELF-ACTUALIZATION, PARENTAL ENCOURAGEMENT AND RISK TAKING BEHAVIOR AMONG PLAYERS OF TEAM AND INDIVIDUAL GAMES”. An attempt has been made to explore the possibility of how these variables are related to performance, gender and level of athletes in selected sports disciplines.

**OBJECTIVES OF THE STUDY**

The study has been focused to achieve the following objectives:

1. To investigate the differences on the variable self-actualization between the players of team and individual games.
2. To investigate the differences on the variable parental encouragement between the players of team and individual games.
3. To investigate the differences on the variable risk taking behavioral differences between the players of team and individual games.
4. To compare the self-actualization and parental encouragement among the players of team and individual games.
5. To compare the parental encouragement and risk taking behavior among the players of team and individual games.
6. To compare the self-actualization and risk taking behavior among the players of team and individual games.
7. To compare the self-actualization, parental encouragement and risk taking behavior among athletes of team games.
8. To compare the self-actualization, parental encouragement and risk taking behavior among athletes of individual games.

HYPOTHESIS OF THE STUDY

1. There exists positive significant difference of players for self-actualization between team and individual players.
2. There exists positive significant difference between parental encouragement between team and individual players.
3. There exists positive significant difference between risk taking behavior between team and individual players.
4. There would be significant differences on the variables of self-actualization and parental encouragement between team and individual game players.
5. There would be significant differences on the variable of parental encouragement and risk taking behavior among team and individual game players.
6. There would be significant differences on the variable of self-actualization and risk taking behavior among team and individual game players.
7. There would be significant relationship between self-actualization, parental encouragement and risk taking behavior among athletes of team games.
8. There would be significant relationship between self-actualization, parental encouragement and risk taking behavior among athletes of individual games.
DESIGN OF THE STUDY

This is a survey type of study focused on athletes from selected disciplines of sports. The dependent variables are self-actualization, parental encouragement and in relation to independent variable risk taking behavior has been studied. The random sampling design is used. The statistical measure used in this study is f-test, correlation and t-test.

1. t-test is used to compare the individual and team athletes.
2. Multiple correlation technique is used to find the multiple correlation of self-actualization, parental encouragement and risk taking behavior with respect to team and individual game players.

SAMPLE

Subjects for data collection were drawn from the college and universities of Punjab and union territory of Chandigarh. The sample consists of 400 subjects in the age groups of 17 to 25 years, representing different intercollegiate and inter-university competitions, held in the session of 2012 to 2014.

Subjects were randomly selected from 2 group teams and individual (out of total 400: 200 players from team games and 200 from individual games). From each sports discipline 20 subjects were drawn. The sports disciplines covered for team games are volleyball, hockey, kabaddi, kho-kho, handball, softball, baseball, cricket, football and basketball and for individual games athletics, judo, wrestling, badminton, boxing, lawn tennis, swimming, gymnastics, archery and weightlifting.

The details about the sample are given in the table below:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Team games</th>
<th>Individual games</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Volleyball (20)</td>
<td>Athletics (20)</td>
</tr>
<tr>
<td>2</td>
<td>Hockey (20)</td>
<td>Judo (20)</td>
</tr>
<tr>
<td>3</td>
<td>Kabaddi (20)</td>
<td>Wrestling (20)</td>
</tr>
</tbody>
</table>
### Selection of Subjects

A sample of 400 players from different colleges of Punjab state has been used for collection of data. Out of 400 players, 200 were of team games and 200 were individual games.

### SELECTION OF VARIABLES

1. **Self-actualization**
2. **Parental encouragement**
3. **Risk taking behavior**
   - A. Hills (A),
   - B. Space (B),
   - C. Sea (C),
   - D. Commercial Trades (D),
   - E. Police and Intelligence Services (E),
   - F. Fire (F),
   - G. Professional Trades (G)
   - H. Military Services (H)
SELECTION OF THE TESTS/TOOLS

With a view to measure the selected variables following tests were administered to the subjects:

1. Self-Actualization Inventory by Dr. K. N. Sharma (1986).
2. Parental Encouragement Scale by Dr. R.R. Sharma (1971).
3. Risk Taking Scale by Dr. Virendra Sinha and Dr. Prem Nath Arora (1983).

All these tests have been standardized in the Indian culture context and are used extensively. A specimen copy of each test used in the present study has been provided in appendixes A, B and C.

DESCRIPTIONS OF TESTS

Self-Actualization inventory

The 1st tool used is the Self-actualization inventory by Dr. K. N. Sharma which was designed in 1986. The inventory contains 75 items in total. A three points rating scale indicates equal to nil, some and much degree of self-actualization characteristics have been provided in front of each of the statements. The statements are mixed randomly.

Administration of the test

Instructions are written over leaf of the inventory in Hindi. It can be administered either in group or individual situation and give the following instructions:

Below are some statements, in front of them there are places for three possible answers. ‘Equal to nil’, ‘some’ and ‘much’. Tick mark in a respective column after going through each statement carefully of a degree of which one thinks of himd on that statement. Mark only at one place for one statement, your answer must be accurate after a good though. Although there is no time limit for the administration of the inventory but this takes about 30 minutes to complete it.
Scoring

The scoring is simple. The three alternatives, ‘equal to nil’, ‘some’ and ‘much’ have been assigned 1, 2, 3 weights respectively. The score has to be counted in the end; the grand total of the marks should obtain frequencies of the three total response categories multiplied respective weights.

Reliability

The test retest reliability of the inventory on a small sample of 100 lights class students was found to be 0.85.

Validity

Since there is no test of self-actualization our label validation could not be done. However, the content validation of the items has already been made thoroughly.

Parental Encouragement Scale

The parental encouragement scale (PES) measures the degree/amount of encouragement which a child receives from his parents and also to categorize the students in terms of the degree/amount of their parental encouragement. It has been designed for the student population at a higher secondary stage. The final form of the parental encouragement scale (PES) contains 40 items with three response alternatives.

Administration

The parental encouragement scale was administered to above sample of students. There was no time limit for the completion of the scale however ordinary an individual student took 25 to 30 minutes to complete it.

Scoring:

There are three alternatives in each item of scale. The subject had to choose only one alternative. The marks are allotted as follows:
<table>
<thead>
<tr>
<th>Response Alternatives</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>1</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
</tr>
</tbody>
</table>

Thus, the total scores of each item ranges from 0 to 2. Whereas the grand total of PES ranges from 0 to 80. Higher score on the PES reveals greater amount of higher degree of parental encouragement, whereas lower score reveals the lower degree of less amount of parental encouragement.

**Reliability**

The reliability of the scale was measured firstly by split half method and value was found to be 0.83. Secondly two test retest-reliabilities were determined, one after an interval of 2 weeks and the other of 4 weeks. The value of these two reliable were found to be 0.73 and 0.76 respectively.

**Validity:**

1. **Content validity:** The contents of each items of the parental encouragement scale were critically examined by 5 judges specialized in the field of education, psychology and sociology. The opinion of those judges conformed that the parental encouragement scale was sufficiently valid instrument.

2. **Convergent validity:** The validity of the parental encouragement scale was ascertained by correlating the scores of this scale with Uniyal and Agarwal’s PES. The coefficient of correlation is found to be 0.68. This indicates that the scale is fairly a valid tool.

**Risk taking scale**

This questionnaire has been designed to measure the extent ‘risk’ taken by a particular individual in his personal, social life. The risk taking questionnaires (RTQ) is usable safe on all types of Hindi male and female literature of India ranging in age.
of 14 years to senile age. It is designed to be used by guidance workers, sociologists, teachers and counsellors to know the nature and extent of risk-taking tendency of taste and to guide him for the proper job. The RTQ is capable of assessing the magnitude of ‘risk’ in different areas of life.

Eight areas of risk are included in the test, which are considered to be the most important and affiliated areas of risk for Indian Life. These areas were listed by 85% of the experts. These are

1. Hills (A),
2. Space (B),
3. Sea (C),
4. Commercial Trades (D),
5. Police and Intelligence Services (E),
6. Fire (F),
7. Professional Trades (G)
8. Military Services (H)

In RTQ, the names of different areas are not marked but the entire questionnaire is divided into eight parts, each containing item pertaining to one particular area of risk in the sequence already stated.

**METHOD OF SCORING**

The instructions are to be given are written in Hindi on the page of RTQ. A few examples and some precautions to be taken are also given on the cover page. All these are self-explanatory. In RTQ, the five categories, i.e., very much, much, moderate, less and very less categories are scored as 5, 4, 3, 2, and 1 respectively. The maximum possible scores in this tool are 200 and minimum 40 only.

**COLLECTION OF DATA**

The three questionnaires were being applied during competitions of different universities of Punjab state. The players were appraised off the purpose of collecting data and the significance of the study which was in the interest of their game. The subjects promised to extend sincere and full co-operation in the venture. Different competitions were attended by the investigator from time to time.
DEFINITION/EXPLANATION OF TERMS USED

1. Self-actualization

   Self has been defined “a person essential being that distinguishes them from others, especially considered on the object of introspection or reflexive action a person’s particular nature or personality” (Concise Oxford Dictionary-tenth edition).

   Jung (1959), “Consciousness and unconsciousness may be welded in to a unified whole by the development of the self, the “total personality”, the unifying core of the psyche that ensures a balance of conscious and unconscious forces”.

   Roger (1959), Self-organized, consistent, conception whole composed of perception of the characteristics of the “I” or “ME”.

   Actualization means ‘the tendency to actualize itself as fully as possible is the basic drive...the drive of self-actualization’.

2. Parental encouragement

   Parental encouragement refers to treatment originating from parents towards the child with a view to enhance the possibility of future occurrences of behavior by care, concern, approval and guidance (Sharma 1988). The word parental encouragement is comprised of two words parent and encouragement.

   Parent: The word usually refers to a father or mother one’s begets or one who gives birth to or nurtures and raises a child, a relative who plays the role of guardian.

   Encouragement: The act of giving hope is support to someone where hope means the general feeling that same desire will be fulfilled.

3. Risk-taking behavior

   Risk taking behavior has been regarded as the actions taken in a situation in which parameters of distribution of future events are fully known. Risk taking has been an important area an important area of research for the psychologists as well as education it’s for the last three decades. It is part of broader aspect of decision making where one has to take risk for solution of his problem. Generally, the term
‘risk’ means dangerous element or factor where an individual is put willingly or unwillingly in the situation.

Risk: - Risk is a condition where there is a possibility of occurrence of loss or as a result of a deviation from intended or expected situation.

Behavior: - the aggregate of responses or reactions or movements made by an organism in any situation.

Player: - A player competing in an organized sport (team/individuals) the word “player” has been used throughout the present study in a broader sense for the individual who involve in any competitive sport

LIMITATIONS

1. The questionnaires themselves have some limitations, which might serve as a limitation of the study.
2. Other variables such as home environment, interest, motivation, daily routine and diet cannot be controlled, which is another limitation of the study.

DELIMITATIONS OF THE STUDY

1. The study was delimited to 400 players only.
2. The study was delimited to those players who had represented state and Inter-university level.
3. The study was delimited to the players of Punjab.
4. The study was delimited to the age group of 17 to 25 years.
5. The study was delimited to 20 sports disciplines (volleyball, hockey, kabaddi, kho-kho, handball, softball, baseball, cricket, football and basketball for team games. athletics, judo, wrestling, badminton, boxing, lawn tennis, swimming, gymnastics, archery, and weightlifting for individual games)
6. The study was delimited to 20 players of each mentioned games.

CONCLUSION

Within the limitations and delimitations the following conclusions were drawn
1. The first hypothesis of the study had stated that there would be significant differences on the variable self-actualization between team and individual players and that individual game players are highly self-actualized then the players of team games. The results have also shown that the individual game players are found to be significantly better self-actualized then team game players. Therefore, the first hypothesis stands accepted.

2. The second hypothesis of study had stated that there would be significant differences on the variable parental encouragement between team and individual game players and individual game players are found to be non-significant. So second hypothesis no. 2 stands partially rejected.

3. The third hypothesis had stated that there would be significant differences on the variables risk taking behavior among team and individual game players. We found that the individual game players are highly significant then the team game players. Therefore hypothesis no. 3 is accepted.

4. The forth hypothesis had stated that there would be significant differences between team and individual game players on the variable self-actualization and parental encouragement. The results have shown that the volleyball players for team games had highly significant score on the variables self-actualization and parental encouragement. The results had shown that volleyball players, kabaddi players and handball game players had highly significant results for variables self-actualization and parental encouragement. In hockey, kho-kho and cricket game players had significant results for variables self-actualization and parental encouragement. But from results we can say that players of softball, baseball, football and basketball game had shown non-significant results.

As per forth hypothesis the significant differences between individual games players on the variables self-actualization and parental encouragement we found that all ten games for individual players i.e. athletics, judo, wrestling, badminton, boxing, lawn-tennis, swimming, gymnastics, archery and weightlifting had non-significant results. So the overall results of variables self-actualization and parental encouragement for team game players are non-significant and for individual game players it is also non-significant. So hypothesis no. 4 stands rejected.
5. The fifth hypothesis had stated that there would be significant differences on the variable, parental encouragement and risk taking behavior between team and individual game athletes. However, the results have shown that only cricket team players have significant differences on the variables parental encouragement and risk taking behavior but in relation to all selected games (volleyball, hockey, kabaddi, kho-kho, handball, softball, baseball, football and basketball). They had non-significant results.

   In relation to individual game players swimmers had shown highly significant results and all others selected players have non-significant results. Therefore, hypothesis no. 5 stands rejected, except of swimmers for individual game players. So overall results of the variables parental encouragement and risk taking behavior of team game are non-significant but overall results of individual are highly significant.

6. The sixth hypothesis had stated that there would be significant differences between team and individual game players on the variable self-actualization and risk taking behavior. The results of performance by team game players for kabaddi game have shown significant results. Except of kabaddi game all selected team games volleyball, hockey, kho-kho, handball, softball, baseball, cricket, football and basketball had non-significant results.

   On the other side the individual game players had shown results that boxers had slightly significant results and all other games athletics, judo, wrestling, badminton, lawn-tennis, swimming, gymnastics, archery and weight-lifting game players had shown significant relationship. Overall average score of team games is significant and results of individual game is non-significant.

   Therefore, hypothesis no.6 stands rejected except of kabaddi game players in individual games. Except of boxers all other games are rejecting hypothesis no. 6.

7. The seventh hypothesis had stated that there would be significant relationship between self-actualization, parental encouragement and risk taking behavior among athletes of team games. From results we found that overall team
game players are self-actualized to take risk. But parents had not encouraged them to take risk. We can say that self-actualization and risk taking behavior show a significant relationship between the two. Therefore, hypothesis no.7 is partially accepted.

8. The eighth hypothesis had stated that there would be significant relationship between self-actualization, parental encouragement and risk taking behavior among athletes of individual games and the results show that parental encouragement and risk taking behavior had highly significant relationship between them. But self-actualization and parental encouragement are non-significant. Results of self-actualization and risk taking behavior had not significant relationship. Therefore, hypothesis no.8 is partially accepted.

IMPLICATIONS

In the light of the finding of this study the undermentioned implications are suggested as follow:-

1. The results on the self-actualization variable indicate that the team game athletes are highly self-actualized then individual game athletes. Team game players are more interested to play games.
2. From the results we can say that the parental encouragement variable indicates that team and individual game players are not influenced by parents to participate in games.
3. From the outcomes in the results we found that both levels are highly interested to participate in games while taking risk.

Others discussions:

1. Since the results on the variable self-actualization indicate that the individual game players have are interested to play games as compared to team games players.
2. As per results we found that parental encouragement variable between team and individual game players has very small differences. So we can say that parental encouragement is not affecting any group.
3. In risk taking behavior variable has small differences but mean is highly significant. Here individual game players are more interested to take risk at their level.

4. Different results are discussed as bellow:
   
   A. In team game the volleyball players are highly self-actualized and also encouraged by parents to participate in games. But in risk taking they are not encouraged by parents as well as their own-self.
   
   B. In hockey game players were found to be significant for self-actualization and parental encouragement. Other side they are encouraged by parents to take risk but they are self-actualized to participate in games.
   
   C. In Kabaddi game players were found to be significant for self-actualization and parental encouragement. Other side they are encouraged by parents to take risk but they are self-actualized to participate in games.
   
   D. Kho-kho game players have significant relationship between self-actualization and parental encouragement. But further they are not motivated to take risk by parents and even they are not self-actualized to take risk in games.
   
   E. Handball game players are found to be highly significant but they are not encouraged by parents and even not self-actualized.
   
   F. Softball and baseball game players have not found any relationship between self-actualization, parental encouragement and risk taking behavior attitude.
   
   G. Cricket game players are self-actualized and by parents encouraged to participate in games. They are encouraged by parents to play cricket but they are not self-actualized to take risk.
   
   H. Football and basketball players are not significant in any relationship. They are not even encouraged by parents to take risk nor are they self-actualized.

5. Different results are discussed as bellow:
   
   A. Except of boxing and swimming game players were not self-actualized and parentally encouraged. They are even not encouraged to take risk.
   
   B. Boxers are highly self-actualized to take risk.
   
   C. In swimming game maximum swimmers have highly significant results in relation to parental encouragement for taking risk in their own games.
6. In overall team game performance there is not any significant relationship between self-actualization and parental encouragement as well as in parental encouragement and risk taking behavior. Overall team game players are self-actualized to take risk in games.

7. Overall individual games have not found the significant relationship between self-actualization and parental encouragement, as well as in self-actualization and risk taking behavior. But variable parental encouragement has highly significant relationship in individual game players. Their family and parents have motivated them to take risk in games.

RECOMMENDATION

1. The similar study can be conducted in other sports disciplines.
2. Similar study may be conducted in schools, colleges, national and international level sports persons.
3. Similar study may be conducted on female and male athletes separately.
4. A large size of sampling may be taken in further studies to achieve more authenticity.
5. Though, present study was limited to twenty sports disciplines, maximum sports disciplines can be taken in further studies.
6. The psychological variables which have not been included in this study but can be used in further studies to gain more psychological understanding of athletes belonging to various sports groups.
7. Similar study can be conducted on differently-abled peoples.
8. Though, the self-actualization is important factor in sports. Selectors and coaches must consider this and suggest an individual to participate in a game.
9. Selectors and coaches should consider the parental encouragement of a sports person.
10. Selectors and coaches should consider the risk taking behavior of a sports person.