Chapter – VI

Summary and Conclusions
A scientific knowledge of the nature of human beings and also of the process and conditions of their growth and development can be had only when a systematic study of the whole man is undertaken. The systematic study of the whole man is undertaken in two inseparable fields, identified as the psychology of adjustment and psychology of personality.

‘Personality’ as the term is used outside of psychology class-rooms and books, includes a person’s physical appearance, but that is probably not an essential part of its meaning since we can readily imagine that a person could be transformed into an entirely different physical form and still maintain all of the essential characteristics which distinguish him or her from others.

When we refer to person as “having personality”, we usually mean that he has a kind of social charm or attractiveness. We like what we see. Actually, however, when personality is discussed by the social scientists, they are thinking of it as a fairly stable group of characteristics, which determine our reactions to situations, and thus our behavior.

We all have personality traits - that is, tendencies to behave in a certain manner. Some of us are extroverts, others are introverts. We are aggressive or passive, cheerful or sad, kind or cruel, and so on. These traits are different from our physical and intellectual capacities, although they may be closely related. How and to what extent our personality traits and inner resources and qualities are inherited rather than acquired evoke differences of opinion.
But personality traits based upon our physiological and psychological needs (food, sex, sleep, and so on), can be developed, thus emphasizing the importance of environment. Each personality is different from one other. All of us have ideals, hopes, fears, beliefs, and attitudes, just as we all have our own habits, interests and purpose. Yet these elements are not all present within each of in equal form of degree, nor do they appear to be arranged exactly alike in any two people. When the various personal elements fit together nicely, we have what we call the “well-integrated” personality.

Personality has been studied in various forms and has received a lot of recognition in the present day world, because it is a complex blend of many factors or traits. Personality becomes even more complex because it is neither exclusively biological, nor exclusively social, but depends upon the complex interplay between naturally endowed factors and environmental experiences.

Accepting the role of both heredity and environment, Prince Morton (1929) defines personality as, the sum total of all the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual and the disposition and tendencies acquired by experience.

Our personality is our most vital and intimate possession. We may either possess positive or negative personality and the traits associated with such a personality. A negative personality of a person is never sure of his energies, his potentials and the traits and does not know how to utilize them to the maximum possible extent. He is a much better spectator than a participant. He does not enjoy much of participation. On the contrary, the
positive personality knows how to make the most activities and less a spectator. He possesses many interests and is positive in an action that is, he is a man of action. We do possess some positive qualities, although in different amounts and it is these qualities that an individual needs. And the sportsmen may possess many of the traits of personality, which propel him to take to sports and participate in them. As a mirror of reflecting our personalities, sports and games are unsurpassable, as they often provide for realizing the potentials and development in relation to what qualities are present within and outside ourselves, in the environment.

A number of studies have been made to investigate the relationship between sports persons and their personality. Personality according to Alderman (1974) is an “Integration or merging of all the parts of one’s psychological life - the way on thinks, feels, acts, and behaves”. Therefore it is possible that individuals make choices in different fields of endeavor according to their personality. Thus, it may be even deduced and assumed that, students’ choice of sports and sports activities is based on their personality. On the same logic, it may be presumed that there may be relationship between the personality traits of people selecting a specific sport.

Personality and behavior are a major concern of sports psychology and modern theories concerning personality and behavior are concerned with the description of individual differences. Though there is a basic form of personality structure in each individual it can be developed according to the environment, society and the individual habits.
According to Schoen (1986), personality characteristics differ from one individual to another in the group. Because personality is the organized system, the functioning whole or unity of habits, dispositions and sentiments what mark off one member of a group as being different from any other member of the same group.

Booth (1958) reported that personality characteristics vary with different sports, since psychological requirements of a sport are specific. Psychological and sociological researches show a diversity of individual requirements and traits or needs which lead to one’s engagement and participation in a sport, which forms the basis of a sportsman’s struggle in a selected area of sport for higher results.

Because personality is determined by genetic factors and modified by environmental experiences, there may be a possibility of personality influencing activity preferences, selection and choice, or the personality being modified by one’s participation in activity, experience or sports.

Sports psychology, sports psychologists, coaches and trainers are basically interested in the analysis of behavior of sportsmen or sports behavior. Personality traits of various sportsmen have been studied in different forms because of the reasons that, there may be a discrete set of personality factors existing among sportsmen which is related to making them select and participate in the sports; there may be a strong relationship between personality traits and different types of sports, whether individual or team sports, indoor or outdoor; there may be variations in personality
patterns or unique, specific dominant or corn. Main features in personality among the participants in the same sport or of different sports; there may be a strong relationship of personality traits of sportsmen to their successes and failures in sports competitions and the personality traits of poor, average and high level performers in sports, that is, the performance ability. Such knowledge would be very much essential to ascertain various factors of personality and performance ability which would lead to the effectiveness of the coach, sportsmen and the team as a whole.

Emotional maturity is defined as how well you are able to respond to situations, control your emotions and behave in an adult manner when dealing with others. Being able to have a rational conversation with your significant other when you disagree instead of throwing things and ranting and raving is an example of showing emotional maturity.

When we call someone "mature," we're saying that they have the qualities of an adult. In a way, this has become a word that means the opposite of "childish." To be mature is to have knowledge and experience about the way the world works, and to have adapted accordingly. Mature people don't cry when they don't get something they want, and hit someone they disagree with, as an immature child might.

To have emotional maturity, then, is to have a specific control over one's emotions. An emotionally mature person has experienced the spectrum of emotions, understands consequences of each, and knows the benefits of being in control of them. Most importantly, an emotionally mature person
knows what kinds of thing sets different emotions in them, and they know how to identify each emotion, clearly. They don't fall into a panic trying to determine what they feel and how they should react. They know, and they manage themselves accordingly.

In recent years, well-being has been the focus of intense research attention. Psychological well-being resides with the experience of the individual. It may be defined as the state of feeling healthy, happy, having satisfaction, relaxation, pleasure and peace of mind. It deals with people’s feeling about everyday experiences in life activities. Such feelings may range from negative mental states or psychological strains, such as anxiety, depression, distress, frustration, emotional exhaustion, unhappiness and dissatisfaction, to a state which has been identified as positive mental health (Shobhna Joshi et al., 2008).

General well-being is a term denoting feelings of high self-esteem, life satisfaction and lack of negative symptoms. Well-being or positive health can be defined as consisting of those physical, mental and social attributes that permit the individual to cope successfully with challenges to heal and function (Stephens and Antonovsky, 1993). There measures that closely related to the conception of well-being on the psychological dimension are the sense of coherence, self-esteem and mastery.

Well-being attempts to understand people’s evaluation of their lives. These evaluations may be primarily cognitive (e.g., life satisfaction or marital satisfaction) or may consist of the frequency with which people experience
pleasant emotions (e.g., depression). Researchers in this field strive to understand not just undesirable clinical states, but also differences between people in positive levels of long terms of well-being. In social psychology, dimensions of psychological well-being, especially constructs including self-esteem and self-evaluation, are generally defined as function of one’s actual characteristics relative to the characteristics or achievements one would ideally have (Carr, 1999).

Psychological well-being or well-being (these two are used interchangeably) consists of factors like self-esteem, positive effect, satisfaction, wellness, efficiency, social support, somatic symptoms, personal control and the like. The well-being is a constituent of quality of life which is conceptualized as a composite of physical, psychological social well-being of individuals, as perceived by the person and the group. An important aspect is happiness, satisfaction and gratification subjectively experienced which is often called subjective well-being or psychological well-being. Thus, well-being is based on subjective experience instead of objective life condition. It has both positive and negative affects and it is global experience (Okum and Stock, 1987).

Quality of life is multidimensional concept, which includes specific core domains including physical, psychological, social and occupational well-being, physical pain, mobility, sleep appetite and nausea; sexual functions; personal social and sexual relationship; engagement in social and leisure activates; occupation ability and desire to carry out paid employment, ability to cope with house-hold duties, etc., all constitutes the contributory factors.
Psychological well-being represents a proactive stance toward emotional health. Well-being refers to a person’s ability to cope with events in daily life function, responsibility in society and experience personal satisfaction. Mental health has several dimensions, each of which contributes to people’s overall health and well-being (Kisku Kiran K., 2001).

According to Hettler (1980) wellness encompasses of six dimensions namely social, occupational, spiritual, physical, intellectual and emotional. A health individual needs a good physical and psychological well-being. Psychological well-being is directly or indirectly affected by many psychological factors among which self-esteem and emotional maturity are vital importance of the several problems facing the entire life span, the problems of the transition phase starting from late adolescent to early adulthood is a crucial one for the development of the individual. When coped up, it leads to successful achievement of the developmental tasks in the present and future.

Ryff (1989) explored the construct of well-being extensively in the light of various measures, i.e., autonomy environmental mastery, personal growth, positive relations with others, purpose in life, self-acceptance, family bonding etc.

Bhogale and Jayaprakash (1993) found satisfaction variables to be closely related to well-being while distress and meaningless represented a negative aspect or ill-being. Thus, PWS is a component both positive and negative. The factors like satisfaction, social support and several others clearly reveal the multidimensionality of psychological well-being.
Recent years have evinced growing concern about the psychological factors that improve and impair the health status of a person. This has led to the emergence of health psychology which is practically an interdisciplinary venture involving mind-body interaction. The field of health psychology emerged in the context of realization that biological mechanisms alone are insufficient to maintain and promote health and well-being. To alleviate the physical pain, one has to examine the attitudes, expectations, beliefs and emotional support which the patient has, not just his or her response to the drug treatment. The most acceptable definition of health is given by the WHO (1978): Health is the state of complete physical, mental, social and spiritual well-being, and not merely an absence of disease or infirmity. It is a significant departure from the medical model. It is a definition of positive health and goes beyond the mere absence of a disease: the focus being on maintaining good health, rather than on the treatment of different diseases.

Well-being is an internal focused method of attaching value to the quality of life and effective experience generally accepted as a scientific construct with long-term (propensity or disposition) and short-term (mood) components (Diener et al., in Hermon and Hazler, 1999).

Thus, present study attempts to assess the effect of emotional maturity and personality on well-being of the teachers sample selected randomly from various colleges of Gulbarga. After administering suitable tests the data were subjected to statistical analysis. The results clearly revealed the effect of independent variables and demographic factors on well-being of the sample of the study. The following are the major conclusions of the study.
CONCLUSIONS:

1. There is a significant difference in the well-being between two groups of emotional maturity: Higher the emotional maturity greater is the well-being.

2. The sample of higher 85 personality have higher well-being than that of lower personality.

3. There are significant gender differences in well-being: Females have higher overall well-being than the males.

4. The higher age group has higher well-being than the lower age group.

5. Nuclear family type has higher well-being than joint family type respondents.

6. The overall well-being of respondents working in government institutions is significantly higher than its counterparts.

7. Married group has achieved significantly higher well-being than unmarried group.

8. There is a significant effect of emotional maturity on all the dimension of well-being of college teachers. Higher emotional maturity promotes well-being in teachers.

9. There is an effect of personality on all the dimensions of well-being of teachers.

10. The physical well-being is greatly affected by the working institutions of the teachers’ sample.
11. Age is found to influence the dimensions like emotional, social and overall well-being of the respondents.

12. The emotional and total well-being is significantly influenced by the family type of the sample and the working institutions.

13. The emotional and total well-being is significantly influenced by the marital status of the sample.

14. There is a significant correlation between total well-being and emotional maturity, personality, age, gender, institution, family type, and marital status of the teachers.
SUGGESTIONS, LIMITATIONS AND RECOMMENDATIONS:

1. The study has not covered wider area. The other relevant concepts like emotional maturity, temperament levels, etc., are not included which may have some bearing on the well-being as well as academic achievement of students’.

2. The size of the sample could have been increased. The larger sample is always better for arriving to sound conclusions.

3. The study highlights on different areas of emotional maturity and personality therein, that can be used for strengthening the gaps.

4. The study shows the significant correlates of academic achievement of students which can be used in improving the academics of pupils of this area.

5. The study can be extended by including other important academic variables of student’s sample.

6. An experimental study could be carried out to find out the impact of guidance and stress management program on deprived, stressed, low achieving student group.

7. The study area is in Kalaburgi city only. It could have expanded its area from Kalaburgi city to Kalaburgi division.

8. The study could have assessed the impact of other related psychological factors like mental health, quality of life, self-efficacy and depression on psychological well-being.
9. In the study, the simple statistical methods like mean, SD, t-value correlation and ANOVA were used. Had it employed other methods like MANOVA and Regression Analysis the result would have been still more promising. In view of non-availability of such facilities in a limited span of time, the simpler statistical techniques were used.

10. The present study was carried out in a shorter span of time and hence other significant psychological variables could not be added. However, these would be taken up in an extended research.