

A Study on Self Concept and Achievement Motivation Level of Players and Non-Players

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Abstract

This research is a comparative research study. A study on self concept and achievement motivation level of players and non players. Research design of the study was random sampling Total sample size were 40.20 female players and 20 female non players of the R.T.M.N.U Nagpur university. Paper Questionnaires test methods have applied to collect the data. According to this study the first hypothesis is accepted. It is significant. Players possess high level of achievement motivation than non players. The second hypothesis is also accepted in this study. There is significance difference in self concept level of players and non players.

Introduction

The health and Physical education learning area focuses on a holistic concept of health .it recognizes the physical mental, emotional, social and spiritual dimensions of the health of the individual. it examines the impact of interactions between the individual, the family, the wider community and the environment on the health of population .students plan, act and reflect in order to develop the essential knowledge and understanding attitudes, values and skills which promote health practices, encourage participation in regular, physical activity and support the maintenance of a healthy lifestyle.

Motivation

The term motivation constitutes an integrate art of a scientific Endeavour to interpret human behavior.

The term motivation refers to ‘motives in action; A motive may be conceived as a latent disposition to strive for a particular goal state or aim” .

Achievement motive:-

The need to achieve is the spring – board of the achievement motive. This desire is as basic and nature as the other biological or socio-psychological needs. However, in a competitive society or set-up the desire to excel over others achieve a higher level than one’s peers is intensified which in turn may lead to a stronger drive or motive to a achieve something or everything that is essential to beat the others in the race and consequently experience a sense of pride and pleasure in the achievement. The type of motivation produced by such a desire for achievement is called the achievement motivation and has been in defined in various ways.

Self-concept:

Self concept is a dominant element in personality pattern; therefore, the measurement of self-concept becomes essential. A variety of methods and techniques have been developed to measure self-concept.

Description of self-concept inventory:

The self concept inventory provides six separate dimensions of self-concept.

1. Physical
2. Social
3. Temperamental
4. Educational
5. Moral
6. Intellectual

1. Academic factors:

- ❖ Academic motivation.
- ❖ Need achievement.
- ❖ Academic challenge.
- ❖ Achievement Anxiety.
- ❖ Importance of grades or marks.
- ❖ Meaningfulness of daily school/college tasks.
- ❖ Relevance of school/college to student's future goals.
- ❖ Attitude towards teachers.
- ❖ Warmth of inter personal relations.
- ❖ College concern for the individual.
- ❖ Implementation of educational objective.

2. Factors of general field of interest: competition in curricular and co-curricular activities:

- ❖ Sports and athletics.
- ❖ Fine arts and dramatics.
- ❖ Dancing.
- ❖ Music.
- ❖ Painting.
- ❖ Debates and oration etc.
- ❖ Boating.
- ❖ Mounting / hill climbing or hiking.
- ❖ Cross country races.
- ❖ Sports /adventurous.
- ❖ Domestic craft for girls like cooking, embroidery etc.

- ❖ Reading and writing.
- ❖ Experimentation or any act of creation.

3. Social interests:

- ❖ Organizing and participating in social activities.
- ❖ Arranging exhibition, social functions etc.

Statement of the problem:

This study was to find out the self concept and achievement motivation of the players and non players.

Objectives:

1. To study of the self concept of players and non players.
2. To access achievement motivation of players and non players.
3. To find out the association (relationship) between achievement motivation and self concept.

Delimitations:

- The study was delimited on 40 samples.
- The study group was 20 players and 20 non players.
- The subject for the study was 40 Females students only.
- Age groups of the sample were 18-25 years.

Hypothesis:

- Players possess high level of achievement motivation than non players.
- There is significance difference in self concept level of players and non players.

Methodology

Samples:

- 40 college students from R.T.M.N.U.Nagpur.
- 20 players and 20 non players.
- 40 Females students only.
- Age groups of the sample were 18-25 years.
- **I.V** - Education faculty players and non players.
- **D.V**- Achievement motivation and self-concept Questionnaire.

Self concept test:

There are 48 items in it. Each item there are five responses you have to read and respond to it by marking a tick.

Scoring method:

The alternatives or responses are arranged in such a way that the scoring system for all the items will remain the same I.e. 5,4,3,2,1, whether the items are positive or negative.

Respondent put right mark for first alternative the score is 5, for second 4, for third, 3 for fourth it is 2 for the fifth and last, alternative the score is one.

A high score on this inventory indicates higher self-concept, while a low score shows low self-concept.

Reliability:

Reliability of the inventory was found by test-retest method, and it was found to be 91 for the total self concept measure.

Validity:

Expert's opinion obtained to establish the validity of the inventory 100 items was given to 25 psychologists to classify the items to the category to which it belongs. Items of highest agreement and not less than 80% of agreement were selected. Thus the content and construct validity were established.

Standardization and norms:

The s-c questionnaire was standardized. This test is for both sexes.

Table of self concept:

Interpretation and classification of raw scores for total self –concept.

Raw score	Interpretation
193 to 240	High self-concept
145 to 192	Above average concept
97 to 144	Average concept
45 to 96	Below average concept
1 to 48	Low concept

DEO-MOHAN:

Manual for DEO-MOHAN Achievement motivation (n-Ach) scale:

Introduction:

The study motivation gained importance since early fifteen with the effort of McClelland and his at Wesleyan university, USA. The term motivation refers to any organism state that mobilizes activity which is in some sense selective or directive. Which is in some sense selective or directive? with respect to environment (newcomb, 1964) Achievement motivation which is the acquired tendency and is one of the most important social needs, has been defined by McClelland and his association (1953) and also by Decharms. (1968) as a disposition to strive for success in competition with others with some standard of excellence in fact this is one of the most important manifest and social needs and personality variable enlisted by Murray (1938).

Scoring:-

Tow stencil keys are to be used for scoring; one for positive items and for negative items' positive items carries the weights of 4,3,2,1 and 0 respectively for the categories of always-frequently-sometime-rarely and never.

The negative items are to be scored, 0, 1, 2, 3, and 4 for the same categories respectively that are given. The total score is the summation of all the positive and negative items scores. Minimum score obtained can be 0 and maximum can be 200.other score ranging in between.

Norms and interpretation of the obtained scores:-

The scores theoretically range 0 to 200,for the interpretation of the score , norms are presented in three forms, frequency distribution with mean and standard deviation, percentile norms and T-scores, norms can be applied accruing to the need and purpose of the investigation.

Negative items: - 1,12,13,14,17,18,19,20,21,22,32,34,37.

Positive items:-remaining 37 items are positive.

P- 4-3-2-1-0

N- 0-1-2-3-4

Result and data interpretation:**Level of significance:-**

The level of significance chosen to as certain obtained by "t" ratio was set 4.30** level of significance which was considered adequate for the purpose of study.

Table No.1:-

The table showing the score of self concept of players and non-players.

Group	Mean	SD	"t" ratio
Players	194.8	17.5	4.30
Non-players	178		

Discussion:-

On the basis of the statistical analysis of above table there was significance difference of mean score of both group of the self-concept of players and non players. The "t" ratio of self-concept was 4.30 it is significant of the level of 0.05-2.02.

The study of the above table shows that the mean of both groups players mean is 194.8 and non-players mean is 178.

According to this study the first hypothesis is accepted. It is significant.

Table No:2

The table showing the achievement motivation of players and non players.

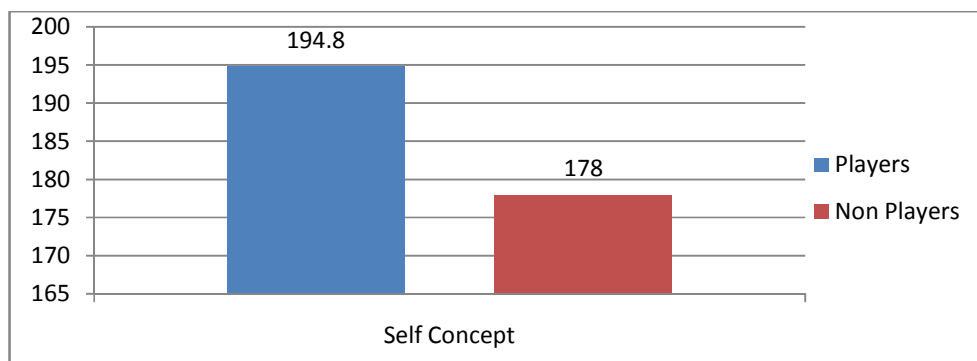
Group	Mean	SD	“t” ratio
Players	140.8	11.7	5.3
Non-players	126.8		

Discussion:-

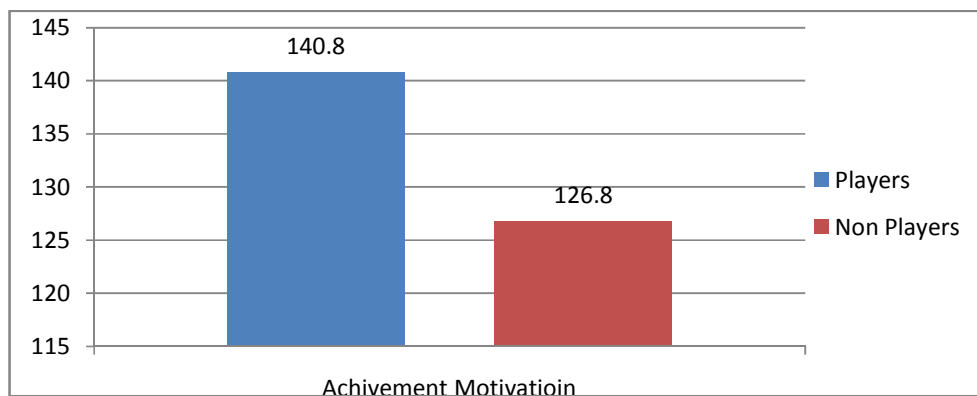
On the basis of the statistical analysis of above table .there is significant difference of mean score of both group of achievement motivation .the “t” ratio of achievement motivation was 5.3** it is significant level of 0.01-2.71.the mean of the players was 140.8 and the non-players was 126.8.the second hypothesis is also accepted in this study.

Table No: 1

The table showing the score and difference of self-concept of the players and non players:-

**Table No:-2**

The table showing the score and difference of Achievement motivation of the players and non-players:

**Summary, conclusion and recommendations:**

The subject physical education and psychology has been becoming increasingly popular day by day and progressive subject of the world. The measure of self concept of become essential ,a variety of methods and techniques have been developed to measure self-concept.the problem of measuring the self concept to large extent still remains unsolved. The difficulty conducting research in such an area is that concept of self is not very well defined and is a state of flux. .there is several terms that are virtually synonymous with self-concept among them are self-image, the Ego, self understanding,” self-perception “and “phenomenal self”.

The achievement motivation scale was the acquired tendency and was the most important social needs, excellence set by the individual. This scale was found to be useful and valuable instrument for academic factors, generals field of interest in competition in curricular and co-curricular activities, and social interest .the need to develop the scale was felt mainly for these three reason.

The purpose of the study was to find out the self concept and achievement motivation level of players and non players.

The total sample was 40 students.20 players and 20 non players. They have specialization in particular game.

Through questionnaires have collected the data with the good responses .the analysis of the data using “t” ratio related in significant of the level was 0.05-2.02 and self concept $t=4.30^{**}$ and achievement motivation $t= 5.3^{**}$ it is significant level of 0.01-2.71.

Conclusion:-

The self concept questionnaire technique was very help full to find out the self concept of the players and non players.

The achievement motivation scale was very useful technique to find out the achievement motivation of the players and non players.

They all were students. it was very helpful and useful method to find out the individual.

Recommendations:

- The self concept questionnaire and achievement motivation scale is very help full to find out the individual.
- The self concept and achievement motivation scale is for both males and females.
- In large sample also we can do it is very helpful for the players and non players to find out their self concept and achievement motivation level.
- The self concept and achievement motivation scale is very helpful for the students also to know their ability and to develop their self concept and achievement motivation level.

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