



Study of Self-concept and Achievement Motivation Among Adolescents

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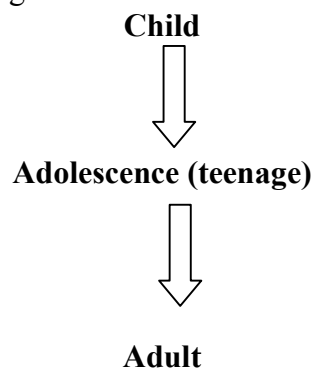
Abstract

The present study was design to study of self-concept and achievement motivation among sportsman and non-sportsman adolescents. Total 200 adolescents were included in the study 100 sportsman and 100 non-sportsman. The two way analysis of variance was used for compare the group of adolescents and gender. The result shows that there is significant difference of self-concept among sportsman and non-sportsman adolescents. There is no significant difference of self-concept among male and female adolescents. There is significant difference of achievement motivation among sportsman and non-sportsman adolescents. There is significant difference of achievement motivation among male and female adolescents.

Key Word: Self-concept, Achievement motivation and adolescents.

Introduction:

Adolescence may be defined as the period of development between childhood and adulthood. Adolescence corresponds roughly to the teen age. The boy or girl enters adolescence as a child and emerges as a man or woman, expected to be ready to assume an adult's role in the society. This growing up involves much more than merely living through the teen years and increasing in size. During adolescence, the boy or girl is expected to 'mature'; to change from childish ways of thinking, feeling, adjusting and acting to ways of an adult. This transformation into an adult is gradual and takes a few years to complete.



The specific age at which adolescence begins and ends varies from one individual to another and from one society to another. As you can imagine, it is very difficult to draw a line and say that at this point, childhood ends and adolescence begins, or at that point, adolescence ends and adulthood begins.

Sport psychology is the scientific study of people and their behaviors in sport contexts and the practical application of that knowledge. Sport psychologists identify principles and guidelines that professionals can use to help children and adults participate in and benefit from sport and exercise activities in both team and individual environments. Sport psychologists have two objectives in mind when it comes to sport psychology. First, to understand how



psychological factors affect an individual's physical performance and secondly, to understand how participation in sport and exercise affects a person's psychological development, health, self-concept, achievement motivation and well-being. Sport psychology deals with the increase of performance by the management of emotions and the minimization of psychological effects of injury and poor performance.

Self-concept is an idea about self. Epstein (1973) believed that it may be more appropriate to speak of a self-theory instead of self-concept. Self-theory of a person would include one's ideas about the nature of the self, about the world and about interactions between the two. Most authors agree that there can be distinguished between the entity which is observed and the observer when one speaks about the self. The self is formed as, and observed to be the participant in the interaction with the physical and social world. This paper deals with the self as an object of cognition and evaluation and we do not enter the discussion about the nature of the self as an observer here (James, 1950). Some authors distinguish the cognitive from the evaluative component of self-concept. The cognitive component includes beliefs about one's own attributes.

The relationship between going in for sport and self-esteem is likely to exist for different reasons. One of the most important is that going in for sport has implications for one's own body and on social life. On the other side self-concept with self-efficacy beliefs can dramatically influence athletic performance. Body image is one of the basic sources of self-concept. The self-concept is initially a body image e.g. evaluated picture of the physical self. The first distinction that an infant makes between self and non-self is based on his awareness of his own different bodily sensations. Many researches indicate that body image is important for the attitudes to one's self. Body image is interconnected with physical competences which is one of the main sources of self-esteem from early childhood on.

Specifically, achievement motivation is defined as a non-conscious concern for achieving excellence through individual efforts. Such individuals set challenging goals for themselves, assume personal responsibility for goal accomplishment, are highly persistent in the pursuit of these goals, take calculated risks to achieve the goals, and actively collect and use information for purposes of feedback.

High achievement motivated managers are also strongly inclined to be personally involved in performing their organizational tasks. However, they may also be reluctant to delegate authority and responsibility. Thus, high achievement motivation may be expected to result in poor performance of high-level executives in large organizations.

Objective of the study:-

1. To investigate the status of self-concept among sportsman and non-sportsman adolescents.
2. To investigate the status of self-concept among male and female adolescents.
3. To investigate the status of achievement motivation among sportsman and non-sportsman adolescents.
4. To investigate the status of achievement motivation among male and female adolescents.

Hypothesis:-

1. There will be significant difference of self-concept among sportsman and non-sportsman adolescence.
2. There will be significant difference of self-concept among male and female adolescence.
3. There will be significant difference of achievement motivation among sportsman and non-sportsman adolescence.
4. There will be no significant difference of achievement motivation among male and female adolescence.

Method:

Variable:

In the present study following variables treated as dependent and independent.

Dependent variables:

- 1) Self-concept , 2) Achievement motivation

Independent variables:

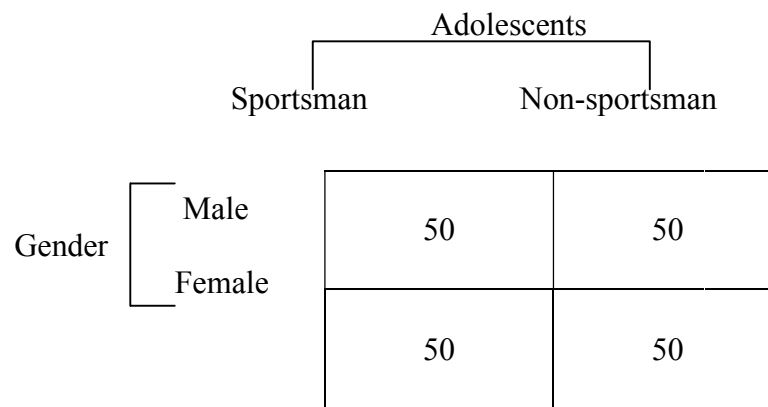
- 1) Adolescents: Sportsman and Non-sportsman
- 2) Gender: Male and Female

Sample

Subjects were included in this study special kind of secondary and higher secondary school students in Marathwada Region –200 students have been tested – 100 sportsman from (50 female and 50 male) and 100 non-sportsman from (50 female and 50 male). Age range was 12–19.

Design

2 X 2 balance factorial design was used.



Tools

The following psychological tools were used for data collection.

1. Self-concept inventory:

This scale developed by Dr. Mukta Rani Rastogi. The reliability of the scale by spilt-half method following spearman drown prophecy formula was found to be .87 content validity of the scale by nine-point rating scale following Thurston’s method of equal appearing intervals.

2. Achievement Motivation scale

This test developed by Dr. (Mrs.) Pratibha Deo. The prepare present scale, an effort was made to study factors suitable for measuring the achievement motivations. A part from the standard of excellence, unique accomplishment and long term involvement, indicating achievement imagery suggested by McClelland and Atkinson, the following factors were classified as cues of achieve imagery. All this factors were accepted for providing the basis to prepare the item in the scale of achievement motivation. To sum of items for the scale were based on i) academic factors, ii) factors of general interest and iii) factors of social interests.

It has 50 items. This questionnaire is of the self-rating type and can be administered in a group with 5 point to rate viz Always, Frequently, Sometime, Rarely and Never. The scale can be administered individually as well as in a group.

The manual reported that the test-retest method was applied to obtain the reliability coefficients of the scale. Taking difference set of sample the administrations of the scale was repected on several occasions. The mixed group reliability .69 was found. The coefficient of

correlation between the scale and projective test was observed to be .64 which speaks for the validity of the scale also, the validity being of the concurrent nature.

Result and Discussion

Table No. 1
Significant difference of self-concept among sportsman and non-sportsman adolescence.

Source	SS	df	Mean Square	F
Adolescents	1156.00	1	1156.00	4.30
Gender	408.04	1	408.04	1.57
Adolescents X Gender	298.06	1	2.9806	0.75

In the above table the main effect of Adolescents F value was found 4.30 which is significant on 0.01 Level. The significant F value denotes the sportsman adolescents differ significantly than the non-sportsman adolescents about Self-concept.

According to the above results hypothesis no. 1 “There will be significant difference of self-concept among sportsman and non-sportsman adolescents” is accepted.

Another main effect of Gender F value is 1.57 which is not significant at the 0.05 and 0.01 Level. The F value denotes the Female students differs not significant than Male students about Self-concept. And the interaction effect between adolescents and Gender F value is 0.75 which is not significant. The F value denotes the adolescents differs not significant than gender about Self-concept.

According to the above results hypothesis no. 2 “There will be significant difference of self-concept among male and female adolescents” is rejected.

Table no. 2
Significant difference of Achievement motivation among sportsman and non-sportsman adolescents

Source	SS	df	Mean Square	F
Adolescents	2937.34	1	2937.34	5.86
Gender	4984.36	1	4984.36	8.80
Adolescents X Gender	566.44	1	566.44	.89



The table above shows the significant difference the level of achievement motivation among sportsman and non-sportsman adolescents. The table no. 2 while the sportsman and non-sportsman adolescents are compared on the level of achievement motivation the 'F' ration is 5.86 witch is significant at 0.01 level.

According to the above results hypothesis no. 3 "There will be significant difference of achievement motivation among sportsman and non-sportsman adolescents" is accepted.

Another main effect of Gender F value is 8.80 which is significant at the 0.05 and 0.01 Level. The F value denotes the Female students differs significant than Male students about achievement motivation. According to the above results hypothesis no. 4 "There will be significant difference of achievement motivation among male and female adolescents" is accepted. And the interaction effect between adolescents and Gender F value is 0.89 which is not significant. The F value denotes the adolescents differs not significant than gender about achievement motivation

Conclusion:

There is significant difference of self-concept among sportsman and non-sportsman adolescents. There is no significant difference of self-concept among male and female adolescents. There is significant difference of achievement motivation among sportsman and non-sportsman adolescents. There is significant difference of achievement motivation among male and female adolescents.

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