

Achievement Motivation Related to Self Concept as Emotional Stability Sport and Non-Sport Student

Sushil Kumar Shukla¹

¹*P.P.N. P.G. College, Kanpur*

Abstract

To see the significant difference between the achievement motivation related to high and low self-concept as emotional stability between sport and non- sport students, Critical ratio was calculated. The Table 1 shows that there is no significant difference between the achievement motivation of sport and non- sport student related to high self-concept as emotional stability (critical ratio found 1.37, which is not significant as 0.05 level). But there is significant difference between the achievement motivation of sport and non-sport students related to low self- concept as emotional stability (critical ratio found 3.45, which is significant at 0.01 level). Thus the null hypothesis (6.05) stating that, “There is no significant difference of achievement motivation related to self-concept as emotional stability between sport and non-sport students.” is rejected.

Keywords: Achievement, Motivation, Student, Emotional stability.

Introduction

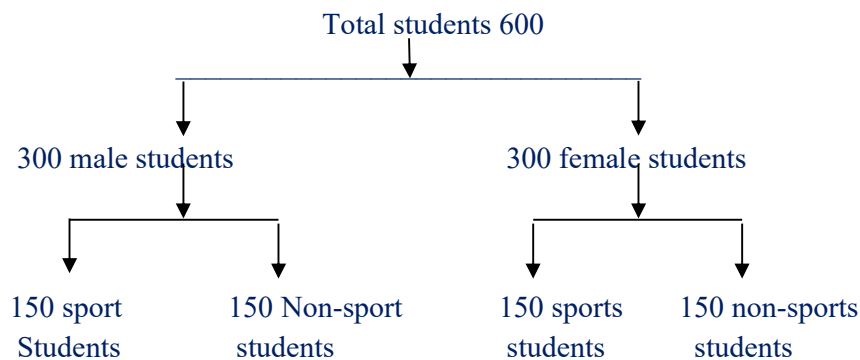
One of the personality dispositions that has received comparatively greater attention of researchers during the last three decades is the achievement- related motive. Of far reaching consequence is the pioneer work of McClelland (1961) who has tried to show how important is the achievement motive in the growth and decline of entire civilizations. His thesis is that the presence of a number of people with high achievement motivation precedes every age of economic prosperity and absence of such people is followed by economic decline. This means that the achievement motive probably plays a significant and decisive role in shaping the lives of individuals as well as societies. Recent decades have also witnessed a shift in the emphasis laid by national plan strategists on the human potentialities to be developed through their educational programmes. Till recently the stress was on purely the intellectual side, but gradually the personality domain has also come to receive a place of importance. This new interest has come about as a result of certain findings in the domain of social change. ‘Basically change is a process of adjustment to new values and ways of thinking’ (Pareek, 1968; p.72) and hence a special case of person- environment interaction.

Material and Method

In the present chapter, the sample, the design, methods and procedures of the study have been discussed with regard to the following heads. The sample, Design and variables involved, The tools used, The collection of data, The statistical technique used.

A. Sample

Present study is a scientific survey with the help of questionnaire. If sample data are to be used as the basis for generalization to a population, it is essential the sample be representative of the population and it must be adequate [Goode and Hatt 1972]. Keeping in mind the representativeness and adequacy of the sample was selected through stratified random sampling technique. In the present study 300 male and 300 female students of Awadh University included in the sample. The students included in the age range of 18-22 years. The students were selected on the basis of two categories-first the sport students, second non-sport students. A schematic break-up of the sample is shown above –



B. Design and Variables Involved

The present study is concern with the effect of mental health and self-concept on achievement motivation among the sport and non-sport student. An ex- post-facto research design is considered suitable for the present study. Thus there are two types of variables in the present study –

- [i] Independent Variable-Mental Health
 - Self-Concept
 - Sex
 - Types of students [Sport and non-sport]

- (ii) Dependent Variable-Achievement Motivation

C. The Tools Used

The following tools were used for the data collection –

[i] Achievement motivation Test [AMT]

By Dr. Taesh Bhatia

[ii] Self-concept scale –

By Dr. Taresh Bhatia and Dr. Suman Tripathi

[iii] Mental Health Scale [MHS]

By Dr. Taresh Bhatia and Dr. S.C. Sharma

Result

The Table 1 shows the mean, S.D. and Critical ratio of the achievement motivation of high and low self-concept as emotional stability between sport and non-sport students. The Table 1 shows that sport students related to high emotional stability have relatively high achievement motivation (mean 34.07) than non-sport students (mean 32.77). The sport students related to low emotional stability have also relatively high achievement motivation (mean 29.39) than non-sport students (mean 26.32). To see the significant difference between the achievement motivation related to high and low self-concept as emotional stability between sport and non-sport students, Critical ratio was calculated. The Table 1 shows that there is no significant difference between the achievement motivation of sport and non-sport student related to high self-concept as emotional stability (critical ratio found 1.37, which is not significant as 0.05 level). But there is significant difference between the achievement motivation of sport and non-sport students related to low self-concept as emotional stability (critical ratio found 3.45, which is significant at 0.01 level). Thus the null hypothesis (6.05) stating that, “There is no significant difference of achievement motivation related to self-concept as emotional stability between sport and non-sport students.” is rejected.

Similar result also found by Begstrom Robert Bruce (1973), Beise *et al.*, (1937), Borrow *et al.*, (1979), Harre Dietrich (1982). “Principles of Sports Training.” (Berlin: Interdruck Graphister Grow Bhetrick), Hodgkins Jean (1963), Kamlesh M.L. (2005), Mayo (2016), Meditation Oasis (2016), Nelson *et al.*, (1970), Thomas Stephen (1968), Verma J.P. (2000) and Vyas Rajiv (1997).

Table 1 Showing mean, S.D. and critical ratio of the achievement motivation of high and low self-concept as emotional stability between sport and non-sport students

Sub-Groups	N	Mean	SD	Critical Ratio
Sport Students (High Emotional Stability)	90	34.07	5.78	1.37 >0.05
Non-Sport students (High Emotional Stability)	60	32.77	5.62	
Sport Students (Low Emotional Stability)	72	29.39	4.07	3.45 <0.01
Non-Sport Students (Low Emotional Stability)	80	26.32	6.76	0.05 → 1.98 0.01 → 2.61

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