

Vol 3 Issue 7 Aug 2013

Impact Factor : 0.2105

ISSN No : 2230-7850

Monthly Multidisciplinary
Research Journal

Indian Streams Research Journal

Executive Editor

Ashok Yakkaldevi

Editor-in-chief

H.N.Jagtap

IMPACT FACTOR : 0.2105

Welcome to ISRJ

RNI MAHMUL/2011/38595

ISSN No.2230-7850

Indian Streams Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

International Advisory Board

Flávio de São Pedro Filho Federal University of Rondonia, Brazil	Mohammad Hailat Dept. of Mathmatial Sciences, University of South Carolina Aiken, Aiken SC 29801	Hasan Baktir English Language and Literature Department, Kayseri
Kamani Perera Regional Centre For Strategic Studies, Sri Lanka	Abdullah Sabbagh Engineering Studies, Sydney	Ghayoor Abbas Chotana Department of Chemistry, Lahore University of Management Sciences [PK]
Janaki Sinnasamy Librarian, University of Malaya [Malaysia]	Catalina Neculai University of Coventry, UK	Anna Maria Constantinovici AL. I. Cuza University, Romania
Romona Mihaila Spiru Haret University, Romania	Ecaterina Patrascu Spiru Haret University, Bucharest	Horia Patrascu Spiru Haret University, Bucharest, Romania
Delia Serbescu Spiru Haret University, Bucharest, Romania	Loredana Bosca Spiru Haret University, Romania	Ilie Pintea, Spiru Haret University, Romania
Anurag Misra DBS College, Kanpur	Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Xiaohua Yang PhD, USA
Titus Pop	George - Calin SERITAN Postdoctoral Researcher	Nawab Ali Khan College of Business Administration

Editorial Board

Pratap Vyamktrao Naikwade ASP College Devrukh,Ratnagiri,MS India	Iresh Swami Ex - VC. Solapur University, Solapur	Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur
R. R. Patil Head Geology Department Solapur University, Solapur	N.S. Dhaygude Ex. Prin. Dayanand College, Solapur	R. R. Yalikar Director Managment Institute, Solapur
Rama Bhosale Prin. and Jt. Director Higher Education, Panvel	Narendra Kadu Jt. Director Higher Education, Pune	Umesh Rajderkar Head Humanities & Social Science YCMOU, Nashik
Salve R. N. Department of Sociology, Shivaji University, Kolhapur	K. M. Bhandarkar Praful Patel College of Education, Gondia	S. R. Pandya Head Education Dept. Mumbai University, Mumbai
Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai	Sonal Singh Vikram University, Ujjain	Alka Darshan Shrivastava Shaskiya Snatkottar Mahavidyalaya, Dhar
Chakane Sanjay Dnyaneshwar Arts, Science & Commerce College, Indapur, Pune	G. P. Patankar S. D. M. Degree College, Honavar, Karnataka	Rahul Shriram Sudke Devi Ahilya Vishwavidyalaya, Indore
Awadhesh Kumar Shirotriya Secretary, Play India Play (Trust),Meerut	Maj. S. Bakhtiar Choudhary Director,Hyderabad AP India.	S.KANNAN Ph.D , Annamalai University,TN
	S.Parvathi Devi Ph.D.-University of Allahabad	Satish Kumar Kalhotra
	Sonal Singh	

**Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.isrj.net**

A STUDY OF ACHIEVEMENT MOTIVATION AND SELF CONCEPT OF SCHOOL PLAYERS

Quadri Syed Javeed

Head, Department of Psychology, M.S.S. Art's Commerce and Science College, Jalna (M.S.) India

Abstract: The objective of the present study was to examine the achievement motivation and self concept of school players. Total 100 school players were selected for the final study. Among them 50 subjects were boy's school players and 50 subject's girl's school players. The age range of players 13 to 18 years ($M = 16.08$, $SD = 2.97$). First hypothesis was there will be significant difference between boys and girls school players with respect to achievement motivation. And second hypothesis was there will be significant difference between boys and girls school players with respect to self concept. Achievement motivation inventory was constructed and standardized by B. N. Mukharji. Results revealed that Girls school players had significantly high achievement motivation than the boy's school players. Second result was Girls school players had significantly high self concept than the boy's school players.

Keyword: achievement motivation, self concept, school players.

INTRODUCTION:

Achievement motivation and self concept are very important to educational performance. Abraham Maslow told when the need for love and belongingness are met; individual can then focus on higher level needs of intellectual achievement. Many researched evidence to support that the contention that positive academic self-concept contributes to academic achievement by enhancing the motivation to achieve. This study objective is to explore to examine the achievement motivation and self concept of school players. Need for Achievement (nAch) (McClelland, 1961; McClelland & Winter, 1969) is one of the psychological motives that play an important role in success and achievements of a man. Motivation as an academic engagement refers to "cognitive, emotional, and behavioral indicators of student investment in and attachment to education" (Tucker, Zayco, & Herman, 2002, 477). Achievement motivation has been defined as the extent to which individuals differ in their need to strive to attain rewards, such as physical satisfaction, praise from others and feelings of personal mastery (McClelland, 1985). People with high achievement motives will act in ways that will help them to outperform others, meet or surpass some standard of excellence, or do something unique (Schmidt & Frieze, 1997, 427). All students are influenced by a need to achieve to a certain degree. Those students, who hold a high desire of success, work hard to achieve (Zenzen, 2002, 10).

Chowdhury, and Pati, (1997, 135) assert that 'self-concept plays a significant role in the educational process when a child is accepted, approved, respected and liked ---- one will have an opportunity to acquire an attitude of self-acceptance and respect for one self'. According to Wang and Lin (2008) self-concept was seen as the general confidence that individuals felt about themselves and the levels of an

individual's self-concept predict whether or the extent to which he or she was able to accomplish academic tasks successfully or unsuccessfully. They further quote Byrne that much of the earlier interest in the self-concept versus achievement relationship stemmed from the belief that academic self-concept had motivational functions and thus, changes in academic self-concept would lead to changes in subsequent academic achievement.

Abouserie (1995) gives evidence that self-concept and achievement motivation are correlated and his analysis suggests that self-concept makes a positive contribution to students' scores on deep processing.

Achievement motivation contributes positively to students' scores on achieving orientation, meaning orientation and methodical study. Findings of many studies (Abouserie, 1995; Tella, 2007; Broussard, 2002; Wilkins, 2006) suggest that achievement motivation and self concept are directly and indirectly related to academic achievement. Highly motivated students perform better academically than the lowly motivated students (Tella, 2007). Therefore the students' personality variables in general and self-concept and achievement motivation in particular, have substantial influence on their approaches to study.

Juan Antonio et, al., (2012) found that sport competence and physical condition were the domains of physical self-concept that had a greater connection with goal orientations and motivational climates. Gender differences were also identified for all variables except for task orientation. In addition, the task-involving motivational climate was the main predictor in the sport competence and physical condition subscales in the case of the girls, while ego and task orientation were, respectively, the strongest predictors for the same physical self-concept subscales in the case of the boys.

OBJECTIVE OF THE STUDY:

The objective of the present study was to examine the achievement motivation and self concept of school players.

Hypothesis:

- 1) There will be significant difference between boys and girls school players with respect to achievement motivation.
- 2) There will be significant difference between boys and girls school players with respect to self concept.

METHOD

Sample:

Total 100 school players were selected the final study. Among them 50 subjects were boy's school players and 50 subject's girl's school players. The age range of players 13 to 18 years (M=16.08, SD=2.97).

Tool:

1) Achievement Motivation Inventory:
This test is developed and standardized by B.N. Mukharji. The test consisted of 50 Items. The subjects were required to respond to each item in terms of 'Always' Neutral and 'Sometimes'. The test –retest Reliability Coefficient Range from .83 to .89.

2) Self-Concept Scale (SCQ):

This scale was constructed and standardize by Dr. Raj Kumar Saraswat. The inventory is useful in measuring Self-concept in six areas, namely Physical, Social, Temperamental, Educational, Moral and Intellectual. The inventory consists of 48 items, each item is provided with five alternatives 'Strongly Agree', 'more agree', 'agree', 'disagree', and 'disagree',

Reliability of the inventory was found by test retest method, and it was found to be .91 for the total self-concept measure. Reliability coefficient of its various dimensions varies from .67 to .88. Expert's opinions were obtained to establish the validity of the inventory. 100 items were 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.

PROCEDURES OF DATA COLLECTION

For data collection first permission has been taken from respective sources than the despondence has been selected for data collection. Personal data sheet (PDS) has been given to collect the preliminary information with respect to subject's related variables then standardized test administer to the subjects. Before that rapport was established with subjects. And they have been told that their responses were kept confidential and the information is used for research purpose only.

Variable

Independent variable-Gender a) Boys b) Girls
Dependent variable-1) Achievement 2) Self Concept

Statistical interpretation and Discussion

Table No. 01

Boys and Girls School Players have shows Mean, S.D. and “t” Value dimension of achievement motivation.

Gender	MEAN	S.D	SE	N	df	“t”
Boy	31.59	4.71	0.66	50	98	6.07**
Girl	37.90	5.63	0.79	50		

Mean of boys school players 31.59 and second mean of girls players 37.90. And the difference between the two mean is highly significant 't' (98) = 6.07, P < 0.01). It was found that the girl's school players had significantly high achievement motivation than the boy's school players. Opposite result found that Quadri S J (2013) Boys Interschool Players had Significantly High Achievement Motivation than Boys Interschool Players.

Table No. 02

Boys and Girls School Players have shows Mean, S.D. and “t” Value dimension of self concept.

Gender	MEAN	S.D	SE	N	df	“t”
Boy	125.67	8.97	1.26	50	98	8.61**
Girl	142.30	10.28	1.45	50		

Mean of boys school players 125.69 and second mean of girls players 142.30. And the difference between the two mean is highly significant 't' (98) = 8.61, P < 0.01). It was found that the girl's school players had significantly high achievement motivation than the boy's school players.

Riffat -un-Nisa Awan et al, (2011) found that The results revealed that achievement motivation and self concept were significantly related to academic achievement. Significant gender differences were discovered which were in favor of girls.

REFERENCES

Abouserie, R. (1995). Self-esteem and achievement motivation as determinants of students' approaches to studying, *Studies in Higher Education*, 20: 1, 19-26
Achievement and Self-Concept of Elementary School Children, *Early Child Development and Care*, 137: 1, 133-143
Chowdhury, A., & Pati, C. (1997). Effect of Selected Family Variables on Social Preference, *Academic*
QUADRI SYED JAVEED (2013) A STUDY OF ACHIEVEMENT MOTIVATION OF BOYS AND GIRLS INTERSCHOOL PLAYERS. *Indian Streams Research Journal*. Volume 2, Issue. 12, Jan. 2013.
Riffat -un-Nisa Awan, Noureen Ghazala, Naz Anjum (2011) A Study of Relationship between Achievement Motivation, Academic Self Concept and Achievement in English and Mathematics at Secondary Level. *International educational studies Vol 4, No 3 (2011) Awan.*
Zanobini, M., & Usai, M. C. (2002). Domain-specific Self-concept and Achievement Motivation in the Transition from Primary to Low Middle School, *Educational Psychology*, 22: 2, 203-17

Publish Research Article International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished research paper.Summary of Research Project,Theses,Books and Books Review of publication,you will be pleased to know that our journals are

Associated and Indexed,India

- ★ International Scientific Journal Consortium Scientific
- ★ OPEN J-GATE

Associated and Indexed,USA

- Google Scholar
- EBSCO
- DOAJ
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Databse
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database

Indian Streams Research Journal
258/34 Raviwar Peth Solapur-413005,Maharashtra
Contact-9595359435
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com
Website : www.isrj.net