



INDEX

1)	DEVELOPMENT OF PHYSICAL FITNESS NORMS FOR PRE RECRUITMENT Dr. Abhimanyu R. Dhormare	13
2)	YOGA AND MENTAL HEALTH Dr. Buktare Deepak Mohanrao	18
3)	EFFECT OF YOGA ON STRESS MANAGEMENT Dr. A. S. Tidke	22
4)	A COMPARATIVE STUDY OF SELF CONCEPT AND ACHIEVEMENT..... Rahul Magdum, Dr. Rajeshwar Deshmukh	26
5)	CAREER IN YOGA Govind Wakankar	29
6)	A PSYCHOSOMATIC EFFECT OF YOGA Dr. B.B. Davkar	32
7)	YOGIC NUTRITIONAL STATUS AND DIET OF ATHLETES Dr. Bappasaheb Maske	37
8)	ROLE OF SPORTS MOTIVATION AND PERFORMANCE, THROUGH.... Dr. S.H. Jadhav	40
9)	SPORTS PSYCHOLOGY FOR ATHLETIC PERFORMANCE Dr. Hansaraj Dongare	44
10)	PSYCHOSOMATIC EFFECT OF YOGA Ambadas Mahadev Wagh	47
11)	IMPACT OF COGNITIVE STYLE ON GROUP CONFORMITY AND SOCIAL.... Ambadas Mahadev Wagh	51
12)	A STUDY ON THE EFFECT OF SURYA NAMASKAR TRAINING ON THE INCREASE..... Aware Ramraja Arjun	55
13)	METHODS TO MANAGE AROUSAL, ANXIETY & EFFECT STATIC AND DYNAMIC..... Dr. Shaikh Afser	58
14)	INVESTIGATION OF PRE-COMPETITIVE STATE ANXIETY OF VOLLEY BALL PLAYERS.... Dr. Netaji Muley, Shrinivas Motiyele	61
15)	METHODS TO MANAGE AROUSAL & ANXIETY Dr. Netaji Muley	64

4

A COMPARATIVE STUDY OF SELF CONCEPT AND ACHIEVEMENT MOTIVATION AMONG ATHLETE AND NON-ATHLETE

Rahul Dilipkumar Magdum

Research Scholar, Shivraj Arts, Comm. And D.S. Kadam Science
College, GadHinglaj, Kolhapur (MS)

Dr. Rajeshwar B. Deshmukh

Asst. Professor, Nagnath Arts, Comm., and Science College,
Aundha Nagnath Dist. Hingoli (MS)

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 the final study. Among them 50 subjects were athlete and 50 subject's non-athlete. The age range of players 18 to 25 years ($M = 20.12$, $SD = 3.02$). First hypothesis was there will be significant difference between athletes and non-athlete with respect to achievement motivation. And second hypothesis was there will be significant difference between athletes and non-athlete with respect to self concept. Achievement motivation inventory was constructed and standardized by B. N. Mukharji. Results revealed that athlete had significantly high achievement motivation than the non-athlete. Second result was athlete had significantly high self concept than the non-athlete.

Key Words: achievement motivation, self concept, athlete and non- athlete.

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.

Objective of the study:

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

Hypothesis:

- There will be significant difference between athletes and non-athlete with respect to achievement motivation.
- There will be significant difference between athletes and non-athlete with respect to self concept.

Method

Sample: Total 100 school players were selected for the final study. Among them 50 subjects were athlete and 50 subject's non-athlete. 18 to 25 years ($M = 20.12$, $SD = 3.02$).

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 standardized 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'.

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) Athletes

b) Non-athletes

Dependent variable-

1) Self Concept 2) Achievement

Statistical Interpretation and Discussion**Table No. 01**

Athletes and Non-athlete have shows Mean, S.D. and "t" Value dimension of self concept.

Gender	M E A N	S . D	S E	N	d f	" t "
Athlete	1 2 5 . 6 7	8 . 9 7	1 . 2 6	5 0	9 8	8.61**
Non-athlete	1 4 2 . 3 0	1 0 . 2 8	1 . 4 5	5 0		

Mean of athletes school players 125.69 and second mean of non-athletes 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 athlete had significantly high achievement motivation than the non-athlete.

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 differences were discovered which were in favor of non-athletes.

Table No. 02

Athletes and Non-athlete have shows Mean, S.D. and "t" Value dimension of achievement motivation.

Gender	M E A N	S . D	S E	N	d f	" t "
Athlete	3 1 . 5 9	4 . 7 1	0 . 6 6	5 0	9 8	6.07**
Non-athlete	3 7 . 9 0	5 . 6 3	0 . 7 9	5 0		

Mean of athletes school players 31.59 and second mean of non-athletes 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 athlete had significantly high achievement motivation than the non-athlete.

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*