Chapter - 5

SUMMARY, FINDINGS, SUGGESTIONS AND CONCLUSIONS
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5.0 SUMMARY

Meaning of Education:

The word Education is like a diamond, which appears to be of a different colour when seen from different angles. In India, the concept of education differ from the western concept of education. Such difference is due to the differences in social values, prevailing norms of the society and the concept of personality. Let us now discuss how the Hindu visionaries and Hindu scriptures have defined the term education.

1. Rigveda - “Education is something which makes man self-reliant and self-less”.

2. Upanishad - “Education is for liberation”.

3. Gandhi - “By education, I mean an all round drawing out of the best in the child and man-body, mind and spirit”.

4. John Dewey- “Education is the development of all those capacities in the individual which will enable him to control his environment and fulfill his responsibilities”.

Characteristics of education

1. Education is a process of modification of natural tendencies.
2. Education is a process of drawing out of the best in child and man, body, and spirit.
3. It is a process of self-realization.
4. It is a lifelong process.
5. It is a deliberate process.

Stages in education

- Primary Education.
- Secondary Education.
- Higher Education.

*The three stages of education gives importance to physical education which is considered important for the entire humanity.*

PHYSICAL EDUCATION

For man, there is nothing more beautiful and valuable than his physique. Education, given in respect of physical well being of man is called physical education. Modern thinkers in education emphasize that the best individual is one who is physically fit, mentally sound, intellectually sharp, emotionally balanced and socially well adjusted. Therefore, in the modern curriculum, physical education finds its due place. Hence physical education is playing a key role in shaping the physique of an individual in gaining impetus in the present day world.
Definitions of Physical education

- An educational process that uses physical activity as a means to help people acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being.
- Training in the development of and care for the human body; stresses athletics; includes hygiene.
- In most educational systems, physical education (PE) is a course which promotes physical activity and various sports. The intent is generally to promote fitness and health, as well as the benefits of team building, teamwork, sportsmanship, and fair play.

Aims and objectives of Physical Education

Physical Education offers opportunities for pupils to:

1. Develop into healthy and intelligent citizens.
2. Acquire mental balance or poise of individuals.
3. Preserve health and mental balance.
4. Develop a balanced personality, with a strong body, proper growth and healthy habits.
5. Acquire of leadership, discipline, co-operation.
6. Properly use leisure and hobbies.
7. Judiciously utilize extra energy.
8. Learn to solve problems and overcome hurdles.
9. Become skilful and intelligent performers;
10. Learn how to select and apply skills, tactics and compositional ideas to suit activities that need -

- Different approaches and ways of thinking;
- Develop their ideas in a creative way;
- Take the initiative, lead activity and focus on improving aspects of their own performance;
- Discover their own aptitudes and preferences for different activities;
- Make informed decisions about the importance of exercise in their lives;
- Develop positive attitudes to participate in physical activity.

Benefits of Quality Physical Education

- Physical activity improves brain function.
- Regular activity can improve school performance.
- The habit of making healthier lifestyle choices means a healthier child now and in the future.
- Physical activity enhances feelings of self-esteem and well being.
- Feelings of competence and joy in physical activity lead to more physical activity.
- Fewer children are overweight or obese.
- There is a lower risk of disease and diabetes and prevention later in life.
Need of Physical Education

The modern age is the age of science and technology. Human comforts are being met by machines. At this stage of development it is not only difficult to do away with machines but also impossible to keep man functioning without them. This dependence, there has led to deterioration in human physical efficiency. Modern man, in comparison to his primitive counterpart is poorer and inferior with regard to the use of physical power and skill. Therefore, in the centres of learning, emphasis is now entered on physical activities.

Importance of Physical Education

According to Greek Philosophy, "A sound mind resides in a sound body." It is the sound constitution of the body that makes the operation of mind easy and certain. Our healthy body is the base for all the structure of good work, including education. Our body is the means even to achieve our Dharma, meaning Religion or Duty in a sense, as we take it. We all agree that no duty can be performed without a sound or healthy constitution. In ancient days a lot of physical work was done by one and all in the family, including women, children, and even the aged. Therefore, they possessed a sound body and a sound mind. But in this industrialised society love for leisure developed as a habit among citizens. The complex life situations, tensions, set-backs, competitions, hurry and worry, make
out a case for physical fitness and its education. Therefore, in the field of education much importance is given to physical education.

Thus, physical education is an integral part of a sound system of education. It tones up the whole man. It results in health, happiness, and character. Therefore, the Secondary Education Commission states, “The physical welfare of the youth of the country should be the main concerns of the state and any departure from the normal standard of well-being at this period of life may have some serious consequences”.

Scope of Physical Education

Modern schools consider physical education as an integral part of general education. Through activity-oriented and well planned programmes they try to organize different physical activities like drill and marching, sports etc. which are directed towards physical, mental, emotional, social, intellectual and moral development of the child. The following come under the scope of physical education for school students.

1) Corrective Exercise: Corrective exercises help to remove the deformities in the body of a child. Sometimes these defects are there because of defects in muscle movement and for these we use light corrective exercises.
2) Games, Sports and Swimming: This includes Athletics, Table Tennis, Football, Basketball, Swimming, Canoeing etc.

3) Self Defense Activities: This includes Dunds, Boxing, Lathi, Guthka and pull ups.

4) Fundamental Gymnastics: Through these activities the balance of the body is maintained. Activities like running, walking, climbing etc are recommended.

5) Recreation: This includes activities like camping, hiking, fishing and nature study.

6) Yoga: This includes Asanas, Pranayama and other Yogic exercises.

Underlying Principles of Physical Activities

Physical education activities are based on the activity principle, freedom and spontaneity of children's efforts. The learning process is not to be boring, taxing and an abstract affair, but practical, exhilarating and autonomous.

i. Let learning take place through doing, in an atmosphere of freedom. There must be an active way of acquiring knowledge and also utilising it.

ii. The information imparted, subjects taught and knowledge gained should be related to life and not solely to the academic.
iii. Methods should not be rigid and too formal. There must be something of naturalness around them. These methods should be suited to the interests and needs of the students.

iv. Teacher’s attitude is to be sympathetic and kind. Authoritarianism should not be employed to curb the natural expression of the children.

v. Ample and varied opportunities must be provided to the children for self-expression.

vi. Children should take the responsibility of learning and progress in studies. They should enjoy the process. Knowledge should not be thrust upon but desired. Interests and needs of the children should be kept in view.

Physical education activities are to be the basis of all progressive methods in education. Earnest and serious efforts to explore the potentialities of this natural tendency in children should be made by all pioneers in education. The method has a bright future when applied as a potent medium for:

- Self-education.
- Self-advancement.
- Self-discipline.
- Self-expression.
Planning and Organising Physical Education Activities for Secondary School Students.

In many school systems, the secondary school physical education programmes receive preference over the elementary school programmes in the areas of leadership, equipment and supplies. This indicates that we may be concentrating on the "Second floor."

The government of India has expressed its concern over the promotion of physical fitness. Most of the state governments have made provisions for physical education at different stages of school education. This however, is not enough. We should try to improve existing programmes through scientific planning and organisation of the same. The following are some of the suggestions which may lead to proper planning and organisation of physical education activities at the secondary level.

i) School administrators should promote and expect well organized and well-supervised Programmes of Physical Education in Secondary Schools.

School systems which follow a tradition of unsupervised or partially supervised classes of physical education should make every effort to remedy the situation. As in other areas of the
school programme, the role of leadership lies with the administration.

ii) A varied programme of Physical Activities should be planned

The secondary school physical education programme should include such activities as different types of games, athletic activities, singing, folk dances, etc. To orient the teachers in all these activities, the teachers should be provided with two semesters or three quarters of professional physical education courses, provided by different colleges and universities.

Further, an effective and continuous in-service training programme in physical education should be organized. The in-service programmes should be based upon the requests of the classroom teachers and they should also have an active part in the presentation.

iii) Physical Education Opportunities should be provided for all pupils

With the advice of physicians, individual modified activities should be provided for those pupils with physical defects. In too many instances, the pupils who need physical activity most are the ones who are excused from all physical education.
In addition to physical education class work, varied intramural opportunities should be provided for those pupils in the secondary stage.

If inter-school athletics are promoted, this should be done only after a superior programme of classroom activities is provided for all pupils. Time, leadership and funds should not be drained from regular class activities in order to make inter-school athletics possible.

Sport

Sport is an activity that is governed by a set of rules or customs and often engaged in competitively.

Role of Sports in personality development:

Sport is an important mean so build and develop the character of an individual as well as the community. It builds and nurtures the spirit of friendly competition, it provides healthy entertainment, it exercises the body, it focuses the spirit, it creates a climate of achievement and it challenges the youth in particular to higher levels of endurance and attainment.
Sports and the Individual

At the level of the individual, sports must be recognized as an indispensable vehicle that contributes to the physical, social, mental and moral development of the individual.

Physical development

Participation in sports from an early age helps in the physical development of the individual through capacity building in physical coordination, through the positive use of energy, and the promotion of healthy bodies. Well-organized physical-activity including sport is a stimulant to physical growth. Participation in sports programs is one of the best-known ways of maintaining optimum health from childhood to adulthood. It is instrumental in helping the individual at all levels to gain strength, endurance, agility, co-ordination and flexibility.

Participation in appropriate physical activity is also important to the elderly people. It helps them in maintaining their physical and mental well being and fostering a general sense of wellbeing for a rewarding retirement. Every individual should be given the opportunity to develop to the optimum his/her physical capacity.
Social Aspect

Human beings are social beings. They work together for the benefit of society. Through sports we need to give consideration to the need for affection, belonging, affiliation, mutuality, recognition, self-respect and love.

Sports should provide satisfactory experiences in promoting co-operation and in developing proper attitudes towards their peers. It should also help the individual to make group adjustments, to build a culture of tolerance and promote competitiveness. Sport has the potential to also facilitate civilized adjustment as a member of society. Sports contribute also to the promotion of democracy in so far as it allows for an individual to be evaluated on the basis of ability and performance. Individuals are also given an opportunity to develop wholesome attitudes toward themselves as maturing persons.

Mental Development

Sports provide opportunities for individuals to participate in creative experiences. We believe that individuals learn to make judgments, utilize reflective and creative thinking, and acquire knowledge about rules and regulations in various games. Mastery of various sports also requires the cultivation of some degree of mental
and motor (mind and body) co-ordination that is elemental for the development of total personality. This implies the development of specific knowledge pertaining to rules, regulations and strategies involved in a variety of challenging physical education learning experiences.

Moral development

Through sports, an individual should develop and adopt habits of fair play, ethical behaviour, honesty, respect for authority and adherence to the rules of the game.

Sports and the Community

Sporting activity plays a vital role in building community cohesion and creating a sense of collective goodwill. It is imperative that we encourage communities to use sports as a tool to engage the energies of the young and provide a vital avenue for their self-actualization and the expression of their capabilities. Sports can also serve as an invaluable channel through which the integration of senior citizens and the disadvantaged into community life, taken place.
SELF CONCEPT

The self is that
The self-one believes he is
The self others see or infer
The self one wants to be

Self-concept is the one's own feeling on me self. It refers to the experience of one's own being. It includes what people come to know about themselves through experience, reflection and feedback from others.

The self concept is an organised cognitive structure comprised of a set of attitudes, beliefs and values that cut across all facts of experience and action, organizing and tying together the variety of specific habits, abilities, outlooks, ideas and feeling that a person displays.

Definitions of self - concept

According to Symonds (1951) the self-concept is "the way or manner in which the individual reacts to himself,

I. how a person perceives himself,

II. what he thinks of himself,

III. what he values himself and

IV. how he attempts their various actions to enhance or define himself."
Sherif and Cantril said "what I think of myself what I value, what is mine and what I identify with".

According to International Encyclopedia of Education, self concept refers to the experience of one's own being. It includes what people come to know about them through experience, reflection, and feedback from others.

Characteristics of a person with self concept

The persons who possess self concept

1. are open to experience, vividly selfless with full concentration and total absorption,
2. are spontaneous, autonomous, independent, with a fresh, unsterotypical appreciation of people and event,
3. are in tune with themselves i.e. their inner beings,
4. devote total effort to their goals, wanting to be first rate, or at least as good as they could be,
5. relate to a few specially loved on a deep emotional plane,
6. dedicate fully and creatively, to some cause outside themselves,
7. resist conformity to the culture they could be detached and private.
Different self-concepts and their meanings:

I. Social self-concept: One's image about one's social self in social context in terms of one's worth, status and recognized by the members of the group.

II. Educational self-concept: Individual's view of himself in the matters related to education, teacher and extracurricular activities.

III. Moral self-concept: One's ability to discriminate between good and bad, right and wrong, relevant and irrelevant, just and unjust. It is the individuals estimation of their moral worth.

IV. Emotional or temperament self-concept: Perception of one's ability to experience emotions and deal with them in a desirable manner to the extent of maintaining balance in the situation.

V. Physical self-concept: Perception of one's own physical self in terms of its attractiveness, its strength, health and so on forming an image about himself.

VI. Intellectual self-concept: Individual's awareness of their intelligence and capacity of problem solving and judgement.

VII. Academic self-concept: It is an image about one's ability to learn to understand and to perform in the academic subjects and one's ability to utilize.
Beginning and development of self-concept:

The concept of self has originated in the earliest history of personality theory. In the 17th century, the philosopher Rene Descartes discussed the "cognito" (awareness of one's own being) as the core of human existence. Sigmund Freud and the early psychoanalytic theorists used the term ego to refer to this organized aspect of personality and many have followed that tradition. Other theorists, such as William James, used the term self to describe essentially the same process and that usage also continues into the present.

Role of school in the development of child's self-concept

When the child moves from house to school he is introduced to a whole New World where his parents are not available for support. School provides an opportunity for a reformulation of the self-concept. His first dependency move may be to the teacher whose relationship with him will be the most significant in terms of his evaluation of self as an achiever. Gradually his dependency shifts to the peer group. The child recognises the change in his psychological status soon after he enters school. Davidson and Lang found those some children's perception of their teachers' feeling towards them correlated positively and significantly with their self-perception. In other words, the child with the most
favourable self-image was usually the one who perceived his teachers' feelings towards him as being favourable.

The preparation that the child receives for school attendance plays an important part in his feelings about the experience. The parent who uses school as a threat by saying "teachers will take care of that kind of behaviour" is giving the child certain expectations about the schooling experiences. The self-concept develops continually out of new relationships. The teacher should be continually aware of his role in helping to shape the child's concept of self as an achiever and particularly as an academic achiever.

ACADEMIC ACHIEVEMENT

The term academic achievement is a very broad term, which indicates generally the learning outcome of pupils. Achievement of these learning outcomes, require a series of planned and organised experiences and hence learning is called a process. In this process of achievement of change in behaviour one cannot say that all pupils reach the same level of change during the same span of time. The level of achievement reached by the pupils in schools is called the academic achievement of the pupils.

Factors affecting achievement

Achievement is a function of personal as well as environmental factors. Individuals tend to mainly attribute their
behavior or level of performance to one of these two factors. Applied to education, it is an attempt to explain individual differences as the causes of their failures and successes in academic task and the effects of such beliefs. (Weiner et al., 1971).

Attribution in terms of personal and impersonal causes is everyday occurrence. Ability is considered as a relatively stable individual trait. Task easiness is a stable factor which is not within the student's control and luck is an unstable factor. Weiner and his colleagues (1971) analysed causal attribution in terms of these four factors: ability, effort, task difficulty and luck. On one hand, ability and efforts are considered personal or internal while task difficulty and luck are impersonal or external, and in the case of others, ability and task difficulty are considered stable while effort and luck are unstable factors.

Achievement is the performance of the pupils accomplishment in a subject. Study of achievement with some of its correlates has become a topic of key interest among the researchers today. Academic achievement depends on a number of variables. Important among them are the students' socio-economic status and their achievement motivation.
ACHIEVEMENT MOTIVATION

Achievement Motivation is a complex area in terms of concept and measurement. Atkinson (1964) defined achievement motivation "as the tendency to endeavour for the attaining goal". A specific motive is concerned with the attainment of a specific type of goal.

The most important motivation for educational psychology is achievement motivation (McClelland and Atkinson, 1948), the generalised tendency to strive for success and to choose goal-oriented, success/failure activities. Achievement motivated students want and expect to succeed, and when they fail, they redouble their efforts until they do succeed (Weiner, 1980).

Students high in achievement motivation tend to succeed on school tasks (Kestenbaum, 1970). McClelland’s view is that a combination of techniques - including those leading to clear definition of individual goals, perception of self-improvement, an increasing trend toward the assumption of responsibility for one’s performance, and a supportive social environment - can lead to the acquisition of persisting motivation for achievement.
Achievement Motivation in School settings

Achievement motivation in school settings possesses at least three component drives.

(1) Cognitive drive - It is completely task-oriented.

(2) Ego enhancement - It is directed both toward the attainment of current scholastic achievement or prestige.

(3) Need for affiliation - It is neither task-oriented nor primarily ego-enhancing.

The cognitive drive component is related to the "desire to know and understand", ego-enhancement needs correspond roughly to esteem needs, and the affiliation needs correspond to the love and belonging needs.

Need and Significance of the Present Study:

Physical Education in the form of sports and games plays a significant role in the development of overall personality of the individual. Sports and games not only provide for physical growth but also contribute to a larger extent in the development of psychological, emotional, moral, ethical areas of human development. Participation in games and sports develops leadership qualities, discipline, unity, obeying and following rules, national pride, national integration, international understanding, international brotherhood, joy of success and the ability to accept failure. It also
develop the skills to assess one's abilities, strengths and weaknesses, methods to enhance the abilities and strengths, at the same time to reduce area of weaknesses and ways to overcome deficiencies. They provide a way to assess the opponents, co-players and other team members, appreciate their strengths and their role and to know their weaknesses. All these characteristics play an important role in the overall development of the personality of an individual, and at the same time, in becoming successful individuals and goal achievers in future.

Researchers have well established the fact that girls, even though considered weak when compared to men in their physical characteristics are the strongest in terms of physical strengths and emotional stabilities in many of the areas of family life. When they participate in games and sports, these girls have shown extraordinary capabilities in handling any situation in life. This can be observed in the lives of many present day and yester years games and sports personalities across the globe.

This provides a strong foundation for the researcher to study the influence of participation of girls in games and sports right from their school days on their self concept and achievement motivation. Many research studies have been carried out on the effect of various
psychological aspects like intelligence, personality, creativity, social status etc. on achievement motivation. The researcher, a physical education teacher and a sports person, felt the need to study the influence of participation of girls in sports on their self concept and achievement motivation. Researches and the world sports scenario clearly signify the present status of Indian women in the international level. A small percentage of Indian women participate in sports at local, state and national levels and a fraction among them become eligible to participate at the international level. There are so many factors for this situation and one among them is the fact that parents are not willing to send their girl child to participate in games and sports. There is a need to prove the argument that participation in games and sports will positively influence the self concept and Achievement motivation of the student, so that they can reach higher positions in the near future.

This study strongly feels the need to carry out research so that accurate information on participation and the development can be assessed, analyzed and interpreted in relation to the overall development of the girl child.

Certainly many individuals who are highly motivated to achieve success in sport do not seem equally motivated to achieve
success in academics or work situations. Similarly, individuals who seem to have a high motive to avoid failure and who become tense and anxious when faced with sport competition may be much more calm and confident when taken an academic test. To illustrate, how would you rate yourself on the motive to approach success and the motive to avoid failure in competitive sports and academics? First, do you feel tense and anxious when you face a sports competition and calm when taking an academic test?

Achievement Motivation on Sports Performance:

Achievement motivation is the tendency to strive for success, persist in the face of failure and experience pride in accomplishments. To understand how achievement motivation influences the terms means and how it relates and help for to competitive spirit in sports. The terms were used over 50 years ago to refer to a person's effort to master a task, achieve excellence, overcome obstacles, perform better than others, and take pride in exercising talent.

Need of Achievement Motivation on Sports Performance:

Coaches, leaders and teachers have an interest in achievement motivation. It is a disposition to strive for satisfaction when making comparisons with some standard of excellence while
evaluating others. The level of achievement motivation would bring out this self competition and would influence behavior in a socially evaluated situation (Weinberg R.S. 1983)

The urge to compete is present in every human being. In the older days, brutality was a common feature of sports competitions where the opponents were forced to combat for their lives. But with the progress of civilization sports competitions also took a civilized way. It was the need to satisfy the spectators in a civilized way, that the nature of competitions changed and the old form of war, where a country established her superiority over the other by defeating her in a sport contest was lost. Now-a-days, competitions are organized to save the emotional purpose. Now they are considered as the natural climax of the years' work of an activity. It is an opportunity not only to display the skills, which students have acquired during the year, but also to assess one's achievement in mastering the same. It is an incentive for further development. It is competition among various teams in a particular activity which serves the purpose of popularizing the sports so that the recognition can be given to the talent. Through competition, recreation and enjoyment can be provided to the public, so that they could refresh themselves from the tensions and fatigue of daily routine. Studying competition among women is a new area of research in the present days. In the
present study the investigator has taken women folk as subjects and studied the extent on the influence of achievement motivation.

The main objective of the investigator is to study the Self concept and Achievement motivation among sports girls of secondary schools in Guntur district of Andhra Pradesh in India. The study also attempted to see whether, there is any significant difference between and among the levels of participation with regard to Self concept and Achievement motivation. The investigator tries to examine the influence of various socio-physical variables on self concept and achievement motivation in relation to participation in games and sports.

REVIEW OF RELATED LITERATURE:

Ghosh Anita (1991), conducted a study on "Achievement Motivation among National and International sportsmen", The study was undertaken to investigate the Achievement Motivation of National and International sportsmen and sportswomen Kamlesh Achievement Motivation scale was administered to a sample of one hundred one athletes, fifty six sportsmen and forty five sportswomen. The sample comprised seventy six Indian athletes and twenty five foreign athletes. The results comprised seventy six Indian athletes and twenty foreign athletes. The results indicate that
sportswomen have more Achievement than sportsmen and foreign
sportsmen have a higher need for Achievement Motivation.

Rajender Singh, Bujarke A.G. and P.S.Hayal (1991) "Relationship on Achievement Motivation and Attribution of Performance Outcome in Competitive Athletics" conducted a study on relationship of Achievement Motivation and attribution to performance outcome in competitive athletics. This concept on Achievement Motivation and attribution are well known in the field on sports psychology. The present study makes an attempt to investigate the relationship of Achievement Motivation and attribution to the performance in some athletic events. The data for the study were collected from 50 men athletes who participated in the All India Inter-varsity Athletic meet. A questionnaire pertaining to the two main psychological concepts was used for the purpose. The investigation highlights that Achievement Motivation is a contributory factor to be performed in events like 100 meters and 800 meters race. Ability and task difficulty are two psychological attributing factors to the 100 meters race but effort and ability are the factors attributing to the performance in long jump. Effort and luck are attributed to the performance in 5000 meters race. However, for 800 meters race and discuss throw, ability is the major psychological attributing factor.
S. Sivarama Krishnan (1991), in his study stated that both physical education students, arts and science students possessed that Self-Concept level. In his study psychological difference among Physical Education major Arts and Science major he selected Self-Concept and personality as the psychological variable for Self Concept. Self Concept scale questionnaire constructed on the standard employed by Mukta Rani Rastogi was used. The subjects for the study were the students randomly selected from the arts and sciences.

Sapapathi S.Paramasivan Pillai (1992) conducted “An analytical study of Achievement Motivation and Self-Concept of men athletes belonging to team sports and individual sports at University level of participants”.

The purpose was to find out the Achievement Motivation and Self-Concept of men athletes belong to team sports and individual sport at University level. The investigator selected hundred and twenty men players of team sport game such as basketball and volleyball consisting of thirty players in each discipline as subject and hundred and twenty men athletes of individuals sport events such as sprint, middle distance run, discus, javelin throw, shot put, high jump, long jump and triple jump consisted of fifteen athletes who showed more self-confidence than the team sport players.
METHODOLOGY

Research is a systematic investigation resulting in some formal record of procedures and the report of conclusions and results. Research has been defined as "a formal systematic and scientific method of analysis".

Meaning of Research:

The term research consists of two words “Re” and ‘Search’. “Re” means again and “Search” means to find out some thing new. Thus, research is a process of which a person observes the phenomena again and again, collects data and draws some conclusions on the basis of data through a process of systematic analysis.

Research in common parlance refers to a search for knowledge. One can also define research as a scientific and systematic search for pertinent information on a specific topic. In fact, it can be said that research is an art of scientific investigation.

The purpose of research is to discover answers to questions through the application of a scientific process. The main aim of research is to find out the truth which is hidden and which has not been discovered as yet. Another objective is to test a hypothesis formulated on the basis of a casual relationship between variables.
Title of the Study:

The Title of the present study is stated as "Self Concept and Achievement Motivation among Sports Girls of Secondary School Students in Guntur District".

Design of the Study:

The type of research undertaken by the investigator is descriptive in nature. It is a descriptive survey method of research. The word 'survey' has been derived from the two words 'sure' and 'veer' which means 'over' and 'see' respectively. Descriptive survey tells us 'what is'. This has a very wide scope. It describes and interprets what exists at present.

According to John W. Best (1995), descriptive survey research is concerned with condition or relationship that exists; practice that prevail; beliefs points of view, or attitude that are held; process that are going on; effects that are being built; or trends that are developing.

The investigator followed the survey method of the descriptive research. It involves clearly defined imaginative planning, careful analysis and interpretation of data gathered and logical reporting on the investigation. To carry out the research of this type, for collection of data, for testing the hypothesis and for arriving at
certain conclusions, it is necessary to choose the technique and the proper tools to be employed. Each data gathering device has both merits and limitations. For this investigation the questionnaire had been considered as a suitable tool for the collection of data.

**Objectives of the present study:**

1. To find out the self-concept among sports girls and classify them.
2. To find out the achievement motivation among sports girls and classify them.
3. To find out the influence of the following variables on the self concept of sports girls.
   a) Type of school
   b) Location of school
   c) Participating event
4. To find out the influence of the following variables on the achievement motivation of sports girls.
   a) Type of school
   b) Location of school
   c) Participating event
5. To find out the influence of the following variables on the academic performance of sports girls.
   a) Type of school
b) Location of school
c) Participating event

6. To find out the relationship between self concept and achievement motivation of sports girls and their relation to academic performance.

Hypotheses of the study:

1. There would be no significant difference in the self-concept between the sports girls
   a) Studying in Govt. and private schools
   b) Studying in rural and urban schools
   c) Participating in sports and games.

2. There would be no significant difference in the achievement motivation between the sports girls
   a) Studying in Govt. and private schools
   b) Studying in rural and urban schools
   c) Participating in sports and games.

3. There would be no significant difference in the academic performance
   a) Studying in Govt. and private schools
   b) Studying in rural and urban schools
   c) Participating in sports and games.

4. There would be no significant relationship between
   a) self-concept and academic performance of sports girls.
b) self-concept and achievement motivation of sports girls.

c) achievement motivation and academic performance of sports girls.

Method of investigation:

Survey method is to be adopted for this study.

Sample and Sampling:

By adopting stratified random technique, 600 sports girls in secondary schools are to be selected from various schools in Guntur district.

Population and Sample:

Sample is the representation of a set of things or population. By studying the samples of a defined population, the researcher aims at making generalizations which can be applied to the population. Borg outlines the importance of research design as

"Perhaps the most important factor in determining the generalization of research results in the selection of sample used in collecting the research data". There will be wastage of time, money and energy, if the research data are not generalized to some degree beyond the sample used in the research.

In the present study all the Sports Girls studying in Secondary Schools of Guntur District in Andhra Pradesh were considered as
population for the study. A representative sample of 600 Sports Girls were chosen as sample for the study.

Table: Variable wise Distribution of the sample

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of the Variable</th>
<th>Category</th>
<th>No. of Frequency</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Locality</td>
<td>Rural</td>
<td>300</td>
<td>600</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Urban</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Management</td>
<td>Government</td>
<td>300</td>
<td>600</td>
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<td></td>
<td></td>
<td>Private</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Type of game</td>
<td>Sports</td>
<td>518</td>
<td>600</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Games</td>
<td>82</td>
<td></td>
</tr>
</tbody>
</table>

Variables selected for the study:

The following variables were incorporated in the sample drawn from the administrators for the present investigation.

1. Participating Sports events:
   - or games

2. Type of School: 1. Govt. 2. Private

3. Location of the School: 1. Urban 2. Rural

4. Academic Performance:

5. Self concept:

Tools of the study:

The instruments that are employed to gather new facts are called as tools, which are of vital importance to the researcher, to collect information related to her research. The researcher may use
any number of tools in combination depending on the purpose of the study. The selection of the tool can be done in two ways. The first one is to construct a tool independently by the researcher for her own study, or select a standard tool. Achievement motivation scale was prepared by the researcher keeping in mind the sports environment and sports event i.e., on 1) extent of interest in sports, 2) nature of practice of event 3) preferential treatment given to the sports compared to the academic learning 4) nature of attention paid to sports activities 5) self standards of practice 6) the industrious nature on the field of interested events 7) the way they face the competition 8) aspirations in relation to games and sports 9) planning and budgeting time to play and 10) reactions to the success and failure. A 4 point scale was used to study both the self concept and achievement motivation of sports girls.

Data collection Procedure:

The source of data for this study was the responses made by the participants on the “Self Concept and Achievement Test” a standard tool developed by motivation scales. The researcher had taken prior appointment from the concerned secondary school Head Masters / Head Mistress. After a brief explanation about the purpose of the study, the survey questionnaire was distributed to the respondents with a request that the answered questionnaire be kept
in the school office till the researcher collected them. The researcher made several trips to the schools in order to collect the responses.

Statistical techniques used:

The present study used the following statistical techniques for data analysis.

Statistics is the body of Mathematical techniques or processes for gathering, describing, organizing and interpreting numerical data. Since, research often yields such quantitative data, statistics is a basic tool of measurement and research. The research worker who uses statistics and statistical methods which are fundamental for the purposes of manipulation of data and analysis. Research in Education may deal with two types of statistical analysis of data.

1. Descriptive Statistical Analysis
2. Inferential Statistical Analysis

In this study, the investigation has been carried out by the Descriptive Statistical Analysis such as calculating measures of central tendency like Mean and calculating measures of dispersion like Standard deviation. For testing the null hypothesis (Significance of the difference between means) the t-test and Analysis of variance (ANOVA) has been used by the investigator.
Limitations of the study:

The instrument used to gather data for this study was a standard tool developed by Dr. Lalitha Sharma, Prathibha Deo and Asha Mohan to find out "Self Concept and Achievement Motivation self constructed scale. Research based on this type of instrument, usually depends on the voluntary co-operation of the respondents, who may differ in their perceptions, concentration and their attitude towards the research. The study was limited to the assessment of Self-Concept and Achievement Motivation among Sports Girls in secondary schools.

5.1 MAJOR FINDINGS

1. The self concept of sports girls is found to be very good.

   This trend is observed in almost all the sectors of human development and this may be due to the development of equal opportunities for women and empowerment of women in all walks of life.

2. The achievement motivation of sports girls is found very high.

   Sports by their natural characteristics and principles and laws governing, it generally develops high levels of achievement motivation among its practitioners. This special characteristic is transmitted into their lives in the context of high levels of achievement motivation.
3. The academic performance of sports girls is found good.

   Sound mind in a sound body is the order of the day for those who are active and participate in various physical activities. Because sports persons including girls participate in various physical activities and since they are active and energetic throughout the day, invariably there is very likelihood of having better academic performance.

4. The self concept of sports girls of Government schools is better than that of sports girls of private schools.

5. The self concept of sports girls of urban schools is better than that of sports girls of Rural schools.

6. The self concept of the sports girls participating in games events is better than that of the girls participating in sports events.

   It is very interesting to observe that even though all the girls are having a very good self concept from above, there is a difference from government to private, urban to rural and from games to sports. This difference may be assigned to the facilities provided in Government schools, when compared to private schools in terms of play ground facilities, provision of games and sports in the timetable, etc. Even though rural schools have better facilities in terms of play ground etc, still the encouragement, which is seen in urban environment, is not seen in rural schools and rural families. This
may be one of the reasons for girls in urban areas are having better self concept in urban areas. Further, if it is games over sports it may be due to the nature of the laws of game or sport and the conditions existing may be influencing the self concept of these girls.

7. The achievement motivation of sports girls of Government schools is better than that of sports girls of private schools.

8. The achievement motivation of sports girls of urban schools is better than that of sports girls of rural schools.

9. The achievement motivation of girls participating in the games events is better than that of the girls participating in sports events.

It is evident from the above three points that once again, there is an influence of nature of school, locality of the school and the nature of sport in modifying the levels of achievement motivation. This can be assigned to almost the same reasons to that of for the self concept.

10. The academic performance of sports girls of private schools is better than that of sports girls Government schools.

11. The academic performance of sports girls of rural schools is better than that of the sports girls of urban schools.

12. There is no significant difference between the girls participating in sports and games in their academic performance.
In terms of the academic performance we can observe almost a reverse trend from the above two factors i.e. self concept and achievement motivation. Since private schools’ ultimate motive is in terms of academic performance when compared to any other activity, even though their girls participate in games and sports, this effect is dominated by the academic activity of the school and hence even though the participation of the girls in sports and games is lower than that of government schools, their academic performance is far superior. We cannot directly link this aspect to participation in sports alone, but the nature of academic activity in the private schools also influences this area to a greater extent.

13. Significant relationship is found between self concept and achievement motivation of sports girls.

14. There is no significant relationship between self concept and academic performance of sports girls.

15. There is no significant relationship between achievement motivation and academic performance of sports girls

The above three points give a clear cut answer to one of the fundamental questions posed by many of the academicians and sports persons in terms of participation in sports and development of self concept, achievement motivation and academic achievement.
If the girls participate in sports there is very likelihood of developing self concept among these individuals. But this study clearly indicates that this self concept may not develop equal quantities of achievement motivation and academic performance. This may raise greater interest and enthusiasm for identifying the factors that ultimately contribute for and control these factors.

16. There is significant difference between sports girls studying in rural Government, rural private, urban Government and urban private schools in their self concept.

17. Sports girls of rural Government schools have better self concept than the rural private schools sports girls.

18. Sports girls of urban Government schools have better self concept than rural private schools sports girls.

19. Sports girls of urban private schools have better self concept than rural private schools sports girls.

20. There is significant difference in achievement motivation among the girls studying in rural Government, rural private, urban Government and urban private schools.

21. The sports girls of rural Government schools have better achievement motivation than rural private schools sports girls.

22. The sports girls of urban Government schools have better achievement motivation than rural private schools sports girls.

23. The sports girls of urban private schools have better
achievement motivation than rural private schools sports girls.

24. There is significant difference in academic performance among the sports girls studying in rural Government, rural private, urban Government and urban private schools.

25. The sports girls of rural Government schools have better academic performance than urban Government schools sports girls.

26. The sports girls of rural private schools have better academic performance than urban Government schools sports girls.

27. Sports girls of urban private schools have better academic performance than urban Government schools sports girls.

These further subdivisions of the sample into their relative sub groups also help us to understand the internal factors and differences that arose from these sub groups and their influence on one another. They are self explanatory and inter dependent on one another. A combined effect of the nature of the school, area of the school and participation in games and/or sports is influencing the girls self concept, achievement motivation and academic performance.

From the above observations some more minor findings of the study can also be highlighted.
5.2 MINOR FINDINGS

1. More than half of the sports girls are found having very good self concept.
2. Above 3/5th of the sports girls are found having very high achievement motivation.
3. Nearly 2/3rd of the sample is found having fair and very fair academic performance.
4. The sample is found homogeneous in its self concept, achievement motivation and academic performance.

5.3 SUGGESTIONS FOR FURTHER STUDY

1. A similar study can be conducted taking the sports boys.
2. A comparative study can be conducted with the samples of sports girls and sports boys.
3. Similar study can be conducted by taking the sample of intermediate students, degree students, post graduate degree students and professional College students.
4. Studies can be conducted on sports girls self concept, personality traits and academic performance at intermediate level, degree level, post graduate degree level.
5. Studies can be conducted on sports girls self concept, intelligence and academic performance at school level, intermediate level, degree level, post graduate degree level.
6. Studies can be conducted on sports boys self concept, personality traits and academic performance at school level, intermediate level, degree level, post graduate degree level.

7. Studies can be conducted on sports boys self concept, intelligence and academic performance at school level intermediate level, degree level, post graduate degree level.

8. Similar study can be conducted with sports girls of residential & non residential schools and English medium & Telugu medium schools.

9. A study can be conducted with the variables physical fitness, self concept and personality traits.

5.4 CONCLUSION

The findings reveal that the sports girls are having very good self concept and also very good achievement motivation. The common notion is that the students who participate in sports and games perform poorly in academics the sample of sports girls had good academic performance. This fact disproves the common notion and makes it a mere imaginary fear.

The investigator finds that the students who are actively participating in games and sports have the spirit of achieving their goals. Hence we find very good self concept and very good
achievement motivation. The spirit of active involvement does not limit itself to play field but spreads to anything in whichever they participate. Their main goals include even the academic achievement. The girls are found to be good in their attention to sports activities, industrious, have good time planning and balanced in success and failure.

The qualities like attention, industriousness, time budgeting and resilience once developed in the students in the inevitably flow to an area of their life. Hence the sports girls are not only very good in their self concept and achievement motivation but also good in their academic performance. The very purpose of education is total development of learners at any stage of education. This is not possible only with academic learning.

The present investigation proves that participation in sports and games contributes to the development of necessary traits for the total development. Hence this neglected part of the curriculum has to be cared as much as possible by the heads of the institutions, teaching faculty management of the schools and especially parents. The growing girls not only are to develop in size of the body but have to develop with endurance of the body which is mostly possible with exercise or sports and games. The academic stress can be
relieved with participation in the sports and games. Hence the sample might have had good academic performance. Their physical health and mental health also are sound that's why they have very good self concept and high achievement motivation.