Chapter – 1

INTRODUCTION
1.0 MEANING OF EDUCATION:

Education is the most important invention of mankind. It is more important than his invention of tools, machines, spacecraft, medicine, weapons and even of language, because language too is the product of his education. Without education man would still be living just like an animal. It is education, which transformed man a mere two-legged animal into a human. It helps to prevent man from behaving like an animal.

The concept of education is dynamic. It has passed through the ages in the process of evolution and at every stage it has had a different meaning according to the then existing social conditions. The concept of education is still in the process of evolution and this is a continuing process as time will always demand a revision of the prevailing educational ideals.

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. Bhagavadgita - “Nothing is more purifying on earth than knowledge”.

4. Shankaracharya - “Education is the realization of self”!

5. Kautilya - “Education is the training for the country and love for the Nation”.

6. Swami Dayananda - “Blessed are the men and women whose minds are centered on the acquisition of knowledge, who possess sweet and amiable tempers, who cultivate truthfulness and other similar virtues, and who are engaged in altruistic work as prescribed by the Vedas”.

7. Tagore - “The widest road leading to the solution of all our problems is education”.

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

9. Sri Aurobindo - Education, is that “which will offer the tools whereby one can live for the divine, for the country, for oneself and for others and this must be the ideal in every school which calls itself National”.

10. Vivekananda - “Education means the manifestation of the divine perfection, already existing in man”.

Many western philosophers have attempted to define the concept of education in the following way.

i. Socrates - “Education means the bringing out of the ideas of universal validity which are latent in the mind of every man”.

ii. Plato - “Education is the capacity to feel pleasure and pain at the right moment. It develops in the body and in the soul of the student all the beauty and all the perfection which he is capable of”.

iii. Aristotle - “Education is the creation of a sound mind in a sound body. It develops man's faculty, especially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty of which perfect happiness essentially consists”.

iv. 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”.

v. Rousseau - “Education of man commences at his birth before he can speak, before he can understand he is already instructed. Experience is the fore-runner of precept”.
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.

1.1 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.

Physical education is not health education. They are two different subjects. Education for health is health education; where as education of the physique is physical education. But health education and physical education are inter-related. Both of them aim at the physical well being of a person. Health education programme includes physical education and physical education aims at the development of the health of a person. Hence both these subjects have a common goal.

Changing concepts of physical education:

Physical education is a combination of two words i.e., Physical and Education. Physical refers to the physical properties including the bony frame work and other organs of a human being. Education can be defined as transfer of knowledge from one individual to the other. It is media that prepares the human being for a better life. Education is the totality of a human being for a better life. Education is the totality of human behaviour. It differentiates man from other species. The ultimate objective of education is an individual.
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.

1.1. Aims and objectives of Physical Education

PE 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 participation in physical activity.

1.1.ii 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, diabetes and prevention later in life.
1.1.iii 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.

1.1.iv 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”.

1.1. 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.

1.2 PRINCIPLES OF PLANNING AND ORGANISING PHYSICAL EDUCATION ACTIVITIES FOR THE SECONDARY SCHOOL STUDENTS

We know that education is of different forms and takes place in many different situations. It may be assumed that the competencies and skills associated with physical education may be gained in many ways. We find, how, the actual teaching of physical education in a forma, structured manner, takes place within the confines of the institution or the school. School physical education must be education for reasons other than the fact that it is offered in the school curriculum. It must contain within its benefits, experiences
which are directed toward the same end as that of the school. This end, according to the Educational Policies Commission proposes that a student become conversant with the skills, knowledge and standards of his society, and learns how it is possible to contribute to that society.

1.2.i Current Emphasis in Physical Education

To date the lion’s share of physical education research, conferences, professional discourses, and literature virtually have disregarded social educational learning. These kinds if learning have been sacrificed at the expense of the skill and physiological accomplishments which are but isolated parts of the physical education experience. Movement, fundamentals, strength, flexibility, endurance, psychomotor learning and exercise are but a few of the current focal points of attention. It is forgotten or misunderstood that these present focal points may be only a means to a more profound and meaningful end, that is, the societal education of the consumer.

1.2.ii Functions of Physical Education Activities for the Secondary School Students

What is the nature and function of the physical education activity? At the present time this is obviously an academic question. The dearth of investigators relative to this phase of physical
education dictates that only assumptions are in order. These can however be meaningful assumptions.

We provide opportunities through which the individual may become more competent in terms of his movement skills, physiological fitness, and perceptual-motor interpretations. If we treat these competencies as ends in themselves then the physical education activity does not have functional meaning. Perhaps it would be more economical in terms of time to cancel our physical education activities. If physiological fitness is our special terminal function, then exercise programmes are sufficient. We would be wasting precious time teaching physical education activities. If efficient and effective movement is our charge, then activities, which would manifest only this aspect should be devised. Why be encumbered by the distracting idiosyncrasies of a physical education activity?

It may be stated conversely that the physical education activity is the culminating occasion for the interrelation of skills and acquisitions. Here again there are nuances of the physical education activity which are foreign to these interrelations.

1.2.iii 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.

1.3 SPORT

Sport is an activity that is governed by a set of rules or customs and often engaged in competitively. Used by itself, sports commonly refer to activities where the physical capabilities of the competitor are the sole or primary determiner of the outcome (winning or losing), but the term is also used to include activities such as mind sports and motor sports where mental acumen or equipment quality are major factors. Sports are used as
entertainment for the player and the viewer. It has also proved by experiments that daily exercise would increase mental strength and power to study.

1.3.1 Importance of Sport

Sport is sometimes described as our national passion, a mere recreational activity that somehow has become symbolic of our national character. Whether we prefer to watch a lanky swimmer, a battling tennis star or a laconic cricketer, scoring centuries in the hot sun, most of us admit to having at least some sporting interest.

It's still hard to believe that many of our greatest champions came from humble country beginnings. The story of young Don Bradman and the water tank, for example, was more than just a mere tale of success to the Australian public of the 1930s - it symbolised our ability to 'make it' on a world stage. One town alone, Wagga in NSW, has or has had numerous sporting icons in the last decade. Our two most successful basket ball players, Lauren Jackson and Luc Longley, both came from country towns.

Of course, sport in the country has many problems. Two of the entries focus on the difficulties facing prospective sports people - the major disadvantages of travel, lack of facilities and coaches, and simply the lack of competitors are well documented. Yet we mustn't
overstate the negatives - now that Australia is winning Gold in the winter Olympics!

But sport is more than a stage for champions. It's also a vehicle for small communities to live and play together, a tradition that fathers and mothers pass down to their children, and a social centre for players and spectators alike on the weekend.

1.3.ii 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.

1.3.iii 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.

1.3.iv 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 well being for a rewarding retirement. Every individual should be given the opportunity to develop to the optimum his/her physical capacity.

1.4 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 insofar 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.

1.4.i 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.

1.4.ii 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.
1.4.iii 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.

1.4.iv Sports and National Development

At the national level, sports play an integral role in the everyday life of a citizen and in the development process of the country. The development of sports requires that it be inculcated into the national culture and lifestyle of all, regardless of age, gender, social status, physical ability, and political and religious complexion. No longer should sports be seen as merely as a pastime but also as a means of personal and professional advancement.

In the development and promotion of sports, it must be acknowledged that sports are a viable investment opportunity, which can contribute to tourism and economic development.
Recognition of people and nation is derived from their achievements and accomplishments. It is universally accepted that sports is a major international avenue for this recognition and that it facilitates the participation of all nations on the basis of equal status and open competitiveness. The contribution of sports to national pride, cultural identity and its value in the promotion of civic values in nation building is widely accepted. This leads to promoting specific habits, abilities, ideas for the self development of an individual.

1.5 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.
The term "self concept" may be used in many different senses. Scottish farmers often call them by the name of their property. In another sense, a man has as many selves- as there are people who recognise him, i.e. children, another to his business partner, another to his God etc. The self is the actor, the doer or the agent. It comes into existence when an individual becomes aware of being a separate entity. The self concept is the combination of thought and feeling a person has about his individual existence. It constitutes who he is and what he is. It is an image or pictures that an individual hold & about himself. It includes physical and psychological self-image. The individual self-concept is his picture or image of himself, his view of himself as distinct from other persons and things. The self-image incorporates his perception of what he is really like, and of his worth as a person, as well as his aspiration for growth and accomplishment. The individual's self concept includes not only a sense of personal identity and have worth but also aspiration for accomplishment and growth.

The self-concept is particularly interested in two aspects:
1. The self-concept as the individual perception of himself as distinct from other persons and things.
2. The self-concept as a centralized decider system, as a central reference point for evaluating new experience and guiding behaviour.
The self is a nuclear concept in Carl Roger's theory of personality, which has been derived from his long experience in client centered therapy. He conceives of an organism that reacts as an organized whole to phenomenal field which is the totality of the experiences, symbolized or derived to awareness and to the self which is a differentiated portion of the phenomenal field. The self consists of conscious perception as well as values of the "I" and "me" developed out of the organism interaction with the environment. According to Rogers (1951), people behave in a manner, which is consistent with the way they view themselves. Festinger (1962) say that the ways we react to people tasks etc, are those which seems to us most consistent with one self image.

1.5.i Definitions of self - concept

According to William James (1890) the self-concept is "all that a person is tempted to call by the name me or mine".

According to Murphy (1947) the self-concept of an individual is "the individual known to individual"

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

1. how a person perceives himself, 
2. what he thinks of himself, 
3. 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.

Perkins (1958) defines it as "those perceptions, beliefs, feelings, attitudes and values which the individual views as part or characteristic of himself".

Jersild (1952) said that "the concept of the self provides a key to the understanding of mental health; the healthy individual is one who understands and accepts him".

Kohut (1970) defines "self only as an important content of the mental apparatus, which as self-representation of the self locates within the ego, the Id and super ego".

Self-concept is "organized configuration of perception of self which are admissible to awareness. It is composed of such elements as the perception of one's characteristics and abilities, the
percepts and concept of the self in relation to others and to the environment, the value qualities which are perceived as associates with experiences and objects and goals and ideas which are perceived as having positive or negative valence".

Pandit (1969) says "self concept is the nucleus around which the entire personality revolves and its homeo-static process of maintaining consistency and stability within the individual personality".

Desai (1979) defined self concept as "to include perception of the self perception of college and perception of the social milieu".

Carl Jung said that "the self is a total it comprised of conscious and unconscious contents that dwarfs the ego in scope and intensity, the coming to be of the self is sharply distinguished from the coming of the ego into consciousness and is the individuation process by which the true self emerges as the goal of the whole personality".

Roger (1940) conceived that "the self-concept as developing out the organisms interaction with the environment. That is a person discovers who he is, through his experiences with things and persons, values of other persons can be interacted I to the self, or they can be perceived by the self in a distorted fashion".
1.5.ii 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, unstero typed 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.

1.5.iii 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.

1.5.iv 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.
Prescott Lecky and Carl Rogers, focusing attention upon the perceptual aspects of self-concept and the evaluation elements of the self-concept elaborated the theory of self-concept in the 1940s. The British theorist, Charles Coolay, drew early attention to the important relationship between self and society in his idea of "looking glass self" proposing that the content of self-perception is derived largely through the mirror of interaction with other people, whereby one assumes the role of another in order to have a look back at oneself. George Herbert Mead, an American, extended more elaborate description of feedback from other who are especially important or meaningful individuals (significant others) and composite feedback synthesized from collective interaction with many other people (the generalized other).

Many factors contribute to the development of self-concept. Overall, it is related to the scope of experiences one accumulates with oneself. It is at just a simplistic awareness of self and one's capacities generalized across all situations, but as one grows older, the self concept becomes more complex and differentiated into sub facets that have to do with self in different situations, such as the 'social self, the 'academic self' or the 'physical self'.
Among many forces that help to organize this accumulated experience with oneself, four are especially notable - language, personal success and failure, social feedback and identification. An appropriate development of self-concept may be associated with dysfunctions of personal psychological adjustments.

Jersild's (1952) evidence concerning the self with High school students and group discussions, the analysis revealed that the responses made by the children appeared to fall into clearly defined categories. The most important of these are

1. Physical characteristics, including general appearances, size and weight build and shape and details of head and limbs.
2. Clothing, growing and makeup.
3. Health and physical condition.
4. Material possessions and ownership.
5. Animals and pets and attitudes towards them.
6. Home and family relationships.
7. Participation and ability at sports, games and hobbies.
8. School and school work and attitude towards them.
10. Special talents and abilities or interests.
11. Personality traits including temperament, disposition, character traits, emotional tendencies etc.,
12. Social attitudes and relationships.
13. Religious ideas, interests, beliefs and practices.

Generally speaking most of the categories of self-description prominent at any one age levels were prominent at other age levels also.

Teachers began to re-evaluate their gross under estimated of having neglecting such talent. Even college admissions officers began to recruit Henry for their institutions. Then Henry became aware of his potentialities and began to be treated differently by significant people in his life and a form of self-fulfilling prophecy took place. Henry gained in confidence and began to put his mind in the way of great things. Henry became the best man of his generation.

1.5.v 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 that 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.

1.5. vi Characteristics of a teacher

A person's concept of a good teacher depends, first on his 'acculturation, his past experience and the value attitudes he has come to accept and second on the aspect of teaching which may be foremost in his consideration at any given time.

THE MEDIOCORE TEACHER TELLS,
THE GOOD TEACHER EXPLAINS,
THE SUPERIOR TEACHER DEMONSTRATES AND
THE GREAT TEACHER INSPIRES.

According to David G Ryans “good teaching is the matter of the teachers dynamic personality which is diversely defined”

The following are the most important traits teacher should possess:

1. good judgment, discretion, foresight etc.,
2. self control, calmness poise, dignity etc.,

1.6 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.

Learning affects three major areas of behaviour of pupils; (1) cognitive, (2) affective, (3) psychomotor, respectively. It is difficult to say without proper evidence, that pupils reach the same level in all the three domains at a time. Pupils may be at a somewhat higher
level in one domain and at a lower level in the other domain. This means pupils may be at different levels of achievement in different areas. As the areas of affective domain and psychomotor domain are not sufficiently explored, it is generally a custom to restrict the term "school performance" to the level of achievement of pupils in the cognitive areas of various school subjects. Here one should not restrict oneself to only academic performances but also to the accomplishments in other areas. In order to find out the academic achievement of pupils, evaluation is necessary.

Evaluation is the integral part of the teaching-learning process and it involves (i) identifying and defining instructional objectives in behavioural terms, (ii) using suitable learning experiences and (iii) constructing suitable evaluative instrument and appraising various learning outcomes. Virtually all the teachers use some kind of tests to evaluate the progress of their students. Here are some of the principles of measurement of educational achievement as given by Robert L. Ebel (1971).

1. The measurement of educational achievement is essential to evaluate effective education.
2. An educational test is no more or less than a devise for facilitating, extending and refining a teacher's observation of student achievement.
3. Every important outcome of education can be measured.
4. The most important educational achievement is command of useful knowledge.
5. Written tests are well suited to measure the student's command of useful knowledge.

There are many students who pass the examination, yet they fail to achieve as much as they can in terms of their abilities. These students are known as under-achievers. They are the ones who are quite capable, but fail to achieve in conformity with their capacities for several reasons. It could be that, certain non-intellectual factors interfere with their achievement.

An important need in the prediction of academic achievement is systematic research into personality characteristics and academic motivation which are conducive to academic achievement.

1.6.1 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.

1.6.ii MOTIVATION

"Motivation is an essential condition of hearing" - Melton.

Plato is usually regarded as the first person to conceive the mind as the only true reality. All material things, according to Plato are pale reflections of the true object that exists in a perfect state in
the mind, or spirit. If the true essence of the person is his mind, then we must look to the individual "state of mind", or level of mental energy, or vitality, as the source of motivation. The drive to achieve, the will to survive and triumph, is largely a matter of individual initiative and will power. Motivation results from "mind over matter". The child must exploit his own sources of drive. Motivation has come to be regarded as one of the major domains of psychology and education and it constitutes an integral part of the scientific endeavour to interpret human behaviour.

No problem in child development or in the control of the learning process, is more vital than motivation. The general cry throughout secondary and higher education is that students are intellectually and morally lethargic.

Once pupils are motivated, many other problems like classroom management, discipline and misbehaviour, for instance - will greatly diminish. Motivation also refers to something going on within an individual.

A motive is an inference that we make when we see a constellation of environmental conditions and individual behaviour. Motivation is a global term to encompass explanation for behaviour. Scientific motives are often identified in terms of the names of
classes of goals such as achievement motivation, the goal of which is success in competition with a standard of excellence, or affiliation motivation, the goal of which is friendship.

Motivation is an important consideration when we deal with social adjustment. Motivation is treated largely as a process or device.

Motivation is (a) to get the student into a situation in which learning can occur, (b) to energize him, activate him or keep him reasonably alert, (c) to keep his attention directed to one part of the situation rather than another. For class-room use, the most dependable, most natural, and most efficient motives are the basic urges, needs or interests of the children. Powerful needs, when they are at work, automatically take care of the conditions necessary for learning.

1.7 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.

Another theory about achievement as a general motivational state is that of R.W. White (1959), who described the concept of competence. In White's view, competence motivation has a broadly based biological origin, related to such sources as exploitation, activity, and manipulation, as they have been studied in animal behaviour.

A competence motivation can obviously be put to use in the educational process. One of cleverly arranging situations for learning in such a way that competence will be displayed and the feeling of efficiency experienced.
Atkinson (1964), extending McClelland's work on achievement motivation, noted that individuals may be motivated to achieve in either of the two ways: to seek success, or to avoid failure. He found that some people were more motivated to avoid failure than to seek success, while others were more motivated to seek success than to avoid failure. Failure avoiders decrease their efforts following failure. (Weiner, 1972).

Securing attention, creating interest and enthusiasm are cardinal principles for motivating school learning. Achievement motivation, successful interaction within the learning environment, and mastery of the objectives of an educational program can themselves lead to persisting satisfaction on the part of the learner, and can therefore become a most dependable source of continuing motivation. Beyond this, evidence reported by Kifer (1975) strongly suggests that continued success in achievement over several years of schooling leads to the establishment of positive self-concepts and attitudes of self-esteem that become stable aspects of the individual's personality.

One of the specific motives about which much is known is the achievement motive. The goal of the motive is defined as "success in competition with a standard of excellence," (McClelland, Atkinson, Clark & Lowell, 1953). Research, over the last twenty years has
demonstrated that the man's strong achievement motivation is the entrepreneur, i.e. the man who is self-reliant, takes personal responsibility for his actions, calculates the risks involved and takes moderate risks, plans prudently, checks his progress, carefully uses his skills and is conservative of his time. Such a man appears internally motivated and seems to maximise his potential for personal causation.

Motivation is necessary for school performance.

McClelland defined Achievement Motivation in terms of competition. According to him the major criteria for achievement motivation can be briefly summarized as follows:

1. Competition with others (doing something better than others).
2. Competition with a self-standard of excellence (doing something better than the one done before).
3. Unique accomplishment (doing something that no one else has ever done).
4. Long term involvement (doing something that will take a long time but will result in personal success).

School learning should be motivated entirely by the desire to know. We should not force children to learn anything they do not want to learn. The generally high level of motivation for school learning, in evidence at the present time, probably indicates that the
economic and social values of education have become evident to parents and children of all strata of society. On the other hand, the teacher will most certainly encounter a minority of children who do not seem to exhibit the needs inherent in school motivation.

1.7.i 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".

1.8 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?

1.8.i 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.

1.8.ii 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.