CHAPTER – V

SUMMARY, CONCLUSIONS, LIMITATIONS AND SUGGESTIONS
Summary:

Academic life is one of the most important aspects of one's lives that have a high influence on other aspects of life. Several factors can influence academic performance in that educations specialists have divided these factors into four categories: individual, family, social and academic factors. All sports involve physical and mental activities that are pursued for more than simply utilitarian reasons. For instance, running, when done as a sport, occurs for reasons beyond simply moving from one place to another. Success and failure are both parts of sports as well as life. A sportsman knows that there will be times when he will win matches; there will also be times when he will lose them. A sportsperson knows how to handle defeat and thus, treats success and failure equally. This is an important life lesson too, which sports can teach a person. Besides this, another importance of sports for children or for adults is that it teaches them how to handle competition, and be fearless when facing the adversaries “Motivation is based on your emotions and achievement-related goals. Achievement motivation is based on reaching success and achieving all of our aspirations in life.

The present study has been conducted to investigate the difference between Achievement Athletic and Nonathletic College going Students on Achievement Motivation and Academic Achievement o in Indian context. In this chapter the summary of investigation has been stated, as well as this
chapter also includes the implications of the study and suggestions for future research.

5.1 Research Problem:-

In the present investigation, the following problem is selected:

“To comparative study of Achievement Motivation and Academic Achievement of Athletic and Nonathletic College going Student”

5.2 Objectives of the study:-

- The purpose of this study is to determine whether achievement motivation and academic achievement is influenced by participation in sports.
- To find out whether there are individual difference in terms of athletic participation of student.
- To explore whether achievement motivation and academic achievement affect by gender.
- To suggest the importance of individual’s athletic participation is predictive of their compatibility with others.

5.3 Research Hypotheses:-

- Athletic student will exhibit higher achievement motivation and academic motivation than Nonathletic Students.
- Athletic male students will exhibit higher achievement motivation and academic motivation than athletic female Students.
- Nonathletic male students will exhibit higher achievement motivation and academic motivation than Nonathletic female Students.
- Athletic Student posses high SES will be exhibit higher achievement motivation and academic achievement than nonathletic students possess high SES.
- Athletic Student posse’s low SES will be exhibit higher achievement motivation and academic achievement than nonathletic students possess low SES.
- Athletic male Student posses high SES will be exhibit higher achievement motivation and academic achievement than nonathletic male students possess high SES.
- Athletic female Student posses high SES will be exhibit higher achievement motivation and academic achievement than nonathletic female students possess high SES.
- Athletic male Student posses low SES will be exhibit higher achievement motivation and academic achievement than nonathletic male students possess low SES.
- Athletic female Student possess low SES will be exhibit higher achievement motivation and academic achievement than nonathletic female students possess low SES.

5.4 Sample:-

Locus of the present investigation will be confined to the first year college going student of U.G. initially 1000 subject will be taken from the population finally 400 subjects will select for this study from Aurangabad Dist. The stratified randomize sample taken into consideration for the study consisted of 400 college going students. In which 200 students athletic and 200 were from nonathletic. Both student from were equally classified in high and low SES. Again athletic (high and low SES) and nonathletic (high & low SES) group were classify equally in male and female. The efforts will be made to have the sample as representative as possible in terms of area of living. Here researcher was taken only an
average intelligence student for those selection Standard Progressive Matrices was used. Academic achievement was studied with the help of report cards of students and school records i.e. percentage of mark obtained by the student in H.S.C. Board Aurangabad. (Students average percentage of 54% to 59%) The distribution of sample is depicted as follows

**Sample Distributions:-**

<table>
<thead>
<tr>
<th></th>
<th>Athletic</th>
<th>Nonathletic</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High SES</td>
<td>High SES</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>50</td>
<td>50</td>
<td>200</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>50</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>400</td>
</tr>
</tbody>
</table>

**5.5 Variables:**

I) Independent variable

- Athletic & Nonathletic Students.
  - Social Economic Status
  - Gender (male, female)

II) Dependent variable
- Achievement Motivation.
- Academic Achievement

5.6 Research Design:-

**Design 2×2×2**

<table>
<thead>
<tr>
<th></th>
<th>A1</th>
<th>A2</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>B2</td>
<td>B1</td>
</tr>
<tr>
<td>B2</td>
<td>C1</td>
<td>A1B1C2</td>
</tr>
<tr>
<td>C1</td>
<td>A1B2C1</td>
<td>A2B1C1</td>
</tr>
</tbody>
</table>

5.7 Tools Used for Data Collection

Following tools were used for the collection of data:

1. **Description of the Self- Information Schedule:**

   This schedule was saturated by to collect the following facts about the student.
   
   a) Personal Information:- Name, Sex, Age, Caste
   
   b) College, Class, Faculty.
   
   c) Sportsman / Non Sportsman

2. **Standard Progressive Matrices (SPM)**

   The Standard Progressive Matrices (SPM) was developed by J.Raven, J.C.Raven and J.H.Court.

3. **Socio Economic Status Scale**

   Constructed by Dr. S.P Kulshrestha , Department of Teacher Education D.A.V. College, Dehradun.
4. Deo- Mohan Achievement Motivation (n-Ach) Scale  Constructed by Dr. Partibha Deo and Asha Mohan

5.8 Analysis of Data:-

The sample available for statistical analysis consisted of 400 subjects (Athletic and Nonathletic Students) the sample was divided into following two groups.

Variable wise sample available for statistical analysis

<table>
<thead>
<tr>
<th>Variables</th>
<th>No. of subjects (sample)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic</td>
<td>200</td>
</tr>
<tr>
<td>Nonathletic</td>
<td>200</td>
</tr>
<tr>
<td>Total=N</td>
<td>400</td>
</tr>
</tbody>
</table>

The data were carefully scrutinized, separately for the two groups as well as for the entire sample by employing frequency distributions and descriptive statistics i.e. means and standard deviations are reported

5.9 Results of the present study

1. There are significant differences between mean score of Athletic Students on Academic achievement (61.32) is comparatively larger than the mean score of Non-Athletic on Academic achievement (58.015), and Athletic Students on Achievement motivation (28.34) is comparatively larger than the mean score of Non-Athletic on Achievement motivation (23.9). ‘t’ value significant (t=5.85.04 > 0.001 & 0.005 Level, t=9.071 >
0.001 & 0.005 Level ) difference between Athletic Students and Non-Athletic Students on Academic achievement and Achievement motivation.

2. There are significant a difference between mean score of Athletic male Students on Academic achievement (66.89) is comparatively larger than the mean score of Athletic Female students on Academic achievement (55.76) and Athletic Students male on Achievement motivation (33.64) is comparatively larger than the mean score of Athletic students Female on Achievement motivation (23.05). ‘t’ value significant (t=37.41 > 0.001 & 0.005 Level, t=68.58 > 0.001 & 0.005 Level ) difference between Athletic Male Students and Athletic Female Students on Academic achievement and Achievement motivation.

3. There are significant a difference between mean score of Non Athletic Male Students on Academic achievement (62.92) is comparatively larger than the mean score of Non- Athletic Female student on Academic achievement (53.11) and Non-Athletic Male Students on Achievement motivation (28.02) is comparatively larger than the mean score of Non- Athletic Female students on Achievement motivation (19.78). ‘t’ value significant (t=33.25 > 0.001 & 0.005 Level, t=43.14 > 0.001 & 0.005 Level ) difference between Non-Athletic Male Students and Non- Athletic Female Students on Academic achievement and Achievement motivation.
4. There are significant differences between mean scores of Athletic Student high SES Students on Academic achievement (62.86) compared to the mean score of Non-Athletic high SES students on Academic achievement (59.72) and Athletic high SES Students on Achievement motivation (28.92) is comparatively larger than the mean score of Non-Athletic high SES students on Achievement motivation (24.87). ‘t’ value significant (t=3.90 > 0.001 & 0.005 Level, t=5.62 > 0.001 & 0.005 Level) difference between Athletic high SES Students and Non-Athletic high SES Students on Academic achievement and Achievement motivation.

5. There are significant differences between mean scores of Athletic low SES Students on Academic achievement (59.79) compared to the mean score of Non-Athletic low SES students on Academic achievement (56.31) and Athletic low SES Students on Achievement motivation (27.77) is comparatively larger than the mean score of Non-Athletic low SES students on Achievement motivation (22.93). ‘t’ value significant (t=4.81 > 0.001 & 0.005 Level, t=7.56 > 0.001 & 0.005 Level) difference between Athletic low SES Students and Non-Athletic low SES Students on Academic achievement and Achievement motivation.

6. There are significant differences between mean scores of Athletic Male high SES Students on Academic achievement (68.52) compared to the mean score of Non-Athletic Male high SES students on
Academic achievement (65.68) and Athletic Male high SES Students on Achievement motivation (34.32) is comparatively larger than the mean score of Non- Athletic Male high SES students on Achievement motivation (28.94). ‘t’ value significant (t=11.54 > 0.001 & 0.005 Level, t=21.52 > 0.001 & 0.005 Level) difference between Athletic Male high SES Students and Non- Athletic Male high SES Students on Academic achievement and Achievement motivation.

7. There are significant a difference between mean score of Athletic Female high SES Students on Academic achievement (57.2) is comparatively larger than the mean score of Non- Athletic Female high SES students on Academic achievement (54.36) and Athletic Female high SES Students on Achievement motivation (23.52) is comparatively larger than the mean score of Non- Athletic Female high SES students on Achievement motivation (20.8). ‘t’ value significant (t=10.29 > 0.001 & 0.005 Level, t=5.71 > 0.001 & 0.005 Level) difference between Athletic Female high SES Students and Non- Athletic Female low SES students on Academic achievement and Achievement motivation.

8. There are significant a difference between mean score of Athletic Male low SES Students on Academic achievement (65.26) is comparatively larger than the mean score of Non- Athletic Male low SES students on Academic achievement (60.76). and Athletic Male low SES Students on
Achievement motivation (32.96) is comparatively larger than the mean score of Non-Athletic Male low SES students on Achievement motivation (27.1). ‘t’ value significant (t=18.86 > 0.001 & 0.005 Level, t=31.67 > 0.001 & 0.005 Level) difference between Athletic Male low SES Students and Non-Athletic Male low SES Students on Academic achievement and Achievement motivation.

9. There are significant a difference between mean score of Athletic Female low SES Students on Academic achievement (54.32) is comparatively larger than the mean score of Non-Athletic Female low SES students on Academic achievement (51.86) and Athletic Female low SES Students on Achievement motivation (22.58) is comparatively larger than the mean score of Non-Athletic Female low SES students on Achievement motivation (18.76). ‘t’ value significant (t=11.71 > 0.001 & 0.005 Level, t=17.57 > 0.001 & 0.005 Level) difference between Female low SES Athletic Students and Non-Athletic Students on Academic achievement and Achievement motivation.

5.10 Conclusions:

- Athletic students tend to show higher achievement motivation and academic motivation than Non-athletic Students.
- Athletic male students tend to show higher achievement motivation and academic motivation than athletic female Students.
• Nonathletic male students tend to show higher achievement motivation and academic motivation than Nonathletic female Students.

• Athletic Student posses high SES tend to show higher achievement motivation and academic achievement than nonathletic students possess high SES.

• Athletic Student posse’s low SES tend to show higher achievement motivation and academic achievement than nonathletic students possess low SES.

• Athletic male Student posses high SES tend to show higher achievement motivation and academic achievement than nonathletic male students possess high SES.

• Athletic female Student posses high SES tend to show higher achievement motivation and academic achievement than nonathletic female students possess high SES.

• Athletic male Student posses low SES tend to show higher achievement motivation and academic achievement than nonathletic male students possess low SES.

• Athletic female Student possess low SES tend to show higher achievement motivation and academic achievement than nonathletic female students possess low SES.

5.11 Limitations and suggestions of the present research:-
Some limitations inherent in this study are:

- The population was limited areas restricted to Aurangabad district only. It can be spread into other areas also.

- The sample of the study was small. The study can also be done by taking large sample size.

- The tools used in this investigation were self – reporting instrument, it is therefore noted that the accuracy of data reported is limited to the abilities and willingness of the respondents to give truthful responses.

- Area of living i.e. environment as well as cultural factors of the subjects was not considered as a determinant of achievement motivation and academic motivation. It can also be considered as predicators of achievement motivation and academic motivation.