CHAPTER - II

REVIEW OF LITERATURE
Motivation is an essential element of human personality. It directs a person’s activity and makes it more or less dynamic. Without the desire to succeed, the other psychological features and abilities do not provide nearly so much influence on performance. The present study was conducted to examine the sports achievement motivation among wrestlers and judokas. Total fifty (N=50) male subjects, twenty five (N=25) wrestlers and twenty five (N=25) judokas who had participated at inter-college competitions from various colleges of Panjab University, Chandigarh were selected for this study. Achievement motivation was measured by applying Sports Achievement Motivation test prepared by Kamlesh, M.L. (1990). The age of the subjects was ranged between 19 to 25 years. The Mean, SD, MD, SEDM and ‘t’-value were calculated to find out the significance of difference and direction of difference between wrestlers and judokas. The level of significance was set at 0.05. The results revealed significant difference with regard to the variable Sports Achievement Motivation between wrestlers and judokas. While comparing the mean values of groups in question, it has been observed that judokas have exhibited significantly better sports achievement motivation than wrestlers.

In their daily activities, men are influenced by various factors. These factors, which can be environmental, social and or cultural, vary according to the types of activities in which these people are engaged. For the Beninese, everything has meaning, which is why, they
regularly practice their traditional cultural heritage, as it strengthens their morale during professional activities. Students from this environment can not escape this reality. Therefore, they do not hesitate to call on traditional, cultural practices to manage stress more effectively and increase their motivation. The results of two questionnaires that were administered to 271 non-sports students and to 138 student athletes, revealed that the Beninese traditional cultural practices (prayers, charms and offerings), are making their entry to school and into school athletic associations. The presence of such practices in secondary schools varies between rural and urban students and between animist, Christian and Muslim students.

**Jagvir Singh (2013)** Sports are psychological and physical because it is led by psychology and performed by physique. There is a good head and muscle or psyche and body coordination in sports for achieving success in competition. The head, the thought images and mental pattern play significant role in sports performance. Along with anxiety as an internal factor, the sports performance of the sportsman is also affected by the outside factors like the health and nutrition, sanitation and health awareness of the sportsman, the infections caused by different insects like flies and mosquitoes and other body-related issues. The normal physical and health conditions of Indian people and that in rural or urban areas are dangerous. During each age and stage different kinds of unknown diseases and health problems caused a large damage to the Indian human society. The occurrence and the frequency in occurrence of the
helminthes diseases date back beyond the dawn of history. Omnivorous habit and terrestrial habit exposed man to helminthes infections to a greater degree.

**Somaieh Sarabandi, Reza Dastjerdi, Nasrin Hojatzadeh(2013)** Students are the pillars of the institution of education and research and recognition in the factors influencing their academic performance can cause flourishing their qualitative and quantitative development in education. Therefore, this study was the relationship between emotional intelligence and academic performance of the 3rd guidance students. In this descriptive - correlation study, 320 3rd guidance students from Saravan city who were selected in a multi-stage random sampling method were examined. The research instrument consists of three questions: 1 - Demographic characteristics (gender, father's education, mother's education, GPA), 2 –Bar-N Emotional Intelligence Scale and 3 –researcher-made questionnaire of exercises. Data were analyzed using SPSS 15 software and independent t-test, Pearson correlation and regression significant at 0.05. The results showed that there was a significant positive correlation between emotional intelligence and academic performance of students (in total) and students with low exercise (p <0.05), but there was no significant relationship between emotional intelligence and academic performance of students with moderate and high exercise. Also, there was no significant difference in the mean score of students' emotional intelligence in terms of physical activity, however, the mean academic performance of students with moderate and high physical activity than students with low
physical activity was higher (001/0 = p). According to the results obtained in this study, emotional intelligence can be increased through training and practice proper techniques and exercise regularly to improve the academic performance of students.

**Arun Singh Rathore (2012)** The purpose of the study was to assess the selected psychological variables between Athlete and Non Athlete of higher secondary school girls. Aggression and achievement motivation were selected as the variable for the study. The Aggressiveness questionnaire by Anand Kumar and Premshankarshukla and for Achievement Motivation M.L. Kamalesh questionnaire was used. The subjects for this study were oriented and the purpose of the study was explained. The method of answering each question was explained to them in their mother tongue. The nature and importance of this study was explained to the subjects for their maximum participation. The data collected from the two groups of selected psychological variables such as aggression and achievement motivation were analyzed the difference through t-test at 0.05 level of significance. In both the variables, there exists insignificant difference at 5% level.

**Hossein Zainalipour, Eghbal Zarei and Fatemeh Dayeripour (2012)** The present paper is a research seeking for analysis of individual factors influencing on academic achievement motivation in high school female students. To do this research and regarding the discussed question, correlation
method in structural equation model was used. 16-AMOS software was used for analysis and statistical calculations of the proposed model. The study subjects were 384 students that were selected using the stratified random sampling method from the students of district 1 and district 2, respectively, as 207 and 177 students. Data collection was performed through two classes of questionnaires, one related to individual factors, and another regarding the academic achievement motivation. The results show that each of the individual factors plays a decisive role in prediction of academic achievement motivation.

Mohammad Younis Khan, Dr Asif Jamil, Dr Umar Ali Khan, Uzma Kareem (2012) Sports and academic performance of students has been a topic of debate for years. The supporters of sports program in educational institutions say that participation in sports improves students’ grades, academic achievement, raises their educational aspirations, and keep them in schools and colleges. Critics say that participation in sports deflects time away from the classroom and divert students’ attention from study. They further say that it is not possible for students to achieve excellence and satisfaction in sports as well as in education. A continuing debate about the role of sports and academic achievement of students has occurred since long but no consensus has been reached so far. In this context the present study was conducted to determine the association between participation in sports and academic achievement of students. The study was conducted in Government Colleges of
District Dera Ismail Khan, Khyber Pakhtunkhwa. A structured questionnaire on three point Likert scale was developed and utilized for collection of data from 260 respondents (60 teachers and 200 students) selected through random sampling technique. The result of the study revealed that there is link between participation in sports and performance in education and participation in sports improve the Grade Point Average (GPA), class tests results, ability of students to succeed academically, and mental or cognitive development. This study also confirmed that Sports activities are very useful and helpful for enhancing the academic mission of colleges.

**Somnath Nandy, Madhab Chandra Ghosh, Samirranjan Adhikari(2012)**

Achievement motivation is the acquired tendency and one of the most important social needs. It is a disposition to strive for success in competition with others with some standard of excellence, set by the individual. In physical education teacher training curriculum there is ample scope of rigorous physical activity as well as educational and mental exercise; so the main goal of the present study was to ascertain the impact of this training in development of Achievement Motivation. This one was a longitudinal study carried out through quasi-experimental research design. A sample of 200 B.P.Ed students was chosen from different teacher education institutions of West Bengal by stratified random sampling technique. Deo-Mohan Achievement Motivation Scale (n-Ach) was administered on the sample in three different phases – at the beginning, in the middle and at the end of the session. From the Paired
Samples “t” - test it was observed that there was statistically significant increase in the mean of the Sports Achievement Motivation scores from the 1st phase (M = 16.86) to the 2nd phase of testing (M = 17.90) and again to the 3rd phase of testing (M = 18.82). Again, the means of the Total Achievement Motivation scores was statistically significant increase from the 1st phase (M = 158.07) to the 2nd phase of testing (M = 171.06), and again to the 3rd phase of testing (M = 184.07).

**David Gorman. (2010)** This causal-comparative study with a narrative component investigated the effect athletic participation on the academic achievement of senior student-athletes and non-athletes who attended three public high schools in Eastern Tennessee. The impetus for the study was the conflicting research as it relates to the impact athletics participation had on academic success at the college and high school levels. Through student athlete and nonathlete comparisons of ACT scores and GPAs, the researcher found athletic participation did not affect academic achievement for high school seniors who graduated in 2009 from the three target high schools when compared to non-athletes. However, statistically significant and extremely significant differences were found when the ACT scores and GPAs of the male and female student-athletes were compared. Data was also collected from the target high schools’ teaching staffs. The Likert scale survey items and open-ended responses from the target high schools’ teachers revealed the following regarding the academic achievement of senior student-athletes: the effect of
athletic participation was positive, school systems directly affect the academic achievement of senior student athletes, parental involvement directly affects academic achievement, athletic participation and academic achievement was important in the target school community, and the effect of athletic participation on the AYP measurement was positive.

**Dr. Julie Baker (2010)** A comparison in academic achievement between high school female athletes and nonathletic has been investigated. Athletic status of each participant was determined by whether the female student participated on a school athletic team during her high school career or not. In order to determine academic achievement, I have looked at Gateway Algebra I scores, ACT scores, and Cumulative GPA of each of the female graduates for the class of 2010 at Stone Memorial High School. Using the data gathered I ran the Analysis of Co-Variance to determine if the data has significance on any level. After analyzing the data from this study, I found that there is a significance, $F (1, 83) = 4.257, p= 0.042$ when comparing Cumulative GPA and athletic status. However, I also found that there is not a significance, $F (1, 83) = 1.867, p= 0.176$ between ACT score and athletic.

**Kevin K. Byon, Michael S. Carro, Michael Cottingham, John Grady, James T. Allen (2010)** Competitive wheelchair sport provides a unique context to study the motives of spectators attending these events. The purpose of this study was to examine gender differences in the relationship between
spectator motives and various sport consumption behaviors related to collegiate wheelchair basketball events, including repatronage intentions, online media consumption intentions, and merchandise purchasing intentions. Using data collected from spectators of three games of men’s and three games of women’s college wheelchair basketball events, the researchers found that escape, knowledge, and physical skill influenced male spectators’ consumption behaviors while escape, knowledge, vicarious achievement, and drama were associated with female spectators’ consumption behaviors. Theoretical implications and marketing strategies drawn from the findings are discussed.

Pedescaleaux, Jonell (2010) The purpose of this study was to investigate non-cognitive motivational factors as indicators of academic achievement of male athletes and male non-athletes as measured by a secondary data analysis of the College Student Inventory. Self-determination theory provided the conceptual framework for this study. The CSI was administered through a survey technique. Participants in the survey sample were selected from 142 first semester freshman male athletes and male non-athletes enrolled at a Midwestern University. The data gathered from the CSI provided information on non-cognitive variables of academic and social motivation as indicators of academic achievement. This study compared the CSI motivational factor scores to the first semester and second semester grade point averages of male athletes and male non-athletes. Four statistical tests were generated:
descriptive statistics, "t"-tests, correlation analysis (Pearson "r"), and analysis of variance ANOVA. Descriptive statistical analysis was used to determine the sample characteristics, frequencies, and percentages of male athletes and male non-athletes. The "t"-test was used to gather GPA basic data means for male athletes, male non-athletes, race, and sport. The independent "t"-test was used to test for a difference between the means of male athletes and male non-athletes. Comparisons for significance of first and second semester GPA, CSI motivational scores academic motivation and social motivation, race, and sport were conducted using correlation analysis. The difference in motivational factor scores between UNI male student-athletes and male non-athletes by race and sport was determined by the one-way analysis of variance ANOVA. The data analysis indicated that The College Student Inventory CSI academic motivation and social motivation scales were not indicators of academic achievement. There is a difference in motivation factor scores and GPAs between male athletes and non-athletes. The null hypothesis that motivation factor scores (academic motivation and social motivation) cannot indicate academic achievement is retained. The null hypothesis that there is no difference in motivational factor scores between male student-athletes and male non-athletes at UNI by race and sport is rejected. Male non-athletes are more likely to enjoy classroom discussions and feel comfortable with the high level of intellectual activity that often occurs in the college classroom than male athletes, (Caucasian males and Hispanic males have a more positive
attitude towards educators than African American males and this may affect their academic achievement. African American males have a greater capacity to make their own decisions and carry through with them than Caucasian males. Male non-athletes are more likely to enjoy classroom discussions and feel comfortable with the high level of intellectual activity that often occurs in the college classroom than male football athletes. Male non-athletes have a greater capacity to make their own decisions and carry through with them than male baseball athletes. The results of this study indicate the need for academic and social support programs for male athletes and male non-athletes to ensure positive progression towards academic achievement.

Alyssa L. Leonard (2009) Some of the dual roles that school counselors are asked to perform enhance their role as counselor, while some of them such as the school counselor/athletic coach dual role may hinder their ability to facilitate successful counseling relationships with all students. This research considers the students' opinions on counselors' student bias relating directly to their dual role of athletic coach. Does the dual role of school counselor/athletic coach influence students' perceptions of the counselor's attitudes and biases, causing non-student-athletes specifically to reject their services? The purpose of this study is to compare the attitudes of high school student-athletes with nonstudent-athletes regarding their willingness or reluctance to seek out help from a school counselor who is also an athletic coach. The data was collected through a survey which was distributed with guardian and school permission
to students from a high school in north-western Wisconsin during the spring of 2009. This study 'S findings conclude that there is no statistical difference between the influences of the dual role of school counselor/athletic coach on student-athletes compared to non-student-athletes. The majority of students who participated in this study said that they were neutral about counselors ill so being ; coaches. The findings of this study do not indicate that the influence on student-athletes and non-student athletes to go to a dual-roled counselor/coach was impacted by a perceived bias towards student-athletes. These conclusions indicate that student-athletes and non-student-athletes alike would be equally comfortable and neutral about going to see a counselor who is also a coach. There is not enough evidence to indicate any reason that a counselor should not also be a coach.

Beckett (2009) examined structuring out-of-school time to improve academic achievement. Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. The purpose of the practice guide was to provide recommendations for organizing and delivering school-based out-of-school time programs to improve the academic achievement of student participants. It was recommended that align the out-of-school time program academically with the school day; maximize student participation and attendance adapt instruction to individual and small group needs provide learning experience and assess program performance.
Dinah R. Dovona-Ope (2009) This study into female students’ attributions for academic achievement in secondary schools in Papua New Guinea (PNG) examined the factors that inhibited school leavers from gaining access to and/or completing secondary education and their academic achievement. It also examined the factors which facilitated the academic achievement of Grade 12 female students. Hence, academic achievement in the context of this study is defined as access to and completion of secondary school grades and results in tests and examinations. The research methodology and design employed in this study was chosen in response to the unique and complex geographical and socio-cultural context in which it was conducted. It employed a triangulation mixed methods design embedded within the theoretical underpinnings of the transformative and pragmatic research paradigms. Hence, quantitative data was collected through two sets of survey questionnaires and qualitative data were collected through interviews and focus group meetings. Data for this study was collected from three main groups comprising two groups of female school leavers and one group of Grade 12 students at each of the two research sites. The quantitative data were analyzed using the Statistical Package for Social Sciences (SPSS) Version 14 to conduct descriptive analyses, Analysis of Variances (ANOVA) and T-Tests. Descriptive analyses provided demographic information of the participants. Analysis of Variances (ANOVA) was conducted to examine the differences between the three groups. T-Tests were conducted to examine the differences
between the participants at the two research sites. The findings are presented in the qualitative data from the interviews and focus groups were transcribed and analyzed using NVivo Version 8. The results are presented in Chapters 5. The findings are elaborated on in a triangulated discussion presented in Chapter 6. The findings of this study indicate that inherent (psychological and emotional) factors inhibit and/or facilitate academic achievement of female students in secondary schools at the two research sites. Academic achievement of female students at the two sites were also impeded and/or facilitated by external factors. The key impediments and/or incitements for academic achievement were categorized along the lines of the locus of control: internal and external. Internal impediments comprised three major factors: psychological and emotional distress, the nature of motivational goal orientations and the learning strategies. The external impediments comprised three key factors: factors relating to the national education policy frameworks, school factors and non-school factors. The internal incitements for academic achievement comprised three key factors: the power of resilience, the nature of motivational goal orientations, and learning strategies.

Jianmin Guan, Ping Xiang and Ron McBride and Xiaofen D. Keating(2009) This study examined the psychometric properties of the trichotomous and 2 x 2 achievement goal models in high school athletic settings and assessed which model might represent a better fit to the data, as well as explored the relative contributions of achievement goals and social
goals to students' persistence/effort toward their sport training. Participants were 171 student athletes from a local high school in the southern region of United States. Confirmatory factor analysis revealed that the 2 x 2 model provided a better fit to the data than the trichotomous model. Multiple regression analysis revealed that social responsibility goals, performance-approach goals, and mastery-approach goals were significant predictors of students' persistence/effort toward their sport training, demonstrating that students had multiple goals for their sport success. Findings suggest using both achievement goals and social goals to study student motivation and achievement in high school athletic settings.

**Kitsantas (2009)** studied college students' homework and academic achievement: the mediating role of self-regulatory beliefs. The influence of homework experiences on students' academic grades was studied with 223 college students. Students' self-efficacy for learning and perceived responsibility beliefs were included as mediating variables in this research. The students' homework influenced their achievement indirectly via these two self-regulatory beliefs as well as directly. Self-efficacy for learning, although.

**Lai (2009)** investigated the adverse effects of parents' school selection errors on academic achievement. One major concern with public school open enrolment programs was the potential for parents' school selection errors to adversely affect their children's academic achievement. In this study of the
Beijing middle school open enrolment program, the estimate the degree to which children's school outcomes were negatively affected by the poor choices their parents was made during the school selection process. It was found that the children of parents who made judgment errors in school selection were admitted to lower quality schools and achieved lower test scores on the high school entrance examination. Parents who had less education, whose children performed at lower levels in primary school, and who were less attentive to teachers' opinions about schools were more prone to make these errors. Providing assistance to parents, especially those less prepared to make informed choices about school selection, was consequently important for supporting more efficient and equitable open enrolment program.

Thomas e (2009) studied the promoting academic achievement and the role of racial identity in buffering perceptions of teacher discrimination on academic achievement among African American and Caribbean black adolescents. The authors examined the moderating effects of different dimensions racial identity (i.e., racial centrality and public regard) on perceptions of teacher discrimination and academic achievement among a nationally represented sample of African American and Caribbean black adolescents. The findings revealed that perceived teacher discrimination was negatively related to academic achievement for both African American and Caribbean black youth. In addition, high racial centrality and low public regard buffered the negative
consequences of high levels of perceived teacher discrimination on academic achievement among adolescents.

**François Trudeau and Roy J Shephard (2008)** This study is the relationships of academic performance and some of its determinants to participation in school-based physical activities, including physical education, free school physical activity and school sports. Results of present is physical activity can be added to the school curriculum by taking time from other subjects without risk of hindering student academic achievement. On the other hand, adding time to academic or curricular subjects by taking time from physical education programmes does not enhance grades in these subjects and may be detrimental to health.

**Lence Aleksovska Velickovska and Zarko Kostovski (2008)** It is necessary to continue to apply the results of researches which make the identification of specific personality features or relevant psychological dispositions possible and not only for the purpose of sport in general but also for specific disciplines of sport. The problem of this research is referred to the analysis of the factor structure of psychological domain with karateists in relation to the wider battery of tests among which a certain number can be described as having specific sport character whereas the rest have general character. With 11 factors in terms of practicality, it is possible to have a complete insight into psychological status of a karateist by knowing this structure. Based on the
estimation of theory model at one author, we could make conclusions in respect to other theory models.

**Pandey (2008)** studied significance of difference between male and female adolescents on academic performance, achievement motivation, intelligence and socio economic status. The study was conducted on 621 students of class XI. It was concluded that there was no significant difference between male and female adolescents on the measures of academic achievement, achievement motivation, intelligence and socio economic status.

**Rajendran (2007)** studied that are rural students inferior to urban students in their achievement scores in chemistry at college level and found that there was no significant difference among the achievement of boys as well as girls in the post test of chemistry; locality of students (urban/rural) had no influence on the achievement scores of students at college level.

**Chamundeswari (2006)** studied general mental alertness and intelligence in relation to academic achievement of students at the secondary level with the objective to investigate the possible differences between academic achievement in Mathematics of students at secondary level in different types of school by taking a sample of 291 students and found that there was a significant difference between achievement in Mathematics of students at secondary level in government, aided and matriculation, government and government aided, matriculation and corporation schools; there was no significant difference between achievement in Mathematics of students at the secondary level in
corporation and government, corporation and government aided, government and matriculation schools; there was significant correlation between mental alertness, intelligence, achievement in Mathematics and English of students at the secondary level in different types of school.

**Alison (2005)** studied the relationship of positive and negative perfectionism to academic achievement, achievement motivation, and well-being in tertiary students. The results indicated that positive perfectionism showed associations with higher academic achievement, higher achievement motivation, positive personality factors, and more use of functional forms of coping, while negative perfectionism showed associations with negative effect, depression, anxiety, stress, negative personality factors, and more use of dysfunctional coping strategies. It was therefore concluded that positive perfectionism can have a positive association with academic achievement, achievement motivation and general well-being, while negative perfectionism can have a negative association with these factors. Many individuals were concerned with meeting high standards for performance.

**Daley (2005)** studied background and classroom correlates of child achievement, cognitive and behavioural outcomes in rural Kenyan school children. Results suggested that while background factors such as child age and SES were important predictor of child outcomes, inclusion of classroom factors and the addition of behavioural as a predictor shows an even greater effect. The
largest effect was seen for the outcome variables most closely tied to classroom activities.

**Prichard (2005)** investigated the relation between district culture, student achievement and student attributes about their schools. Perceptions of students as expressed in more than 2000 essays written about their schools were explored. Seven cultural categories were examined for differences across grade level and districts. Statistical differences were found for 3 categories (Social People, Education/ Curriculum and Extra-Curricular Activities) for writing achievement, for whether the district cultures were rated as positive or negative and for whether students’ comments revealed a positive or negative view of their schools. This study suggested that district culture has a noticeable effect on school culture and on students’ achievement.
Johnson (2005) explored the antecedents of individual differences in academic achievement. The first study tested the hypothesis that the contemporaneous association between disruptive behaviour and poor school grades could be explained by attention problems and lack of academic ability, and estimated relations among the underlying genetic and environmental influences. The second study investigated the effects of child academic engagement; IQ, depression, externalizing behaviour, and family environmental risk on achievement manifested as trajectories of reported school grades from ages 11 through 17, and assessed the relative importance of genetic and environmental influences to those effects. The third study explored genetic and environmental pathways through which parents influence school grades. Results revealed academic engagement, IQ, family risk, and externalizing behaviour but not depression were important predictors of level of reported grades, though not of change in grades over time. Genetic and environmental influences among the variables were strong and closely related. Common genetic influences on parenting and academic engagement were also apparent. Shared environmental influences were modest throughout the studies. The substantial genetic influences revealed here make clear that we can learn most about environmental influences on school performance by taking these genetic influences into consideration.
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Oh (2005) examined the process by which neighbourhood conditions influence parents, peers, and schools, and the combined effect of neighbourhood
conditions, parents, peers, and schools on adolescents' achievement and subjective well-being. The study showed that neighbourhood characteristics influenced adolescents' subjective well-being through parental characteristics, parenting behaviours, peer interactions, and school characteristics. Similarly, parental characteristics and parenting behaviours mediated the relation between neighbourhood characteristics and adolescent academic achievement.

Salley (2005) investigated the extent to which differences in motivation, persistence, and resilience exist among academically achieving African-American males enrolled in high school in a mid-Atlantic suburban public school system. It revealed no statistically significant differences in means in motivation, persistence and resilience. Four themes emerged from the interviews of African-American males enrolled in honours or advanced placement high school classes. These themes were: determined and persistent parental engagement; setting limits and discipline; child-focused love, support, communication and modelling; and community connectedness and resources.

Elizabeth Aries, Danielle McCarthy, Peter Salovey and Mahzarin R. Banaji (2004) Student-athletes were studied over 4 years at a highly selective liberal arts college and an Ivy League university. Students spending 10 or more hours per week in athletic activities had lower entering academic credentials and academic self assessments than non-athletes, but the academic performance of athletes
was not below what would be expected based on their entering profiles. Athletes surpassed non-athletes on sociability/extraversion and self-reported well-being in each annual wave of the study. Athletes were not isolated from the rest of the student body; they spent over 50% of their time with non-group members and belonged to non-athletic extracurricular groups every year. Athletes perceived group membership to pose greater difficulties to academic performance and involvements outside the group than did members of other types of extracurricular groups. Athletes drank more heavily on weekends that non-athletes, but did not differ in growth.
Ganguly (2004) studied determinants of academic achievement in rural and urban areas and found that parental care about child’s education, emotional climate at home and socio-economic status of family had a positive correlation and crowded living conditions at home had a negative correlation with the academic achievement of students in rural and urban areas; library facilities, teacher’s training, teacher’s classroom behaviour and attitude towards teaching had a positive correlation and student teacher ratio had a negative correlation with the academic achievement of students; peer influence and movies had significant and positive, and the distance between home and school had significant negative correlation with achievement of students; attentiveness to study, school attendance, health and interest in study had a positive correlation with students’ achievement.

Juan A. Moreno, David Gonzalez-Cutre, Jose Martin Albo and Eduardo Cervello (2004) The purpose of this study was to analyze, experimentally, the relationships between motivation and performance in a lateral movement test in physical education. The study group consisted of 363 students (227 boys and 136 girls), aged between 12 and 16, who were randomly divided into three groups: an experimental group in which an incremental ability belief was induced, another experimental group in which an entity ability belief was induced, and a control group where there was no intervention. Measurements were made of situational intrinsic motivation, perceived competence in
executing the task and performance. The results revealed that the incremental group reported higher scores on the situational intrinsic motivation scale. The entity group demonstrated better performance in the first test attempt than the incremental group but, in the second attempt, the performance was similar in the different groups. Perhaps the initial differences in performance disappeared because the incremental group counted on improving in the second attempt. These results are discussed in relation to the intensity with which the teacher conveys information relating to incremental ability belief of the pupil to increase intrinsic motivation and performance.

Varma (2003) examined relationship of academic achievement of middle school students with their intelligence, adjustment and achievement motivation. It was found that the critical ratio of academic achievement of all the groups was significant at .01 level. Only critical ratio of male and female students was not significant at any level. The $F$-value of intelligence, achievement motivation and academic achievement was significant at .01 level. The $F$-value for adjustment was not significant at any of the level. The correlation between academic achievement and adjustment, academic achievement and intelligence, achievement motivation and intelligence & adjustment and intelligence of all the groups was positive and significant at .01 level. There was negative correlation between achievement motivation and adjustment of all the groups and this was significant at .01 level. The critical ratio of mean of achievement motivation, adjustment and academic motivation
of male and female students was not significant. The critical ratio of mean of intelligence was significant at .05 level. There was no significant difference between achievement motivation, adjustment and academic achievement of male and female students. The difference was only in intelligence. There was no difference in adjustment of arts and science students. When intelligence was considered as covariate the effect of adjustment on academic achievement of students of upper and lower group students was significant at .01 level. But the effect of adjustment on academic achievement of upper and general group students was not significant. When achievement motivation was considered as covariate the influence of adjustment and intelligence on academic achievement of upper and lower & upper and general group students was significant at .01 level. But the influence of adjustment and intelligence on academic achievement of general and lower group students was not significant. When adjustment was considered as covariate the influence of achievement motivation on academic achievement of three groups was significant at .01 level. But the influence of intelligence on academic achievement of upper and lower & upper and general group was significant at .01 level. There was no influence of intelligence on academic achievement of general and lower group male and female students.

Tehlan (2001) conducted a comparative study of the impact of general intelligence, level of aspiration and awareness of facilities on the academic achievement of scheduled caste students. The findings of the study showed
that the general intelligence of male scheduled caste students had been found better than the female scheduled caste students of the senior secondary stage. The general intelligence of rural male scheduled caste students had been found better than the urban male scheduled caste students of the senior secondary stage. The general intelligence of female urban scheduled caste students had been found better than the rural female scheduled caste students of the senior secondary stage. The level of intelligence of the female urban Scheduled caste students had been found better than the rural Female scheduled caste. The level of intelligence of the urban male scheduled caste students had been found better than the rural male scheduled caste.

Yarbrough (2001) sought to determine if there were relationships between student achievement and educational facilities. It focused on the question: Does school design influence the academic achievement of elementary school students? Criteria used were scores on the Iowa test of basic skills and 86 variables describing design patterns in various categories such as movement patterns, large group spaces, architectural layout, day lighting and views, colour, scale of building, and location of school site. Findings indicated that design does influence student learning, with circulation pattern or movement accounting for the largest percentage of variance for the third grade, and availability of large group meeting areas accounting for the largest percentage of variance in the fifth grade.
Accordino (2000) studied effects of perfectionism, depression, and self-esteem on adolescent achievement and achievement motivation. Students' personal standards and their feelings of not meeting such standards (high discrepancy) were significant predictors of academic achievement. Students’ personal standards also significantly predicted achievement motivation (work orientation). Gender was found to be a significant predictor of academic achievement and achievement motivation (competitiveness). Students with positive aspects of perfectionism differed significantly on measures of self-esteem and depression from students possessing negative aspects of perfectionism.

Richard A. Wove (2000) Considerable controversy surrounds university athletics in the United States. A cursory review of the popular press and the academic literature reveals a number of practices and outcomes of athletic programs that can have important effects on universities. On the one hand, one frequently sees articles concerning low graduation rates among athletes, "amateur" athletes accepting "gifts" from coaches or alumni, athletic programs losing money, coaches receiving salaries substantially higher than faculty-the list goes on. On the other hand, one also reads of outstanding student-athletes who are excellent ambassadors for their universities, very lucrative athletic programs, alumni whose financial contributions are positively influenced by athletics, and university communities becoming energized by athletic success. We believe that the articles in this special issue demonstrate the research
opportunities and advantages of studying organizational phenomena within the sport domain. The Smart & Wolfe article exhibits the aforementioned data-related advantages of studying sport. It indicates the accessibility of accurate measures representing important organizational concepts. The Goff piece presents some related cautions—though data is quite accessible in sport, great care is necessary to insure its validity. Beyer and Hanna's article supports the "sport is a reflection of society" argument and is suggestive of its corollary—that by studying sport, we can learn both about it and about broader society. At a more general level, three of the articles indicate how conceptual perspectives more often applied to other organizational phenomena (i.e., stakeholder management: Trail & Chelladurai; a resource based view of strategy: Smart & Wolfe; culture: Beyer & Hanna) can be effectively studied within a sport setting. The first two papers address one component of the special issue's purpose developing a better understanding of the effects of athletic programs on universities. In "Effects of University Athletics on the University: A Review and Extension of Empirical Assessments," Brian Goff reviews, critiques, and extends studies which assess the financial effects of university athletics as well as studies that assess the impact of athletics upon such indirect outcomes as student enrollment and alumni giving. Goff's review suggests that reports of athletics being a financial drain on universities are often based on flawed analyses that tend to overestimate costs and underestimate revenues. In addition to addressing the more commonly studied
phenomenon of how athletics might benefit a university, Goff addresses that question's flip-side: To what extent does publicity associated with issues such as NCAA violations have a negative effect on universities? In the second paper, "The Cultural Significance of Sports in U.S. Higher Education," Janice Beyer and David Hannah suggest that while university sports can contribute to unity and organizational loyalty, they also present challenges to traditional academic values. They propose that three aspects of college sports are especially noteworthy from a cultural perspective: the intra organizational competition they engender, the rituals they provide, and the subcultures to which they give rise. The authors suggest that while sports' most evident cultural message is overt and intended competition, less overt and unintended intra organizational competition often results.

Berry (1999) examined the relationships between academic performance, student ability, and motivation among community college students. Results indicated that the relationship between level of motivation and academic performance fluctuate throughout the semester. Students who attribute academic performance to internal factors such as self-ability and hard work earn higher grades than those who do not. The third study addresses the notion that the affective state was an indirect measure of motivation. In order to test this relationship, a model was developed that integrated achievement motivation theory with a two-dimensional approach to emotion. The results illustrated that the students who report feeling confident and enthusiastic
before a test perform better on the exam than students who express feelings of anxiety or worry.

Gelat (1999) studied the effect of study habits on educational achievement of the students of secondary school. The result showed that there was significant effect of study habits on educational achievement of the students of secondary schools. There was no significant effect of sex on educational achievement of the student of secondary schools. There was no interactional significant effect of study habit and sex on the educational achievement of the student of secondary schools.
Hudda (1998) conducted a comparative study of self-concept, aspirations and academic achievement of agricultural and non-agricultural students at college level. Non-agriculture students were better than agriculture students in self-concept. In temperamental qualities the mean of agriculture group was higher than that of non-agriculture group. In academic status the mean of non-agriculture group was higher than that of agriculture group. In intellectual abilities the mean value for the non-agriculture group was higher than that of agriculture group. In habits and behaviour the mean value for the non-agriculture group was higher than that of agriculture group. The observed value of coefficient of correlation between aspirations and academic achievement within non-agriculture group was .72, which was positive, high and significant.

Fan. (1998) examined the issue of whether any differences exist in school achievement among rural, suburban, and urban school students in four major areas of school learning: reading, mathematics, science, and social studies. The results showed that students from rural schools performed as well as, if not better than, their peers in metropolitan schools in math, science, reading, and social studies.
Singh (1998) studied part time employment in high school and its effect on academic achievement. In her research, the nationally representative sample of X graders, the first follow up the national educational longitudinal study of 1998 (NELS -88), was used to examine the effect of part time work during the school year on academic achievement as measured by the standardized achievement, scores and high school grades earned in fair subject areas (English, Mathematics, Science and Social Studies). The finding of the study point to a small negative effect of employment on both measures of achievement when socio-economic status, gender and previous achievement were controlled.

Rossen (1997) studied adolescents’ depression and its impact on competence, behavioural problems and academic achievement. The area of competence was found to be significantly negatively correlated with the adolescent's level of depressive symptoms. In regard to total behavioural problems and internalizing behavioural problems, the ratings proved to be significantly positively correlated with the adolescent's level of depression. Externalizing behavioural problems ratings were significantly positively correlated to the adolescent's level of depression. In the area of academic achievement, several academic subjects proved to be significantly negatively correlated with the level of adolescent depression. The between groups research design (which employed t-tests) provided results similar to those reported above. This research demonstrated the need for school psychologists to diagnose
depressive symptoms amongst the student's they serve. It was found that issues associated with higher levels of depression in adolescents were a lower sense of competence, greater total behavioural problems, greater internalizing behavioural problems and greater externalizing behavioural problems, as well as lower academic grades in major subjects. School personnel need to be alerted to students who demonstrate the above profile.

Sanders (1996) explored the effects of teacher, family, and church support on the school-related attitudes, behaviours, and academic achievement of African American, urban adolescents. To achieve this objective, 826 students in an urban school district in the south-eastern United States completed a questionnaire measuring: student perceptions of teacher support; student perceptions of parental support; church involvement; school behaviour; academic self-concept; achievement ideology; and academic achievement. Interviews were conducted with a subset of the research population (40 students) to enhance and aid in the interpretation of the questionnaire data. Results of the quantitative and qualitative analyses showed that students' perceptions of teacher and parental academic support and church involvement indirectly influence achievement through their positive and significant influence on one or more of the attitudinal and behavioural variables measured. Students' academic self-concepts, achievement ideology, and school behaviour, therefore, were qualities influenced by the school, family, and church.
Black (1994) studied the comparison of college academic achievement between graduates of public and private high school and found that there was no significant difference in grade point average between graduates of private or public high school. Among students attending private colleges, lower in public high school graduates achieved first year GPAs significantly higher than did graduates of private high schools. Finally only public school graduate attending private colleges achieved statistically significantly higher Fisher (1995) examined the relationship between intelligence as defined by a verbal and nonverbal combined score, obtained on the Otis-Lennon school ability test and final grades received in the following six academic subjects: reading, math, spelling, science, English and social studies. The results suggested a positive correspondence of relationship between intelligence and its ability to predict academic achievement. A positive correlation was found between intelligence score and the subject of reading (.49), English (.50), social studies (.44), science (.51) and math (.47). A lesser correlation was found with spelling (.30). No significant differences were noted in correlations between intelligence of genders and any of the academic categories.

Robert J. Vallerand and Gaetan F. Losier (1994) The motives underlying involvement in sport appear to influence how a person will play the game. However, how athletes play the game may also have an impact on their
motives for participating in sports. The purpose of this study was to examine the relationship between self-determined motivation and sportsmanship orientations by using a longitudinal design, as well as recent theoretical approaches to sportsmanship (Vallerand, 1991, 1994) and motivation (Deci & Ryan, 1985, 1991). Male adolescent elite hockey players (N = 77, mean age = 15.8) completed a questionnaire assessing both constructs 2 weeks into the hockey season (T1) and at the end of the regular season (T2), 5 months later. The results from cross-lag correlations suggested that, over time, self-determined motivation and sportsmanship orientations have a positive bidirectional relation, in which self-determined motivation has greater influence on sportsmanship. These results give further impetus to the need to consider motivation in future studies on sportsmanship.

Godbole (1993) studied perceived parental acceptance, self-concept and academic achievement. The findings of study were that higher level of self-concept, SES, intelligence was separately associated with high parental acceptance and low rejection and concentration. Large family size was associated with low parental acceptance and high parental rejection while no association was found for concentration. Large sibling size was associated with high parental rejection and has no significant association with acceptance and concentration. Academic achievement was not independent of perceived parental rejection and concentration though acceptance has no such association.
Singh and Saini (1993) this study is measure of psychological characteristics intelligence, extroversion, neuroticism and adjustment patterns of hockey players playing and different level of sample is school, district and state levels players. This study designed to know as the how the intelligence level, extroversion, neuroticism and adjustment difference between male and female players. In this study sample selected of 240 male female school hockey players and zonal 80 and district level 80 players selected and use of administered two test first Raven’s Progressive Matrices this is test Intelligence and second test is Adjustment Inventory. results of present study of positive adjustment in hokey players.

Singh (1982) a study of difference between Badminton players of high and low level of proficiency on psychological characteristics and Social-economic status. Results of present study is the high level badminton players is emotionally stable.

Shivappa (1980) studied the factors affecting the academic achievement of high school pupils. It was found that study habits, educational aspiration and intelligence were significant positive correlates whereas manifest anxiety was significant negative correlate. Factors that contributed to predicting academic achievement were IQ, educational aspiration, manifest anxiety and study habits. Intelligence made the maximum contribution. For the success of high school boys at standard X examination, study habits, educational aspiration
and IQ turned out to be significant positive correlates and manifest anxiety significant negative correlates. For the success of high school girls of the standard X examination, study habits, educational aspiration and IQ turned out to be significant positive correlates and personality adjustment and manifest anxiety as significant negative correlates.

**Mishra (1978)** compared high and low achievers in science, commerce and arts on creativity, intelligence and anxiety. Results showed that the high achievers in arts, science, and commerce were higher on the level of creativity than the low achievers in arts, science, and commerce. The high achievers in arts, science, and commerce were higher in their levels of intelligence than the low achievers in arts, commerce and science. Intelligence and general anxiety exhibited no relationship in any of the streams except the low achievers in science. Creativity and general anxiety were related in case of the low achievers in commerce and science only. The science students were more creative, intelligent and low in general anxiety than their counterparts in other steams. The art students were low in creativity and intelligence but high in general anxiety.

**Hussain (1977)** studied academic attainment in relation to level of aspiration and anxiety. Results showed that the academic performance of the group with moderate anxiety was significantly better than that of high and low anxiety groups. The academic performance of the group showing moderate goal
discrepancy was better than that of groups showing either high or low discrepancy. High anxiety had adverse effect on academic performance. Low anxiety also showed a lack of drive and motivation in the students. High and low aspiration showed unrealistic and defensive attitude resulting in low achievement. Interaction between anxiety and aspiration did not exercise any significant effect on the academic performance.