Chapter-5

Summary
Recent decades have also witnessed a shift in the emphasis laid by national plan strategists on the human potentialities to be developed through their educational programmes. Till recently the stress was on purely the intellectual side, but gradually the personality domain has also come to receive a place of importance. This new interest has come about as a result of certain findings in the domain of social change ‘Basically change is a process of adjustment to new values and ways of thinking’ (Pareek, 1968; p 72) and hence a special case of person-environment interaction.

One of the personality dispositions that has received comparatively greater attention of researchers during the last three decades is the achievement-related motive. Of far reaching consequence is the pioneer work of McClelland (1961) who has tried to show how important is the achievement motive in the growth and decline of entire civilizations. His thesis is that the presence of a number of people with high achievement motivation precedes every age of economic prosperity and absence of such people is followed by economic decline. This means that the achievement motive probably plays a significant and decisive role in shaping the lives of individuals as well as societies.

India has the gigantic problem of freeing her population from the clutches of the old feudal value system. All her ills like poverty, illiteracy, and economic and social disparity stem from the influence of the feudal
value system, determining directly or indirectly the life pattern of her population. Her educational system aims to eradicate these ills the products of the educational institutions are not only expected to participate in all nation building activities, but are also expected to possess value patterns conducive to a developing secular, democratic social setup.

If academic achievement is any criterion of effectiveness of the educational system, then the actual picture looks not very encouraging. For instance, the secondary education stage which is patterned to become a terminal point in the educational career of majority of pupils, shows how much wastage there is in the educational system. Only about 15-20% of the total enrolment at the primary stage proceed to receive the full course of secondary education and among them not more than 50% complete the course successfully. In the north-eastern States of India each secondary school scrutinises the preparedness of the pupils before finally allowing them to appear at the Secondary School Leaving Certificate examination of their Boards of Secondary Education. Even then the extent of wastage is greater in these States. Ability factors alone cannot explain such huge wastage. Do the pupils possess the required psychological preparedness, the necessary urge to achieve? Can differences in the levels of motivation explain differences in performance variables like academic aspiration and achievement in secondary school pupils?

Achievement motivation has been defined as a concern for excellence in performance, as reflected in competition with the standards
set by others or oneself, unique accomplishment, or long term involvement (McClelland et al., 1953) It is likely that the situations which evoke achievement motivation and in which achievement behaviours will ensue, are those in which competence of performance is the focal issue. A related, but probably distinct, dimension of achievement-related motivation is anxiety or motive to avoid failure (also called Fear of Failure) The motive to avoid failure also plays important part in achievement-related situations Pupils are frequently placed in such situation in class rooms, examination halls and elsewhere Such situations stimulate both achievement motive as well as motive to avoid failure in them Any study of pupils' achievement motivation should necessarily include understanding of achievement anxiety as well

The selection of research problem

Individual high in achievement motivation tend to get higher grades in school, earn more rapid promotions and attain greater success in running their own businesses than persons law in such motivation (Andrews 1967, Raynor, 1970) Achievement motivation may affect success in school and elsewhere in the same manner & across various ethnic and cultural groups (Rowe, Vazsonyi and Flannery 1975) Persons high in achievement motivation differ from persons low in this motive in other respects, too First persons high in achievement motivation tend to prefer tasks that are moderately difficult and challenging The reason why they tend to avoid very easy tasks is obvious such tasks don't pose enough
challenge for persons high in achievement motivation. But why do they prefer tasks that are moderately challenging to ones that are extremely difficult? Because the chances of failing on extremely difficult tasks is too high and such persons want success above everything else (McClelland 1985).

Another characteristic of persons high in achievement motivation is that they have a stronger-than-average desire for feedback on their performance. They want to know how well they are doing so they can adjust their goals to make these challenging but not impossible. Because of this desire for feedback, persons high in achievement motivation tend to prefer jobs in which rewards are closely related to individual performance-merit based pay systems. They generally don’t like working in situations where everyone receives the same across-the-board raises regardless of their performance (Turban & Keon 1993).

The self-concept is the best conceived as a system of attitudes toward one self. Just as a person, as a result of experience forms attitudes, which he organizes into a self-consistent system and defends against attack even to the point of disregarding the evidence, so the person also as a result of his experience forms attitude toward himself. A person’s self is the sum total of all that he can call his. The self includes among other things, a system of ideas, attitudes, values and commitments. The self is person’s total subjective environment, it is the distinctive centre of experience and significance. The self constitutes a person’s inner
world as distinguished from the outer world consisting of all other people and thing (Mouly 1973)

Self-concept is the way one seems himself, the set of characteristics he associates with himself irrespective of particular environment in which he may be at a given moment. An individual self-concept is a set of inferences drawn from self-observations in many different situations. These influences are descriptions of his characteristics behaviour pattern (Fredrick 1957). Bhatnagar conducted a study to describe the self-concept of bright achievers and non-achievers on the basis of self-concept items which differentiate between the two groups. The findings of the study have revealed that negative self-concept characterises low achievement and positive self-concept adequate achievement.

The greater emphasis is placed on the psycho-social and socio-cultural factors. The sociological and socio-pathological views provide ample support to the contributions of psycho-social and inter-personal variables with regard to the mental health of individuals. Further rapid social changes occurring in societies seem to have driven man to face competition in his day to day life irrespective of whether his abilities or his social conditions permit it or not. This in turn has led to feelings of helplessness, powerlessness, meaninglessness, anxiety and insecurity. This being the rule rather than the exception in the contemporary world, many individuals are considered to be potential mental health risks.
Many other investigators have also reported that athletes could be differentiated from non-athletes with respect to their self-control (Bird 1976), self-sufficient (Ogilvie 1968), extraversion (Peterson 1967), dominance (Anamott 1982), locus of control (McKelvie and Hushand 1980), death anxiety (Kumar 1985), self-esteem (Kumar 1985) and mental health (Kumar 1985). Thakur and Thakur (1980) studied personality characteristics of the athlete and non-athlete Indian college males using projective methods of personality assessment and found that the characteristics associated with the athletes were happiness, cordial and affectionate, anxiety, achievement, dominance and superior organisation capacity, whereas the characteristics associated with the non-athletes were guilt, acquisition, passivity, rejection, superior imagination.

Thus, the researcher selects the following research problem: “A comparative study of achievement motivation in relation to mental health and self-concept among sport-players and non-sport persons.”

Objectives of the present study

Following are the objectives of the present study-

1. To study the significant difference of achievement motivation between male and female students.

2. To study the significant difference of achievement motivation between sport and non-sport students.

3. To study the significant difference of achievement motivation related...
to mental health between male and female students

3.01 To study the significant difference of achievement motivation related to mental health as realistic between male and female students

3.02 To study the significant difference of achievement motivation related to mental health as joyful living between male and female students

3.03 To study the significant difference of achievement motivation related to mental health as autonomy between male and female students

3.04 To study the significant difference of achievement motivation related to mental health as emotional stability between male and female students

3.05 To study the significant difference of achievement motivation related to mental health as social maturity between male and female students

4 To study the significant difference of achievement motivation related to mental health between sport and non-sport students

4.01 To study the significant difference of achievement motivation related to mental health as realistic between sport and non-sport students
4.02 To study the significant difference of achievement motivation related to mental health as joyful living between sport and non-sport students.

4.03 To study the significant difference of achievement motivation related to mental health as autonomy between sport and non-sport students.

4.04 To study the significant difference of achievement motivation related to mental health as emotional stability between sport and non-sport students.

4.05 To study the significant difference of achievement motivation related to mental health as social maturity between sport and non-sport students.

5 To study the significant difference of achievement motivation as related to self-concept between male and female students.

5.01 To study the significant difference of achievement motivation related to self-concept as intellectual ability and academic status between male and female students.

5.02 To study the significant difference of achievement motivation related to self-concept as self-confidence between male and female students.

5.03 To study the significant difference of achievement motivation
related to self-concept as health and physical appearance between male and female students

5.04 To study the significant difference of achievement motivation related to self-concept as sociability between male and female students

5.05 To study the significant difference of achievement motivation related to self-concept as emotional stability between male and female students

5.06 To study the significant difference of achievement motivation related to self-concept as mental health between male and female students

5.07 To study the significant difference of achievement motivation related to temperamental qualities between male and female students

5.07.1 To study the significant difference of achievement motivation related to temperamental quality as ascendant between male and female students

5.07.2 To study the significant difference of achievement motivation related to temperamental quality as vigorous between male and female students

5.07.3 To study the significant difference of achievement
motivation related to temperamental quality as placid between male and female students

5 07 4 To study the significant difference of achievement motivation related to temperamental quality as responsible between male and female students

5 07 5 To study the significant difference of achievement motivation related to temperamental quality as persistence between male and female students

5 08 To study the significant difference of achievement motivation related to feeling of superiority between male and female students

To study the significant difference of achievement motivation as related to self-concept between sport and non-sport students

6 01 To study the significant difference of achievement motivation related to self-concept as intellectual ability and academic status between sport and non-sport students

6 02 To study the significant difference of achievement motivation related to self-concept as self-confidence between sport and non-sport students

6 03 To study the significant difference of achievement motivation related to self-concept as health and physical appearance
between sport and non-sport students.

6.04 To study the significant difference of achievement motivation related to self-concept as sociability between sport and non-sport students.

6.05 To study the significant difference of achievement motivation related to self-concept as emotional stability between sport and non-sport students.

6.06 To study the significant difference of achievement motivation related to self-concept as mental health between sport and non-sport students.

6.07 To study the significant difference of achievement motivation related to temperamental qualities between sport and non-sport students.

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6.07.3 To study the significant difference of achievement motivation related to temperamental quality as placid
between sport and non-sport students

6.07.4 To study the significant difference of achievement motivation related to temperamental quality as responsible between sport and non-sport students.

6.07.5 To study the significant difference of achievement motivation related to temperamental quality as persistence between sport and non-sport students.

6.08 To study the significant difference of achievement motivation related to feeling of superiority between sport and non-sport students.

7 To study the significant effect of sex (male and female) and self-concept on achievement motivation

7.01 To study the significant effect of sex (male and female) and self-concept as intellectual ability and academic status (High and low) on achievement motivation

7.02 To study the significant effect of sex (male and female) and self-concept as self-confidence (High and low) on achievement motivation

7.03 To study the significant effect of sex (male and female) and self-concept as health and physical appearance (High and low) on achievement motivation.
7.04 To study the significant effect of sex (male and female) and self-concept as sociability (High and low) on achievement motivation.

7.05 To study the significant effect of sex (male and female) and self-concept as emotional stability (High and low) on achievement motivation.

7.06 To study the significant effect of sex (male and female) and self-concept as mental health (High and low) on achievement motivation.

7.07 To study the significant effect of sex (male and female) and self-concept as temperamental qualities (High and low) on achievement motivation.

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7.07.2 To study the significant effect of sex (male and female) and temperamental quality as vigorous (High and low) on achievement motivation.

7.07.3 To study the significant effect of sex (male and female) and temperamental quality as placid (High and low) on achievement motivation.
7 07 4 To study the significant effect of sex (male and female) and temperamental quality as responsible (High and low) on achievement motivation.

7 07 5 To study the significant effect of sex (male and female) and temperamental quality as persistence (High and low) on achievement motivation

7 08 To study the significant effect of sex (male and female) and self-concept as feeling of superiority (High and low) on achievement motivation

8 To study the significant effect of types of students (sport and non-sport) and self-concept on their achievement motivation

8 01 To study the significant effect of types of students (sport and non-sport) and self-concept as intellectual ability and academic status (High and low) on achievement motivation

8 02 To study the significant effect of types of students (sport and non-sport) and self-concept as self-confidence (High and low) on achievement motivation

8 03 To study the significant effect of types of students (sport and non-sport) and self-concept as health and physical appearance (High and low) on achievement motivation

8 04 To study the significant effect of types of students (sport and
non-sport) and self-concept as sociability (High and low) on achievement motivation

8.05 To study the significant effect of types of students (sport and non-sport) and self-concept as emotional stability (High and low) on achievement motivation

8.06 To study the significant effect of types of students (sport and non-sport) and self-concept as mental health (High and low) on achievement motivation

8.07 To study the significant effect of types of students (sport and non-sport) and self-concept as temperamental qualities (High and low) on achievement motivation

8.07.1 To study the significant effect of types of students (sport and non-sport) and temperamental quality as ascendant (High and low) on achievement motivation

8.07.2 To study the significant effect of types of students (sport and non-sport) and temperamental quality as vigorous (High and low) on achievement motivation

8.07.3 To study the significant effect of types of students (sport and non-sport) and temperamental quality as placid (High and low) on achievement motivation

8.07.4 To study the significant effect of types of students
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(sport and non-sport) and temperamental quality as responsible (High and low) on achievement motivation

8.07.5 To study the significant effect of types of students (sport and non-sport) and temperamental quality as persistence (High and low) on achievement motivation

8.08 To study the significant effect of types of students (sport and non-sport) and self-concept as feeling of superiority (High and low) on achievement motivation

9 To study the significant effect of the sex (male and female) and mental health (high and low) on their achievement motivation

9.01 To study the significant effect of the sex (male and female) and mental health as realistic (high and low) on their achievement motivation

9.02 To study the significant effect of the sex (male and female) and mental health as joyful living (high and low) on their achievement motivation

9.03 To study the significant effect of the sex (male and female) and mental health as autonomy (high and low) on their achievement motivation

9.04 To study the significant effect of the sex (male and female) and mental health as emotional stability (high and low) on
achievement motivation

9 05 To study the significant effect of the sex (male and female) and mental health as social maturity (high and low) on achievement motivation

10 To study the significant effect of types of students (sport and non-sport) and mental health (high and low) on their achievement motivation

10 01 To study the significant effect of types of students (sport and non-sport) and mental health as realistic (high and low) on their achievement motivation

10.02 To study the significant effect of types of students (sport and non-sport) and mental health as joyful living (high and low) on achievement motivation

10 03 To study the significant effect of types of students (sport and non-sport) and mental health as autonomy (high and low) on achievement motivation

10 04 To study the significant effect of types of students (sport and non-sport) and mental health as emotional stability (high and low) on achievement motivation

10 05 To study the significant effect of types of students (sport and non-sport) and mental health as social maturity (high and low)
Hypothesis

Following null hypothesis have been formulated in the light of above objectives-

1. There is no significant difference of achievement motivation between male and female students

2. There is no significant difference of achievement motivation between sport and non-sport students

3. There is no significant difference of achievement motivation related to mental health between male and female students

3.01 There is no significant difference of achievement motivation related to mental health as realistic between male and female students

3.02 There is no significant difference of achievement motivation related to mental health as joyful living between male and female students

3.03 There is no significant difference of achievement motivation related to mental health as autonomy between male and female students

3.04 There is no significant difference of achievement motivation related to mental health as emotional stability between male
and female students

3.05 There is no significant difference of achievement motivation related to mental health as social maturity between male and female students.

4.01 To study the significant difference of achievement motivation related to mental health between sport and non-sport students.

4.02 There is no significant difference of achievement motivation related to mental health as realistic between sport and non-sport students.

4.03 There is no significant difference of achievement motivation related to mental health as autonomy between sport and non-sport students.

4.04 There is no significant difference of achievement motivation related to mental health as emotional stability between sport and non-sport students.

4.05 There is no significant difference of achievement motivation related to mental health as social maturity between sport and non-sport students.
There is no significant difference of achievement motivation as related to self-concept between male and female students.

5.01 There is no significant difference of achievement motivation as related to self-concept as intellectual ability and academic status between male and female students.

5.02 There is no significant difference of achievement motivation as related to self-concept as self-confidence between male and female students.

5.03 There is no significant difference of achievement motivation as related to self-concept as health and physical appearance between male and female students.

5.04 There is no significant difference of achievement motivation as related to self-concept as sociability between male and female students.

5.05 There is no significant difference of achievement motivation as related to self-concept as emotional stability between male and female students.

5.06 There is no significant difference of achievement motivation as related to self-concept as mental health between male and female students.

5.07 There is no significant difference of achievement motivation...
related to temperamental qualities between male and female students

5.07.1 There is no significant difference of achievement motivation related to temperamental quality as ascendant between male and female students

5.07.2 There is no significant difference of achievement motivation related to temperamental quality as vigorous between male and female students

5.07.3 There is no significant difference of achievement motivation related to temperamental quality as placid between male and female students

5.07.4 There is no significant difference of achievement motivation related to temperamental quality as responsible between male and female students

5.07.5 There is no significant difference of achievement motivation related to temperamental quality as persistence between male and female students

5.08 There is no significant difference of achievement motivation related to feeling of superiority between male and female students

6 There is no significant difference of achievement motivation as
related to self-concept between sport and non-sport students

6.01 There is no significant difference of achievement motivation related to self-concept as intellectual ability and academic status between sport and non-sport students

6.02 There is no significant difference of achievement motivation related to self-concept as self-confidence between sport and non-sport students

6.03 There is no significant difference of achievement motivation related to self-concept as health and physical appearance between sport and non-sport students

6.04 There is no significant difference of achievement motivation related to self-concept as sociability between sport and non-sport students

6.05 There is no significant difference of achievement motivation related to self-concept as emotional stability between sport and non-sport students

6.06 There is no significant difference of achievement motivation related to self-concept as mental health between sport and non-sport students.

6.07 There is no significant difference of achievement motivation related to temperamental qualities between sport and non-sport
6.07.1 There is no significant difference of achievement motivation related to temperamental quality as ascendant between sport and non-sport students.

6.07.2 There is no significant difference of achievement motivation related to temperamental quality as vigorous between sport and non-sport students.

6.07.3 There is no significant difference of achievement motivation related to temperamental quality as placid between sport and non-sport students.

6.07.4 There is no significant difference of achievement motivation related to temperamental quality as responsible between sport and non-sport students.

6.07.5 There is no significant difference of achievement motivation related to temperamental quality as persistence between sport and non-sport students.

6.08 There is no significant difference of achievement motivation related to feeling of superiority between sport and non-sport students.

7 There is no significant effect of sex (male and female) and self-concept on achievement motivation.
7.01 There is no significant effect of sex (male and female) and self-concept as intellectual ability and academic status (High and low) on achievement motivation.

7.02 There is no significant effect of sex (male and female) and self-concept as self-confidence (High and low) on achievement motivation.

7.03 There is no significant effect of sex (male and female) and self-concept as health and physical appearance (High and low) on achievement motivation.

7.04 There is no significant effect of sex (male and female) and self-concept as sociability (High and low) on achievement motivation.

7.05 There is no significant effect of sex (male and female) and self-concept as emotional stability (High and low) on achievement motivation.

7.06 There is no significant effect of sex (male and female) and self-concept as mental health (High and low) on achievement motivation.

7.07 There is no significant effect of sex (male and female) and self-concept as temperamental qualities (High and low) on achievement motivation.
7 07 1 There is no significant effect of sex (male and female) and temperamental quality as ascendant (High and low) on achievement motivation

7 07 2 There is no significant effect of sex (male and female) and temperamental quality as vigorous (High and low) on achievement motivation

7 07 3 There is no significant effect of sex (male and female) and temperamental quality as placid (High and low) on achievement motivation.

7 07 4 There is no significant effect of sex (male and female) and temperamental quality as responsible (High and low) on achievement motivation

7 07 5 There is no significant effect of sex (male and female) and temperamental quality as persistence (High and low) on achievement motivation

7 08 There is no significant effect of sex (male and female) and self-concept as feeling of superiority (High and low) on achievement motivation

8 There is no significant effect of types of students (sport and non-sport) and self-concept on their achievement motivation

8 01 There is no significant effect of types of students (sport and
non-sport) and self-concept as intellectual ability and academic status (High and low) on achievement motivation.

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8.04 There is no significant effect of types of students (sport and non-sport) and self-concept as sociability (High and low) on achievement motivation.

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8.06 There is no significant effect of types of students (sport and non-sport) and self-concept as mental health (High and low) on achievement motivation.

8.07 There is no significant effect of types of students (sport and non-sport) and self-concept as temperamental qualities (High and low) on achievement motivation.

8.07.1 There is no significant effect of types of students
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(sport and non-sport) and temperamental quality as ascen-
dant (High and low) on achievement motivation

8.07.2 There is no significant effect of types of students
(sport and non-sport) and temperamental quality as vigor-
ous (High and low) on achievement motivation

8.07.3 There is no significant effect of types of students
(sport and non-sport) and temperamental quality as placid
(High and low) on achievement motivation

8.07.4 There is no significant effect of types of students
(sport and non-sport) and temperamental quality as respon-
sible (High and low) on achievement motivation

8.07.5 There is no significant effect of types of students
(sport and non-sport) and temperamental quality as persis-
tence (High and low) on achievement motivation

8.08 There is no significant effect of types of students (sport and
non-sport) and self-concept as feeling of superiority (High and
low) on achievement motivation

9 There is no significant effect of the sex (male and female) and
mental health (high and low) on their achievement motivation

9.01 There is no significant effect of the sex (male and female) and
mental health as realistic (high and low) on their achievement
motivation

9.02 There is no significant effect of the sex (male and female) and mental health as joyful living (high and low) on their achievement motivation.

9.03 There is no significant effect of the sex (male and female) and mental health as autonomy (high and low) on their achievement motivation.

9.04 There is no significant effect of the sex (male and female) and mental health as emotional stability (high and low) on achievement motivation.

9.05 There is no significant effect of the sex (male and female) and mental health as social maturity (high and low) on achievement motivation.

10. There is no significant effect of types of students (sport and non-sport) and mental health (high and low) on their achievement motivation.

10.01 There is no significant effect of types of students (sport and non-sport) and mental health as realistic (high and low) on their achievement motivation.

10.02 There is no significant effect of types of students (sport and non-sport) and mental health as joyful living (high and low) on
achievement motivation

10 03 There is no significant effect of types of students (sport and non-sport) and mental health as autonomy (high and low) on achievement motivation

10 04 There is no significant effect of types of students (sport and non-sport) and mental health as emotional stability (high and low) on achievement motivation

10 05 There is no significant effect of types of students (sport and non-sport) and mental health as social maturity (high and low) on achievement motivation

Importance of the present study

One of the personality dispositions that has received comparatively greater attentions of researchers during the last four decades is the achievement-related motive McClelland (1961) who has tried to show how important is the achievement motive in the growth and decline of entire civilizations. His thesis is that the presence of a number of people with high achievement motivation precedes every age of economic prosperity and absence of such people is followed by economic decline. This means that the achievement motive probably plays a significant and decisive role in shaping the lives of individuals as well as societies.

The need for achievement is a stable, learned characteristics in
which satisfaction is obtained by striving for and attaining a level of excellence (McClelland 1953) People with a high need for achievement seek out situations in which they can compete against some standard-be it grades, money or winning at a game and prove themselves successful. Instead people high in achievement motive are apt to choose tasks that are of intermediate difficulty In contrast people with low achievement motivation tend to be motivated primarily by a desire to avoid failure As a result, they seek out easy task, being sure to avoid failure or they seek out very difficult tasks for which failure has no negative implications.

The present study would be helpful to the coaches with the psychological factors which are useful in the modern sports not only during the training period but also during higher sports competitions The coaches will know about the role of achievement motivation in sports performance in predicting success of players or to expect the peak performance The results of the present study would add further knowledge to the existing litrature of sport psychology and study the achievement motivation in relation to mental health and self-concept between sport and non-sport students

**Delimitation of present study**

The present study has been delimited in the following ways-

1. The present study is confined to the Awadh University related students of UP Hence the result obtained and the inferences drawn are
relevant to the institutions of the above region

2 The present study is confined to the students of 18-22 years of age group studying in the graduate and post-graduate classes of both sexes, sport and non-sport students

**Research Methods and procedures**

**a. Sample**

Present study is a scientific survey with the help of questionnaire. If sample data are to be used as the basis for generalization to a population, it is essential the sample be representative of the population and it must be adequate[Goode and Hatt 1972] Keeping in mind the representativeness and adequacy of the sample was selected through stratified random sampling technique. In the present study 300 male and 300 female students of Awadh University included in the sample. The students included in the age range of 18-22 years. The students were selected on the basis of two categories - first the sport students, second non-sport students. A schematic break-up of the sample is shown above-

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Total students 600
     | 300 male students  | 300 Female students
     | 150 sport students | 150 Non-sport students
                   | 150 sports students | 150 non-sports students
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b. Design and Variables Involved

The present study is concerned with the effect of mental health and self-concept on achievement motivation among the sport and non-sport student. An ex-post-facto research design is considered suitable for the present study. Thus there are two types of variables in the present study:

[i] Independent Variable-

Mental Health

Self-Concept

Sex

Types of students [Sport and non-sport]

[ii] Dependent Variable - Achievement Motivation

c. The Tools Used

The following tools were used for the data collection:

[i] Achievement motivation Test [AMT]

By Dr Taresh Bhatia

[ii] Self-concept scale-

By Dr Taresh Bhatia and Dr Suman Tripathi

[iii] Mental Health Scale [MHS]

By Dr Taresh Bhatia and Dr S C Sharma
[d] The collection of Data

The administrator need to earn the confidence of the respondees and has to satisfy them for the worth of utility of administration to them and to others through them. Researcher has to convince the heads of the institutions and other concerned people for the utility of such administration directly or indirectly to them and to the society. Willing cooperation is must in an empirical study. It leads to reliable data and significant findings. The researcher being familiar with the importance of reliable data, followed all necessary steps to get the willing cooperation of students.

Thus the subjects of the present study were selected from the prescribed population.

The selected students were administered three tests and requested to answer the questions sincerely and truthfully.

e. The Statistical Technique Used.

The first purpose of the present study was to compare the achievement motivation of male and female, sports and non-sports students, different high and low mental health and self-concept groups. Mean and standard deviation of each groups were calculated. The comparison between different groups were calculated. The comparison between different groups were made on the basis of the Critical Ratio with
0.05 and 0.01 levels of confidence considered significant. Hypothesis from No 1 to 6.08 were tested by applying Critical Ratio.

Another purpose of the present study was to find out the effect of sex (male and female), self-concept, mental health, types of students (sport and non-sport) on achievement motivation, for this purpose analysis of variance was calculated.

The data analysis and Discussion

Its analysis, interpretation and results The results have been presented according to the following scheme. A mention of this may facilitate to understand the whole view of the work done-

Part A Overall comparison of the Achievement Motivation of male and female/sports and non-sports students

Part B Overall comparison of the Achievement motivation as related to Mental Health of male and female/sports and non-sports students

Part C Overall comparison of the Achievement motivation as related to Self-Concept of male and female/sports and non-sports students

Part D The effect of sex (male and female) and self-concept (high and low) on achievement motivation

Part E The effect of types of students (sports and non-sports) and
self-concept on achievement motivation

**Part F**  The effect of sex (male and female) and mental health (high and low) on achievement motivation

**Part G**  The effect of types of students (sports and non-sports) and mental health (high and low) on achievement motivation

**Conclusions**

The researcher found the following conclusions-

1. The male students have significantly high achievement motivation than female students.

2. The sport students have significant high achievement motivation than non-sport students.

3. The sex (male and female) significantly effect the achievement motivation.

4. The self-concept as intellectual ability & academic status, self-confidence, health & physical appearance, sociability, emotional stability significantly effect the achievement motivation.

5. The temperamental qualities as ascendant and placid significantly effect the achievement motivation.

6. The interaction effect of sex (male and female) and self-concept as self-confidence, health and physical appearance, emotional stability significantly effect the achievement motivation.
The interaction effect of sex (male and female) and temperamental qualities as placid and persistence significantly effect the achievement motivation.

The types of students (sport and non-sport) significantly effect the achievement motivation.

The mental health of the students significantly effect the achievement motivation.

The interaction effect of sex (male and female) and mental health as social maturity significantly effect the achievement motivation.

The interaction effect of types of students (sport and non-sport) and mental health as joyful living, autonomy, emotional stability and social maturity significantly effect the achievement motivation.