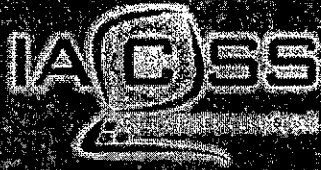


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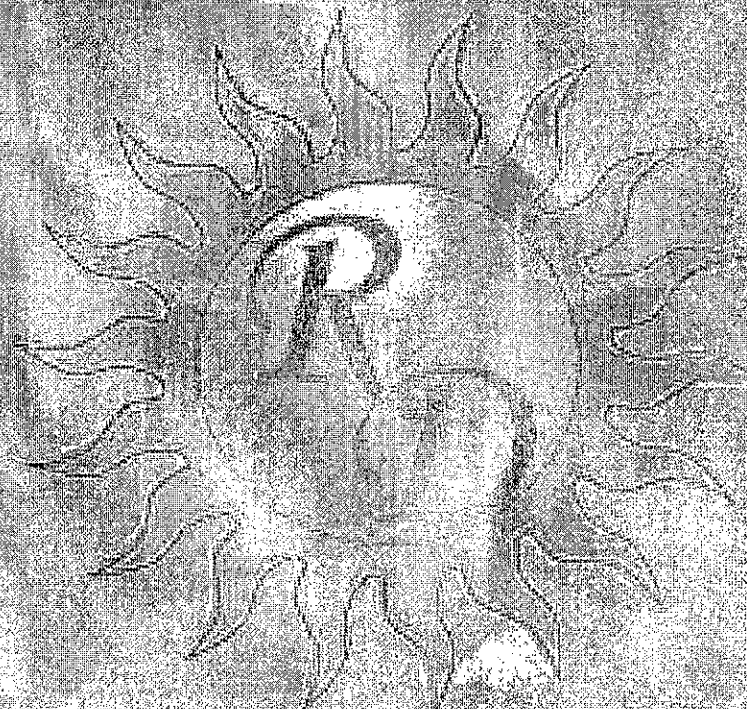


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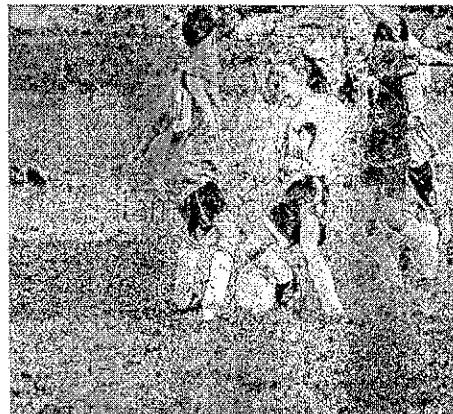
### "A COMPARATIVE STUDY AMONG BOY'S AND GIRL'S SCHOOL PLAYERS RESPECT TO SELF CONCEPT AND ACHIEVEMENT MOTIVATION"

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#### ABSTRACT

The objective of the present study was to examine the achievement motivation and self concept of school players. Total 100 school players were selected the final study. Among them 50 subjects were boy's school players and 50 subject's girl's school players.



The age range of players 13 to 18 years ( $M=16.08$ ,  $SD=2.97$ ). First hypothesis was there will be significant difference between boys and girls school players with respect to achievement motivation. And second hypothesis was there will be significant difference between boys and girls school players with respect to self

concept. Achievement motivation inventory was constructed and standardized by B. N. Mukharji. Results revealed that Girls school players had significantly high achievement motivation than the boy's school players. Second result was Girls school players had significantly high self concept than the boy's school players.

**KEYWORDS:** achievement motivation, self concept, school players.

#### INTRODUCTION

Achievement motivation and self concept are very important to educational performance. Abraham Maslow told when the need for love and belongingness are met; individual can then focus on higher level needs of intellectual achievement. Many researched evidence to support that the contention that positive academic self-concept contributes to academic achievement by enhancing the motivation to achieve. This study objective is to explore to examine the achievement motivation and self concept of school players.

**METHOD**

**Sample:**

Total 100 school players were selected the final study. Among them 50 subjects were boy's school players and 50 subject's girl's school players. The age range of players 13 to 18 years (M =16.08, SD= 2.97).

**Tool:**

**1) Achievement Motivation Inventory:**

This test is developed and standardized by B.N. Mukharji. The test consisted of 50 Items. The subjects were required to respond to each item in terms of 'Always' Neutral and 'Sometimes'. The test –retest Reliability Coefficient Range from .83 to .89.

**2) Self-Concept Scale (SCQ):**

This scale was constructed and standardize by Dr. Raj Kumar Saraswat. The inventory is useful in measuring Self-concept in six areas, namely Physical, Social, Temperamental, Educational, Moral and Intellectual. The inventory consists of 48 items, each item is provided with five alternatives 'Strongly Agree', 'more agree', 'agree', 'disagree', and 'disagree',

Reliability of the inventory was found by test retest method, and it was found to be .91 for the total self-concept measure. Reliability coefficient of its various dimensions varies from .67 to .88. Expert's opinions were obtained to establish the validity of the inventory. 100 items were given to 25 psychologists to classify the items to the category to which it belongs. Items of highest agreement and not less than 80% of agreement were selected. Thus the content and construct validity were established.

**Procedures of data collection**

For data collection first permission has been taken from respective sources than the despondence has been selected for data collection. Personal data sheet (PDS) has been given to collect the preliminary information with respect to subject's related variables then standardized test administer to the subjects. Before that rapport was established with subjects. And they have been told that their responses were kept confidential and the information is used for research purpose only.

**Variable**

Independent variable- Gender a) Boys b) Girls  
 Dependent variable- 1) Self Concept 2) Achievement

**Statistical interpretation and Discussion**

**Table No. 01**

**Boys and Girls School Players have shows Mean, S.D. and "t" Value dimension of self concept.**

Gender	MEAN	S.D	SE	N	df	"t"
Boy	125.67	8.97	1.26	50	98	8.61**
Girl	142.30	10.28	1.45	50		

Mean of boys school players 125.69 and second mean of girls players 142.30. And the difference between the two mean is highly significant 't' (98) = 8.61, P < 0.01). It was found that the girl's school