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**A STUDY THE IMPACT OF SPORTS ON  
CONFIDENCE AND MOTIVATION AMONG  
STUDENTS STUDYING IN HIGHER SECONDARY  
SCHOOL**

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# A Study the Impact of Sports on Confidence and Motivation among Students Studying In Higher Secondary School

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**Abstract – Present study was framed to investigate the impact of sports on student's self-confidence and achievement motivation. By employing a sample of 400 subject in which 200 subject were from playing at least district or national level various games. And 200 were selected from those students who was not playing games and only attending classes. All subjects included in the study from Jalna dist. from various school and various sports groups. The first dependant variable i.e. Self-confidence was measured by standardized scale "Self-confidence Inventory developed by Dr. M. Basavvann. And second standardized tool was Achievement Motivation Scale After analysis of the data following results was drown. Subjects from sports and non-sports differ significantly among themselves on the dependant variable self-confidence. A summary of two way ANOVA shows that main effect Type of students is highly significant ( $F= 45.156$ ,  $df$  1 and 396,  $p < .01$ ). Subjects from sports background differ significantly among themselves on the dependant variable achievement motivation. A summary of two way ANOVA shows that main effect area is highly significant ( $F= 172.47$ ,  $df$  1 and 396,  $p < .01$ ) and in the last stage there is positive correlation was fond between self-confidence and achievement motivation.**

**Key Words:- Students, Sorts Approach, Motivation**

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## INTRODUCTION

It has been widely proposed that participation in sport, particularly by children, is in some way 'character building'. Ewing et al (2002) have suggested the following six ways in which taking part in sport might exert an influence on child development: fitness, social competence, physical competence, moral development, aggression and education. The evidence for the benefits of sport across these domains is highly mixed. The 'character-building' argument It is common to hear successful adults speak fondly of their childhood experiences of sport, and to attribute their success, at least in part, to having participated in sport while growing up. There may be some basis for this. Certainly, participants and spectators witness dedication, courage, discipline and perseverance on almost every sporting occasion. In addition, socially disadvantaged groups can benefit from seeing members of their community publicly succeeding in sport (Krane, 1998). In fact, the stereotypes held of minority ethnic groups by others may be changed for the good in response to their sporting success. However, this is not to say that sport is necessarily a positive influence on the lives of most or all young people. Whilst successful adults speak fondly about their sporting youth, we should perhaps not take this too seriously as evidence. Energetic, competitive

people are likely to be successful both in sport and in their careers. This means that, although they may believe their success in business is related to sport, it is more likely that both their sporting and career success owe much to their personality. In addition, as Krane (1998) says, most research has focused on successful athletes, and we know almost nothing about the futures of those who have negative childhood experiences of sport. An important distinction in types of human motives is that between extrinsic and intrinsic motivation. Extrinsic motivation results from external rewards. Intrinsic motivation comes from within the person. Both extrinsic and intrinsic motives are important in sport, and sport psychologists can work with both extrinsic and intrinsic motives to improve the performance of the individual. Intrinsic motives for taking part in sport include excitement, fun, love of action and the chance to demonstrate and improve our skills – in short, all the reasons that we enjoy sport. Later in this chapter, we will discuss some techniques designed to increase intrinsic motivation. The reason these can be used so effectively to motivate athletes is that they directly affect our intrinsic motivation. Extrinsic motives can come in the form of trophies, prizes and less tangible rewards such as praise and status. Although there has been an enormous amount of research into how motivation can be improved in

those already participating in sport, rather fewer studies have examined what motivates people to choose to take up sport Ashford et al (1993) interviewed 336 adults at community sports centre in Leicester about why they participated in sport, and what they enjoyed about it. Four main motivations emerged, physical well-being, psychological well-being, improvement of performance and *assertive achievement*, the last meaning to accomplish personal challenges and to gain status. Age and gender significantly affected motivation. Older people were more motivated by psychological well-being than younger people.

**Aim of the study:-** The present research was designed for find out the impact of student's self-confidence and achievement motivation, engaged in sports activity.

### **HYPOTHESIS:-**

There will be significant difference of self-confidence among students of both engaged in sports and non-sports. There will be significant difference of achievement motivation among students of both engaged in sports and non-sports. There will be positive correlation between self-confidence and achievement motivation.

### **METHOD**

**Sample:-** The study was conducted on 400 higher secondary students 200 from engaged in sports(100 male and 100 female respectively) and 200 from non-engaged in sports, from Jalna district of Maharashtra state (India). The students were selected on the purposive sampling basis.

### **TOOLS:**

**Self-confidence Inventory:** To measure self-confidence of students through the self-confidence Inventory developed by Dr. M. Basavann. The S-C Inventory has been designed to estimate the level of self-confidence among adolescents and adults. Self-confidence, as conceived here, is a phenomenological construct. It is a characteristic or an aspect of self-concept itself. It is simply an attribute or perceived self. Like self-esteem, self-confidence is another self-construct. In general terms, self-confidence refers to an individual's perceived ability to act affectively in a situation to overcome obstacles and to get things go all right. In a factor analytic study of self-concept data, Smith (1962) identified six dimensions According to test manual the split-half reliability was found to be 0.94. After the administrating of the inventory it was thought worthwhile to redetermine the discrimination values of the items in the final form. Hence a fresh item analysis was conducted on sample of 200 subjects drawn randomly from the group of 800 using again the extreme groups' technique. It was encouraging to note that all the co-efficient except two were very much above 0.20 the required value to

retain any item as valid. Eighty-eight items had coefficients of 0.30 or more and ten items between 0.20 and 0.30. Since two items of doubtful validity in an inventory of 100 items could do little to change the score pattern, the final form was retained without alternations as an internally consistent tool to estimate the level of self-confidence.

### **Achievement Motivation Scale**

The present test is intended to measure the N Ach score of the person. It is based on the lines following the pattern on Dr. Bishwanath Mukharji and the method of sentence completion test. The test consist of 50 items of incompilant sentences which are two be completed by subject by putting a check mark on any one of the three alternative responses given against each items. The subject are instructed about what they have to do and are required to check the item by choosing one of the alternative responses which indicate his true feelings with respect to the point asked through a particular item. The manual reported that test-retest reliability after an interval of one moth: .87 by comparing the responses on similar items: .79. Considering the responses if they indicate to measure the same aspect for which they were intended to measure, it was found that they did so. The test was tried for having the agreement with the criterion test of N Ach and with educational achievement in various faculties. It was fond that the test scores on this test and that with the test scores SCT of Dr. Bishwanath Mukarji had an agreement of .80 and with Educational Achievement Test it had an agreement .75.

### **PROCEDURE:**

In the present study, the students (Age group of 16 to 18 years) of higher secondary school from engaged in sports and non-engaged students. Total sample was taken from various schools in Jalna district. The samples were selected as a purposive sample. Out of the large data (Almost 650 students) selected randomly 400 sample were chosen for the actual research survey. This is done to minimize the error in performing the survey research. In the first stage "Two way Analysis of Variance" was used for calculating the significant difference of self-confidence and achievement motivation among students engaged in sports and non-sports. Than Correlation research refers to Studies in which the purpose is to discover the relationship between variable through the use of correlation statistics. The basic design in correlation research involves collection of data on two or more variables for each individual in a sample and calculating a correlation coefficient.

### **RESULTS AND DISCUSSION:**

The First dependent variable in this study was self-confidence. These variables investigate into independent variable i.e. Students engaged in sports and non-sports and gender. The following table shows that significant difference of Sports non-sports

students and gender, dependant variable self-confidence.

**Table no. 1.1 summary of the 2x2 ANOVA for Self-confidence**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Type of Students	2294.410	1	2294.410	45.156	.000
Sex	28.090	1	28.090	.553	.458
Type of Students * Sex	6955.560	1	6955.560	136.89	.000
Total	241920.0	400			

The table shows that subjects from sports and non-sports differ significantly among themselves on the dependant variable self-confidence. A summary of two way ANOVA shows that main effect Type of students is highly significant ( $F = 45.156$ ,  $df$  1 and 396,  $p < .01$ ). According to these result hypotheses no.1 "There will be significant difference of self-confidence among students of both engaged in sports and non-sports. Has been accepted.

**Figure no. 1.1 shows mean difference between Students from sport and non-sports dependent variable Self-confidence**

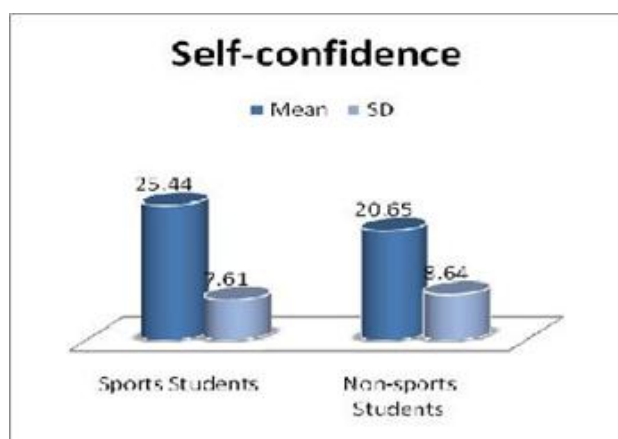


Figure showing mean and SD values of self-confidence students from sports and non-sports. Its indicating that mean value of sports students was found 25.44 and SD 7.61 is comparatively larger than mean value of student's sports background 20.65 and SD 8.84 on Self-confidence. According to mean value students from sports better Self-confident than the students from non-sports background. The table no 1.1 shows that male and female subjects not significant among themselves on the dependant variable self-confidence.

**Table 1.2 summary of the 2x2 ANOVA for Achievement motivation**

Source	Type III Sum of Squares	df	Mean Square	F
Type of Students	58298.102	1	58298.102	172.477
Sex	45432.923	1	45432.923	134.415
Type of students * Sex	208.803	1	208.803	.618
Error	133849.650	396	338.004	
Total	7828641.000	400		

The table shows that subjects from sports background differ significantly among themselves on the dependant variable achievement motivation. A summary of two way ANOVA shows that main effect area is highly significant ( $F = 172.47$ ,  $df$  1 and 396,  $p < .01$ ). According to these result hypotheses no.2 There will be significant difference of achievement motivation among students.

**Figure No 1.2 shows mean difference between students engaged in sports and students from non-sports dependent variable Achievement Motivation.**



Figure no.1.2 showing mean and SD values of achievement motivation subject from sports and non-sports. Its indicating that mean value of students from sports background found 149.83 and SD 22.09 is comparatively larger than mean value of student's non-sports background 125.68 and SD 20.33 on achievement motivation. According to mean value students engaged in sports better achievement motivation than students those who are non-sports background. The table no 1.2 shows that male and female subjects not significant among themselves on the dependant variable achievement motivation. A summary of two way ANOVA shows that the main effect of gender not significant ( $F = 134.41$   $df$  1 and 396) these 'F' ratio indicate that there is significant

difference on achievement motivation among male and female of both.

**Table no. 1.3 shows that correlation between self-confidence and achievement motivation**

In the second stage, computing correlation method with dependant variable self-confidence and achievement motivation. The table no. 1.3 shows that the correlation between self-confidence highly correlated with achievement motivation that is 'r' ratio .155 which is positively significant correlated with each other. Hence the result indicates that if the students' high score on self-confidence than they also high score on achievement motivation. According to result hypothesis no. 3 "There will be positive correlation between achievement motivation and self-confidence" was accepted.

**CONCLUSION:**

The result indicates that sport activity is positively impact on student's self-confidence and achievement motivation.

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