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Comparative study on particular psychological variables between an athlete and non athlete boys of school going students

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Abstract

The aim of the study was to find comparative study on particular psychological variables between an athlete and non athlete boys of school going students. 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 analysed the difference through t- test at 0.05 level of significance. In both the variables, there exists insignificant difference at 5% level.

Keywords: Aggression, Achievement Motivation

1. Introduction

Aggression is overt, often harmful, social interaction with the intention of inflicting damage or other unpleasantness upon another individual. It may occur either in retaliation or without provocation. In humans, frustration due to blocked goals can cause aggression. Submissiveness may be viewed as the opposite of aggressiveness.

In definitions commonly used in the social sciences and behavioural sciences, aggression is a response by an individual that delivers something unpleasant to another person. Some definitions include that the individual must intend to harm another person. Predatory or defensive behaviour between members of different species may not be considered aggression in the same sense.

Aggression can take a variety of forms, which may be expressed physically, or communicated verbally or non-verbally: including anti-predator aggression, defensive aggression (fear-induced), predatory aggression, dominance aggression, inter-male aggression, resident-intruder aggression, maternal aggression, species-specific aggression, sex-related aggression, territorial aggression, isolation-induced aggression, irritable aggression, and brain-stimulation-induced aggression (hypothalamus). There are two subtypes of human aggression: ^[1] controlled-instrumental subtype (purposeful or goal-oriented); and ^[2] reactive-impulsive subtype (often elicits uncontrollable actions that are inappropriate or undesirable). Aggression differs from what is commonly called assertiveness, although the terms are often used interchangeably among laypeople (as in phrases such as "an aggressive salesperson").

Motivation is the inner power that pushes you toward taking action and toward achievement. Motivation is powered by desire and ambition, and therefore, if they are absent, motivation is absent too.

Sometimes, you might have the desire to get something done, or to achieve a certain goal, but if the desire and ambition are not strong enough, you lack the push, the initiative, and the willingness to take the necessary action. In these cases, you lack of motivation and inner drive.

When there is motivation, there is initiative and direction, courage, energy, and the persistence to follow your goals

A motivated person takes action and does whatever it needs to achieve his or her goals.

Motivation becomes strong, when you have a vision, a clear mental image of what you want to achieve, and also a strong desire to manifest it. In such a situation, motivation awakens inner strength and power, and pushes you forward, toward making your vision a reality.

Motivation can be applied to every action and goal. There can be motivation to study a foreign language, to get good grades at school, bake a cake, write a poem, take a walk every day, make more money, get a better job, buy a new house, own a business, or become a writer, a doctor or a lawyer.

Motivation is present, whenever there is a clear vision, precise knowledge of what you want to do, a strong desire, and faith in your abilities.

Motivation is one of the most important keys to success

When there is lack of motivation, you either get no results, or only mediocre ones, whereas, when there is motivation, you attain greater and better results and achievements.

Compare a student who lacks motivation and who hardly studies, to a student who is highly motivated, and who devotes many hours to his studies. Each student will get absolutely different grades.

Lack of motivation means lack of enthusiasm, zest and ambition, whereas the possession of motivation is a sign of strong desire, energy and enthusiasm, and the willingness to do whatever it takes to achieve what one sets out to do.

A motivated person is a happier person, more energetic, and sees the positive end result in his or her mind.

What can you do to strengthen your motivation?

1. Set a goal. If you have a major goal, it would be a good idea if you split it into several minor goals, each small goal leading to your major goal.
2. By dividing your goal into several, smaller goals, you will find it easier to motivate yourself, since you will not feel overwhelmed by the size of your goal and the things you have to do. This will also help you feel that the goal is more feasible, and easier to accomplish.
3. Understand that finishing what you start is important. Hammer into your mind that whatever you start you have to finish. Develop the habit of going to the finish line.
4. Socialize with achievers and people with similar interests or goals, since motivation and positive attitude are contagious. Associate with motivated people, who share your interests.
5. Never procrastinate anything. Procrastination leads to laziness, and laziness leads to lack of motivation.
6. Persistence, patience and not giving up, despite failure and difficulties, keep the flame of motivation burning.
7. Read about the subjects of your interest. This will keep your enthusiasm and ambition alive.
8. Constantly, affirm to yourself that you can, and will succeed.
9. Look at photos of things you want to get, achieve or do. This will strengthen your desire and make your subconscious mind work with you
10. Visualize your goals as achieved, adding a feeling of happiness and joy.

Remember, if a certain goal is really important, going through the above steps will strengthen your motivation, and keep you going forward

Methodology

For this study thirty subjects were selected randomly from athlete and non- athlete group. Fifteen in each groups, age ranging 14-18 years from Senior Secondary Schools, Rewari, (Haryana). Two variables were selected for this study namely Aggression and achievement motivation. For assessment purpose standard questionnaire were employed. The Aggressiveness questionnaire developed by Anand Kumar and Premshankarshukla and Achievement Motivation questionnaire developed by M.L. Kamalesh were administered.

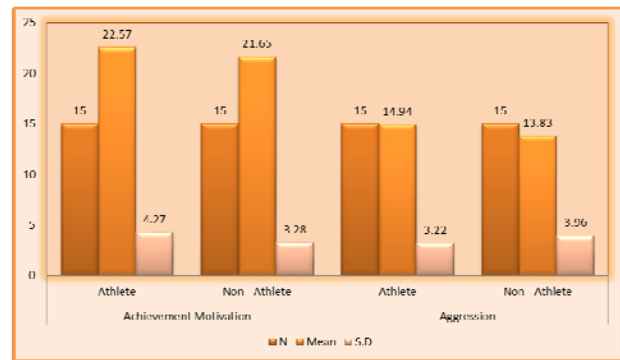
Findings

Finding pertaining to the descriptive Statistics in Achievement Motivation and Aggression are presented in table 1.

Table 1: Descriptive Statistics of Achievement Motivation and Aggression of Athlete and Non-Athlete

Variables	Grouping	N	Mean	S.D
Achievement Motivation	Athlete	15	22.57	4.27
	Non - Athlete	15	21.65	3.28
Aggression	Athlete	15	14.94	3.22
	Non - Athlete	15	13.83	3.96

Table1 reveals that Achievement Motivation mean in Athlete was slightly higher than Non-Athlete and in terms of aggression Non-Athlete shows high aggression than Athlete.



Graph 1: Mean and S.D Values of Achievement Motivation and Aggression of Athlete and Non-athlete

Table 2: Comparison Means of Achievement Motivation and Aggression of Athlete and Non-Athlete

Variables	t	df	sig
Achievement Motivation	1.239	28	0.194
Aggression	-0.631	28	0.472

Significant at 0.05 levels

Table 2 reveals that there exists no significant difference (p>0.05) in both the variables at 0.05 level of significance.

2. Discussion

The findings of table 1 supports the nature of sports as sportsman strives for competitive success. They undergo hard training to clinch position in the competition and on achieving that they become highly satisfied and gets motivated for next such event further in case of aggression also findings revealed that sportsman are low in aggression than non-sportsman. This can be attributed to the fact that participation in sports inculcates many sporting values and self-control is one of them and self-control leads to low aggression. However there doesn't found any significant difference in these two

characteristics which might be due to low sample size and heterogeneity in the nature of sports constituting the athlete group.

3. Conclusion

From the findings it can be concluded that, though insignificant difference exists but the result cannot be generalised for the whole population due to low sample size and insignificant difference among participants of the group. However in the particular school scenario these found insignificant difference in the selected psychological variables.

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