



Self-Confidence and Achievement Motivation among Sportsman and Non Sportsman Boys in Indore District of Madhya Pradesh

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Abstract:

The Purpose of the present study was to compare Self-Confidence and Achievement Motivation of Boys. The Subjects was divided into two groups Sportsman and Non-Sportsman of New Digamber Public School, Indore. The age of the subjects was ranged between 15-18 years. The data was collected from a total of 100 Male Students 50 each i.e. 50 Sportsman and 50 Non-Sportsman. For the collection of Data Agnihotri Self Confidence Inventory (1987) and Costello Achievement Motivation Scale (1967) was used. The Data was analysed statistically by using 't' test. The Level of significance was set at 0.01 and 0.05. The Results of the study indicates that in Self Confidence There is significant difference among Sportsman and Non Sportsman and in Achievement Motivation there is no Significant Difference among Sportsman and Non Sportsman.

Introduction

Self-confidence is an important antecedent to good performance. It tends to act as a self-fulfilling prophecy. If one does not believe in his ability to perform well, the probability that he probably will fall short of his goal, whereas if one thinks one can do well, he is more likely to come through.

It is believed that self-confidence is vital to successful athletic participation. An athlete invariably says that the key to success believes in them and they back it up exuding self-confidence in their play. On the other hand lacking in self-confidence, which probably

arises out of self-doubts, causes an athlete to fall from the ladder of success because they begin to behave in accordance with those doubts. They expect to fail, which in turn leads to actual failure, which confirms their negative self-image. Thus self-doubts are negative expectations of sportsmen undermine their performance by creating anxiety, loss of concentration and uncertainty of purpose. Athletes frequently focus so intensely on their shortcomings that it distracts them from attending to the things essential to good performance.

There is nothing magical about the effects of confidence. The resulting performance levels are logical extensions of the motivation, concentration and specific actions that evolve from the thoughts, images and beliefs that characteristically make up confidence.

Nor is confidence something that either we have or we do not. We can build confidence through work and planning. We can practice capturing it. And we can learn to evoke it at will.

Approaching competition confident of victory makes a great deal of sense. It aids performance uncertainly and doubt only hinders functioning. And there is no reason to doubt the likelihood of the success in upcoming performances.

Self-confidence is defined as the strength of or is communication that he or she can successfully execute a behaviour required to produce a certain outcome.

Achievement motivation is a construct originated from motivation. Motivation is the driving force behind all the actions of an individual. Achievement motivation as the desire or tendency to do things as responsible as possible (Murray 1938).

Methodology

For the study the subjects was divided into two group's sportsman and non-sportsman of New Digamber Public School, Indore. The age of the subjects was ranged between 15-18 years. The data was collected from a total of 100 male students 50 each i.e. 50 sportsman and 50 non sportsman. For the collection of data Agnihotri self-confidence inventory (1987) and Costello achievement motivation scale (1967) was used. The data was analysed statistically by using 't' test. The level of significance was set at 0.01 and 0.05.

Variable	Groups	N	Mean	SD	Md	T
Self confidence	Sportsman	50	22.48	7.899	11.01	10.80*
	Non-Sportsman	50	33.49	6.453		

Result

Variable	Groups	N	Mean	SD	Md	T
Achievement Motivation	Sportsman	50	15.48	3.899	2.01	10.80*
	Non-Sportsman	50	17.49	2.453		

Significant at 0.01 level, df = 198

Not Significant at 0.05 level, df = 198

Conclusions

The study concluded that-

1. Two groups of boys, sportsperson and non-sportsperson at senior secondary schools do not differ significantly in the variable of self-confidence.
2. Two groups of boys, sportsperson and non-sportsperson at senior secondary schools do not differ significantly in the variable of achievement motivation.

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