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A Comparative Study of Interest, Adjustment and Motivation of Athletes and Non-Athletes

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Abstract: ***The study was conducted to study the interest, adjustment and motivation patterns of the athletes and also to find out the difference on the patterns as compared with that of non athletes. The investigation was conducted with that of non athletes. The investigation was conducted with the following objectives such as to find out the interest patterns, motivational level adjustment level of athletes and not athletes of Degree College of Physical Education, H.V.P.M., Amravati. To select the sample was limited to athletes and non athletes participating in intercollegiate tournament. Their range of age was delimited to from 18 to 25 years. It was hypothesised that the athletes differ from non athletes in interest adjustment and motivation level. Fifty student were selected from D.C.P.E. who participated in the inter-collegiate in their respective sports and games and fifty non-athletes who did not participated in any posts.and sports were studying in the same College were randomly selected. Their age from 18 to 25 year. To find out Education interest (EIR) prepared by Dr. S.P. Kulshrestha to find and motivation level approval motive scale prepared by N.K.M. Tripathi and L.B. Tripathi and to find adjustment pattern difference Adjustment inventory by V.K. Mital was use to find difference between athletes and non athletes. According to results of the study it is concluded that Athletes and non athletes does not differ significantly at motivation level, adjustment level and in interest level.***

Keywords**: *Interest, Adjustment and Motivation, Athletes, Non-Athletes***

I. INTRODUCTION

Right attitudes and interest are as important to education as a steady steering wheel the speeding car. It is important to know how children develop physically, because physical development influences children behaviour directly by determining what they can do and indirectly by influencing their interest toward self and other. Thus affecting the kind of personal and social adjustment they make (Elizabeth 1980)[1]. Interest and adjustment are the dynamics of human action. Unless people have favourable attitudes and interest towards what they set out to learn, they cannot derive full benefit out of favourable interest and attitudes is itself a phase of education. Ross (1962)[2] a thing that interest us is just something that concern us or matters us. Our interest are very linked with our wants, motives, drives and basic needs. Adjustment[3] is the process by which living organism maintains a balance between its need and the circumstances that influence the satisfaction of there needs. Adjustment is a process that takes us to lead a happy and well contended life. It helps us in keeping balance between our need and the capacity to meet these needs. It also persuades us to change our way of life according to the demands of the situation. Thus it gives us strength and ability to bring desirable changes in the conditions of our environment. Hence we can say that adjustment is a condition or state in which one feels that one's need have been (or will be) fulfilled and one's behaviour confirms to the requirement of a given culture. The main areas or aspects of adjustments are Health adjustment, Emotional adjustment, social adjustment, Home adjustment, School or Occupational adjustment. Motivation[4] is an established process by which an individual or group is inspired or coaxed to put one's best efforts. It includes all factors such as motives, needs, drives and urge, which exert tremendous influence upon the direction and quality of participation is sports. A systematic and scientific way of improving tendency for direction and selectively of human behaviour to persist until a goal is achived. Further motivation is a series of techniques for preparing an individual or group physically and mentally as well, to endure pressure to remain calm and cool under all circumstances and not getting easily up-set by unexpected/intense situation is sports.

II. STATEMENT OF PROBLEM

The study was conducted to study the interest, adjustment and motivation patterns of the athlete and also to find the difference or the pattern as compared with that of non-athletes. The investigation was conducted with the following objectives.

1) To find out the interest pattern of selected athletes and non athletes.
2) To find out the motivation level of athletes and non athletes.
3) To find out the adjustment level of athletes and not athletes.

[1] Hulock S. Elizabeth, Child Development, Tokyo Mc Graw Hill, Kugakush Ltd, 1980
[2] Ross J.C., JH An Introduction to Psychology (New York, Macmillan Company, 1962)
[3] L.S. Shaffer S. Article in Foundation of Psychology Boring Longifield and Weid (New York in John Wiley Sons 1961), p. 511
[4] Prof. Jitendra Mohan, Dr. N.K. Chadha and S. Sultan Akhtar, "Psychology and Sports", (Friends Publications) (India) (Delhi), p. 482-85

III.DELIMITATION

A. The study was limited to athletes and non athletes of Degree College of Physical Education, HVPM, Amravati.
B. Criteria to select the sample was limited to athletes and non athletes participating in their inter collegiate tournaments.
C. The range of age was delimited to from 18 to 25 years.

IV.HYPOTHESIS

It was hypothesis

A. That the athletes differ from non-athletes in interest.
B. That the athletes differ from non athletes in adjustment.
C. Further hypothesised that the athletes differ from non athletes in motivation level.

V. DEFINITION

1) Interest: The feeling of a person whose attention, concern or curiosity is particularly engaged by something.
2) Adjustment: "Adjustment is the process by which a living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs."[5]
3) Motivation: Motivation is the process in which the learners energies or need are directed towards various goals objects in his environment. [6]

VI.OBJECTIVE OF STUDY

The research scholar has selected this study to find out interest level of adjustment and motivation level of athletes and non athletes towards education and sports.

VII. REVIEW OF LITERATURE

The review of literature taken from the library of Degree College of Physical Education, H.V.P.M., Amravati.

Allen (1994)[7] investigated the changes in interest and attitude towards physical education for students who are enrolled in a one semester, concept-oriented physical education course at University of Tennessee. The experimental group consist of 119 students enrolled in Physical Education concept and application in Physical Education. Further 128 students enrolled in Psychology introduction to Psychology during the same term served as controlled group for this investigation. All the subjects were administrated. The wear physical education attitude inventory (Form) as a Pre test at the end of the semester and again as a Post test at the end of the semester. Analysis of covariance and 't' test were utilized to analyze changes scores. In conclusion, students attitudes towards physical education indicated positive changes as a result of being enrolled in Physical education. Greater changes occured to upper classmen in the area of social emotional and general and for females in the social areas.

Elspeth (1995)[8] investigated 201 boys and girls of Connectuial Public School to shed. Some light on interest and attitudes and programming needs in physical education with regard to those student and differential academic programme. Therefore the research question asked Does Physical Education in Public Schools of connectuial meet the received needs of gifted boys and girls in grade six, seven and eight. Two analysis of variance indicated that there was no significant difference in mean score representing attitudes towards physical education to sex and grade level and generally there was low positive attitude towards physical education for the gifted student.

Loware (1996)[9] investigated student attitudes and perception as they relate to the "equality of opportunity to participate in sports programmes have access to sports facilities and have qualified coaches official and sports personal and pattern of involvement in recreational/free playsport, school sponsored sports and agency sponsored sports significant differences were found in pattern of responding between 5th, 8th grade students living in the community types designated in the University urban and sub urban were noted in the data pertaining to question contained in four clusters. "Interest in Sports" "Winning in Sports" "Potential Sports" and "Neighbourhood Sports"

[5] Boring Longfield and Weld "Educational Psychology", P.D. Pathak, p. 400
[6] Blair Jones and Simpson, "Educational Psgychology", P.D. Pathak (Agra Vinod Book Mandir), p. 206
[7] Allen Steven (1994) Change of Student Interest and attitudes towards Physical Education following enrollment in a concept of Physical Education Course Dissertation Abstract International 50:12 (June 1994), 8390-A
[8] Elsepeth Evens Elizabeth, "Interest and Attitude of Gifted Middle Schools", Dissertation Abstracts International 44.2 (Aug 1995) 2:44, 724-A
[9] Lowarance Bruce (1996) An analysis of attitudes pertaining to equality of opportunity to play sports engagement of 5th and 8th grade students in the inner city urban and sub urban setting Dissertation Abstracts International 42:10 (April 1996) 5243 A.

VIII. METHODOLOGY

1) *Selection of Subjects:* Fifty students from Degree College of Physical Education HVPM Amravati who participated in the intercollegiate tournaments in their respective sports and games were selected at random as athletes. Than the matching samples of fifty non-athletes who did not participate in any sport and were studying in the same College were randomly selected as non-athletes. Their age is ranged from 18-25 years.
2) *Selection of Variables:* The study was intended to determine the interest, motivation and adjustment difference between athletes and non-athletes. For this purpose it was decided to administer the following questionnaire for the collection of the data.

a) Educational interest (EIR) prepared by Dr. S.P. Kulshrestha was used to find out the educational interest among athletes and non athletes.

b) Approval motive scale prepared by VKM Tripathi and L.B. Tripathi was used to find out the motivation level between athletes and non-athletes.

c) Adjustment inventory constructed by V.K. Mittal was used to find out the adjustment pattern difference between athletes and non athletes.

3) *Orientation of the subject:* The subjects were made to understand the purpose and importance of the investigation. Emphasis was made to get their own interest. The subject were made to understand that it was not an individual assessment and it was purely a group study. Statistical Techniques
4) *Mean:* To find out the difference between the mean of the two group formula explained by Clarke was used.

$$\text{Mean} = \frac{\sum X}{N} \quad \text{where}$$

N = Total number of scores and $\sum X$ = Summation of Raw score

5) *Standard Deviation:* Standard Deviation was calculated from the gathered reading by the formula given by Clarke and Clarke

$$\sigma = \frac{\sqrt{N\left(\sum X^2\right)}}{N} - \left(\sum X\right)^2$$

Where, $\sum X^2$ = Sum of Squares $\left(\sum X\right)^2$ = Summation of the Squares N = Total number of scores

6) *Analysis of Data:* All the instruction (question name) were scored according to the instruction given in the respective manuals. For this athletes and non-athletes in order to achieve this purpose the data collected have been put to statistical analysis.

7) Level of significance: The probability level which we reject the hypothesis is term has the level significance. For testing the significance difference due to athletes and non athletes. 't' test was applied. The level of significance chosen was 0.05. level which was considered adequate for this study.

IX. FINDINGS

Table 1
Mean And Standard Deviation Difference Between Athletes And Non Athletes On Interest

Groups	Means	Std. Deviation	t-ratio
Athletes	109.7	29.56	0.85
Non Athletes	104.9	26.32	

The mean difference between Athletes and Non athletes is 4.8 which is statistically not significant at point .05 level of confidence.

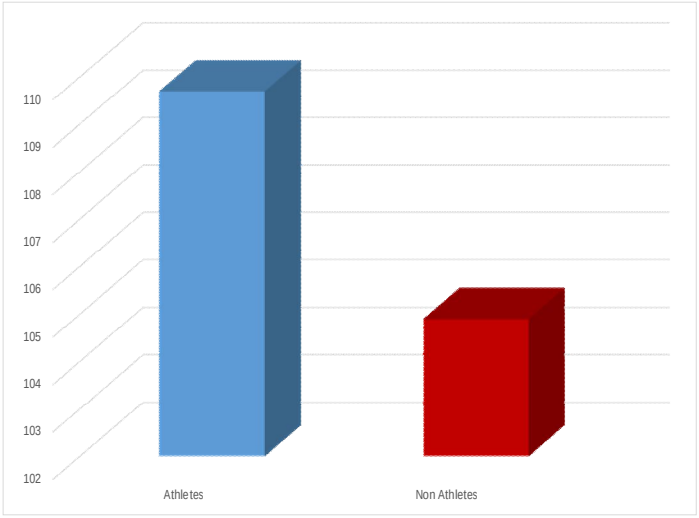

Fig 1: Means of Athletes and Non athletes on Interest

TABLE 2
Mean And Standard Deviation Difference Between Athletes And Non Athletes On Motivation

Groups	Means	Std. Deviation	t-ratio
Athletes	46.34	4.98	
Non Athletes	46.1	5.18	0.23

The mean difference between Athletes and Non athletes is 0.24 which is statistically not significant at point .05 level of confidence.

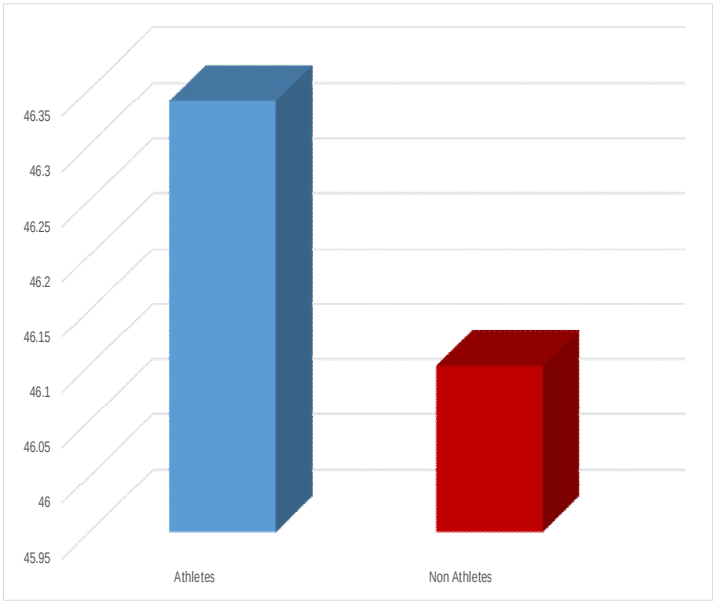

Fig. 2: Means of Athletes and Non athletes on Motivation

Table 3
Mean and Standard Deviation difference between Athletes and Non athletes on Adjustment

Groups	Means	Std. Deviation	t-ratio
Athletes	149.6	13.59	
Non Athletes	152.44	12.64	1.083

The mean difference between Athletes and Non athletes is 2.84 which is statistically non significant at point .05 level of confidence.

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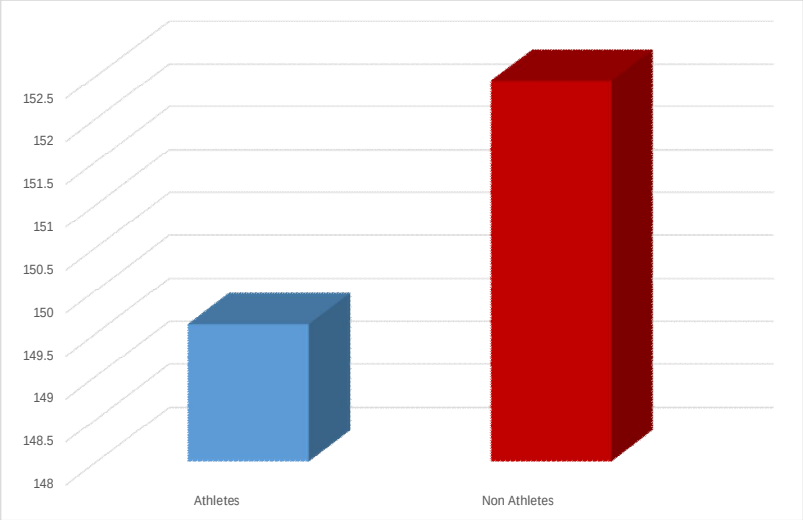

Fig. 3: Means of Athletes and Non athletes on Adjustment

Showing the Table 4
Area of Interest of the Athletes high interest area

High interest area

Subject	Raw scores	Percentages
AG (Agriculture)	17	34
Co (Commerce)	9	18
FA (Fine Arts)	8	16
HS (Home Science)	6	12
HU (Humanities)	15	30
SC (Science)	13	26
TE (Technology)	01	02

2nd Interest

Subject	Raw scores	Percentages
AG (Agriculture)	13	26
Co (Commerce)	8	16
FA (Fine Arts)	13	26
HS (Home Science)	9	18
HU (Humanities)	15	30
SC (Science)	10	20
TE (Technology)	6	12

3rd Interest

Subject	Raw scores	Percentages
AG (Agriculture)	11	22
Co (Commerce)	7	14
FA (Fine Arts)	5	10
HS (Home Science)	14	28
HU (Humanities)	10	20
SC (Science)	18	36
TE (Technology)	11	22

Low Interest

Subject	Raw scores	Percentages
AG (Agriculture)	9	18
Co (Commerce)	26	52
FA (Fine Arts)	24	48
HS (Home Science)	21	42
HU (Humanities)	70	20
SC (Science)	9	18
TE (Technology)	32	64

According to Table no. 4 it is revealed that 34% Athletes show high interest in Agriculture 18% Athletes show high interest in Commerce 16% Athletes show high interest in Fine Arts. 12% Athletes shows high interest in Home Science. 30% Athletes shows high interest in Humanities. 26% Athletes show high interest in Science. 2% Athletes show high interest in Technology.
According to table 4 it is revealed that 26% Athletes show 2nd interest in Agriculture, 16% Athletes show 2nd interest in Commerce. 26% Athletes show 2nd interest in Fine Arts, 18% Athletes show 2nd interest in Fine Arts, 18% Athletes show 2nd interest in Home science, 30% Athletes show 2nd interest in Humanities, 20% Athletes show 2nd interest in science, 12% Athletes show 2nd interest in Technology.
According to table 4 it is revealed that 26% Athletes show 3rd interest in Agriculture, 4% Athletes show 3rd interest in Commerce. 10% Athletes show 3rd interest in Fine Arts, 28% Athletes show 3rd interest in Home Science, 20% Athletes show 3rd interest in Humanities, 36% Athletes show 3rd interest in Science, 36% Athletes show 3rd interest in science, 22% Athletes show 3rd interest in Technology.
According to table 4 it is revealed that 18% Athletes show low interest in Agriculture, 52% Athletes show low interest in Commerce. 48% Athletes show low interest in Fine Arts, 42% Athletes show low interest in Home Science, 20% Athletes show low interest in Humanities, 18% Athletes show low interest in Science, 64% Athletes show low interest in science, 64% Athletes show low interest in Technology.

Table No. 5
Showing the area of Interest of the Non-Athletes High Interest Area

Subject	Raw scores	Percentages
AG (Agriculture)	14	28
Co (Commerce)	8	16
FA (Fine Arts)	8	16
HS (Home Science)	11	22
HU (Humanities)	12	24
SC (Science)	11	22
TE (Technology)	05	10

2nd interest area

Subject	Raw scores	Percentages
AG (Agriculture)	13	26
Co (Commerce)	10	20
FA (Fine Arts)	16	32
HS (Home Science)	16	32
HU (Humanities)	15	30
SC (Science)	8	16
TE (Technology)	6	32

3rd interest Area

Subject	Raw scores	Percentages
AG (Agriculture)	12	24
Co (Commerce)	16	32
FA (Fine Arts)	6	12
HS (Home Science)	9	18
HU (Humanities)	11	22
SC (Science)	15	30
TE (Technology)	07	14

Low interest area

Subject	Raw scores	Percentages
AG (Agriculture)	12	24
Co (Commerce)	17	34
FA (Fine Arts)	20	40
HS (Home Science)	15	30
HU (Humanities)	13	26
SC (Science)	16	32
TE (Technology)	33	66

According to table no. 5 it is revealed that 28% Athletes show high interest in Agriculture, 16% Athletes show high interest in Commerce. 16% Non Athletes show high interest in Fine Arts, 22% Non Athletes show high interest in Home Science, 24% Non Athletes show high interest in Humanities, 22% Non Athletes show high interest in Science, 10% Non Athletes show high interest in Technology.

According to table no. 5 it is revealed that 26% Non Athletes show 2nd interest in Agriculture, 20% Non Athletes show 2nd interest in Commerce. 32% Non Athletes show 2nd interest in Home Science, 30% Non Athletes show 2nd in Humanities, 16% Non Athletes show 2nd interest in Science, 12% Non Athletes show 2nd interest in Technology.

According to table no. 5 it is revealed that 24% Non Athletes show 3rd interest in Agriculture, 32% Non Athletes show 3rd interest in Commerce. 12% Non Athletes show 3rd interest in Fine Arts, 18% Non Athletes show 3rd interest in Home Science, 22% Non Athletes show 3rd interest in Humanities, 30% Non Athletes show 3rd interest in Science, 14% Non Athletes show 3rd interest in Technology.

According to table no. 5 it is revealed that 24% Non Athletes show low interest in Agriculture, 34% Non Athletes show low interest in Commerce, 40% Non Athletes show low interest in Fine Arts, 30% Non Athletes show low interest in Home Science, 26% Non Athletes show low interest in Humanities, 32% Non Athletes show low interest in Science, 66% Non Athletes show low interest in Technology.

X. DISCUSSION OF FINDINGS

As the results are showing that athletes and non-athletes are not statistically different at interest, motivation and adjustment level. The reason of this result may be that the athletes are not regularly practicing in sports other reason may be that they had been selected to represent college because lack of availability of regular sportsman.

A. Discussion of Hypothesis

It was hypothesised that,

1) The athletes are differ from non- athletes in interest

2) The athletes are differ from non- athletes in adjustment

3) Further hypothesised that the athletes differ from non- athletes in motivational level.

Hence according to result of the study the hypothesis i), ii) and iii) is rejected.

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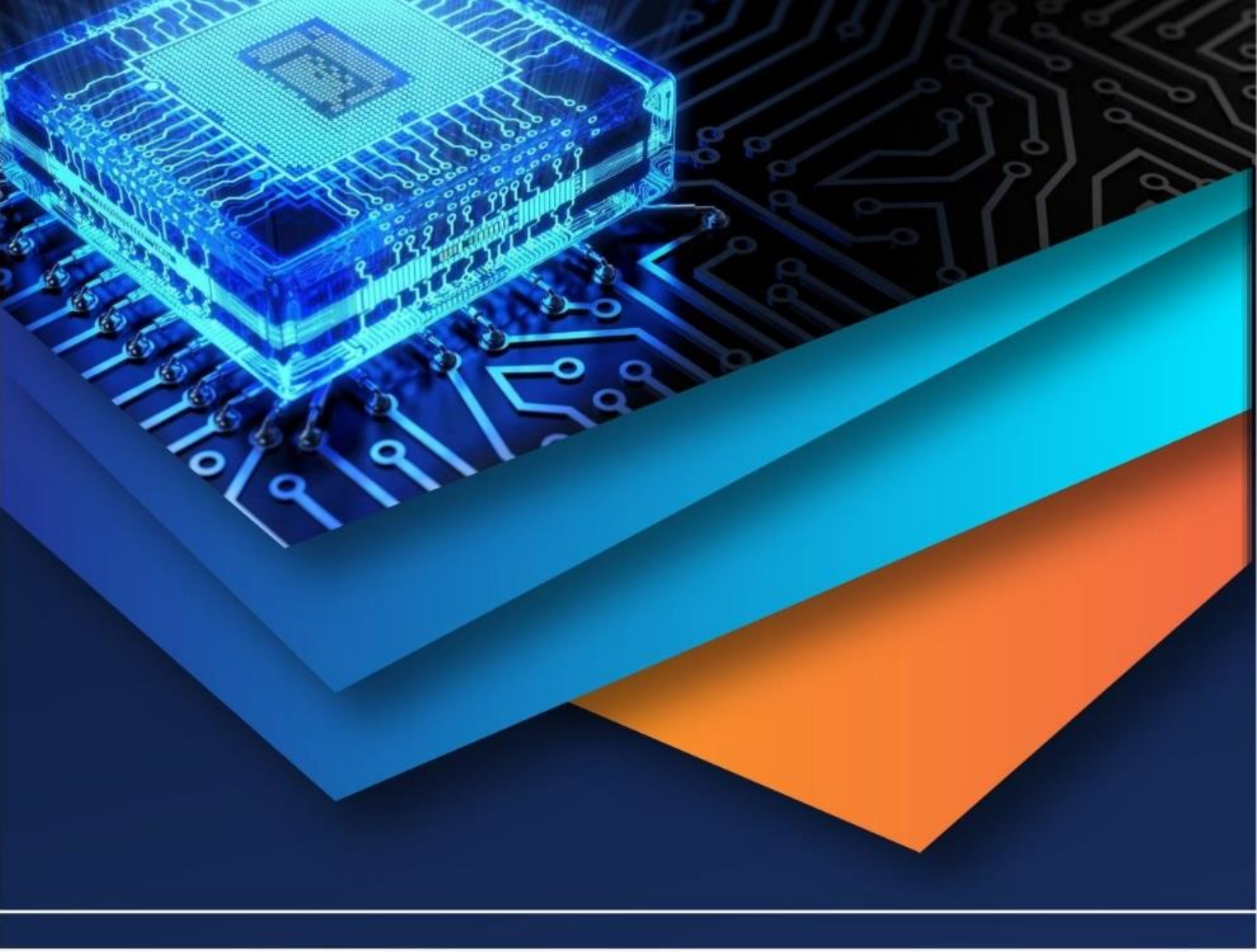
XI. CONCLUSION

According to result of the study it can be concluded that

A. Athletes and non- athletes dose not differ significantly at Motivational level
B. Athletes and non- athletes dose not differ significantly at Adjustment level
C. Athletes and non- athletes dose not differ significantly at interest level
D. The high area of interest of Athletes are agriculture, humanities and science.
E. The second area of interest Athletes are find arts
F. The lowest are of interest of Athletes are commerce
G. The high area of interest of non-Athletes are agriculture, humanities and science.
H. The second area of interest of non-Athletes are find arts and home science.
I. The lowest interest area of non-athletes are Technology.



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