



International Journal of Physical Education, Sports and Health

P-ISSN: 2394-1685
E-ISSN: 2394-1693
Impact Factor (ISRA): 5.38
IJPESH 2016; 3(6): 440-442
© 2016 IJPESH
www.kheljournal.com
Received: 14-09-2016
Accepted: 15-10-2016

Kavita SH
Research Scholar, Department of
Physical Education and Sports
Science, Karnataka State
Women's University Vijayapur-
Karnataka, India

Dr. Rajkumar P Malipatil
Assistant Professor and Research
Guide, Department of Physical
Education and Sports Science,
Karnataka State Women's
University Vijayapur-
Karnataka, India

Correspondence

Kavita SH
Research Scholar, Department of
Studies in Physical Education
and Sports Science, Karnataka
State Women's University
Vijayapur-Karnataka, India

Influence of socio-economic status on achievement motivation of sports women

Kavita SH and Rajkumar P Malipatil

Abstract

Sports is based on close relationship of physical, psychological and sociological aspects of human development. In the domains of social life, the social structure, traditional and newly emerging values do have social consequences and effect on its members. The impact of widespread social distinction between classes, ethnic groups and sex has been constantly reflecting the changing scope of sport. Mean, SD and t value were calculated to find the difference.

Keywords: Socio economic status scale, achievement motivation scale and sports women

1. Introduction

Sport may be one area where the appearance of equality is more cosmetic than reality. Sport remains highly associated with the so-called "masculine" element of our culture, and the female in sport is still considered a woman in man's territory. Thus, the female athlete is a special case in two senses. Because of her sport interests, she is considered a special kind of female; because she is female she is considered a special kind of athlete. Awareness of her exceptional status surely colours the female athlete's approach to sport and makes her sport experience qualitatively different from that of the male athlete. The female athlete's special status raises significant questions about the psychological dimensions of her sport involvement. While the western world has progressed in the area of equality, in most third world countries including India, it remains a long way off. Therefore, the present chapter deals with the history, participation, position and performance of sportswomen in India.

2. A Global View

Even at the turn of the present century, sportswoman is looked upon as a very special case in two aspects; first, on account of her interest and involvement in sport, she is looked upon as a special kind of woman; and second, she being a woman, a special kind of athlete. However, before making any attempt to understand women and sport as of today, it is logical to trace back the roots of sporting heritage, which supported the rise of modern sport for women. It may also help us to recognize pattern of development and identity the cultural determinants, which influenced sport and reflected society.

The rise of modern sport coincides with the rise of industrial capitalism. By the 19th Century, sport was seen as a safety valve and developed as a means of inculcating the right attitude for the ruling class. But women still had no role to play, rather even watching of sport was discouraged. By the end of 19th Century physical education and gymnastics became essential components of girl's education programmes, and ideal of womanhood from the pale beauty of 18th century changed into the beauty of "perfect health and high spirit". By the beginning of 20th Century, women's participation in sport was reckoned to be a mark of their "real emancipation". Ironically, despite the giant step, Perre de Coubertin, while reviving the Olympic games, defined, "Women have but one task that of crowing the winners with garlands". Women's sport in 20th century gained a new image only after the First World War, since women took to many jobs, which earlier were only performed by men. This brought about the change and awareness in the society about the physical capabilities of women and the need for strength and confidence among them.

Recently, the International Amateur Athletics Association carried out a survey in the sport of track and field athletics, the results of which are almost certainly reflected in other sports

throughout the world. Very few countries make real attempts to offer post-school girls the opportunity to participate in sport at any level approaching that which is offered to men, indeed the majority of men participating in the survey did not offer any comprehensive recruitment plan for women.

Competitive sports for women were introduced in Olympics as early as 1912. The second boon in women sport came after the Second World War, whereby performance of women was full in competitive sport. All through the sport history, official sports bodies have been putting performance of women was full in competitive sport. All through the sport history, official sports bodies have been putting all kinds of restrictions on women while universalizing and regulating norms for sport. Until 1971 IOC did not have a single woman as its executive member. Today, its executive members include both men and women. Until the sixties, there were few major changes in the world of sport concerning women. Women continued to make impact, break records, but did not make major gains.

3. Socio-Economic Status

The socio-economic status is a very important concept being employed frequently in day to day matters nonetheless its determination is very complex and complicated difference tests envisage its determination with weightage on one of the many factors that go to constitute its integrity. Status by term we mean that, recognition given to an individual by his group relation. Socio-Economic status (SES) is one of the key factors, which has been studied extensively in behavioural science research. It has been observed that SES as an independent variable has a greater impact on dependent variable performance of an individual. Behavioural components have greater bearing on socio-economic conditions of the individual. It has been conclusively proved that SES is one of the main correlates of behavioural component.

4. Achievement Motivation

Motivation is viewed as an intervening variable believed to cause behaviour. Neither seen nor touched the motivational variables are simply inferred on the basis of observable behaviour. Therefore, motivation might be considered as a process by which the individual is inspired, goaded or coaxed to do something. To motivate is to induce movement. As a broad based term, motivation encompasses numerous aspects of behaviour, individual and collective. It might be designated as the tendency for the direction and selectivity of behaviour to be controlled by the conditions to the consequences, and the tendency of this behaviour to persist until a goal is achieved.

5. Methodology

In the review, the researcher has presented a resume of all the studies conducted in the psychology of sport in general, socio-economic status (SES) on achievement motivation. It is apparent that although a number of studies are available both in the field of socio-economic status (SES) and achievement motivation but there is no integrated picture of socio-economic status and its impact on the personality dimension of

sportsmen. The complex relation between sociological factors like SES and psychological factors of sportsmen like achievement motivation would never be understood, until they are presented simultaneously. At the same time it also became clear that what is needed is a comprehensive picture of the relationship between socio-economic status and its impact on achievement motivation of sportswomen. It was felt necessary to find out the impact of socio-economic status (SES) on personality, adjustment and achievement motivation of sportswomen.

6. Statement of the Problem.

Social conditions in which an individual is interacting and transacting provide the framework for internalizing the values, modes, practices and procedures of the given conditions. In the process, the social experiences, orientation and learning accordingly help to a large extent develop socially adequate personality traits (Nangia, Suman, 1991). Sports environment also belongs to this category. Sports persons through their participation in games get an opportunity to take in new learning, new experiences and orientation which pave for them a way for developing an adequate and desirable personality traits. The socio-economic background of the players together have significant repercussions on their development of desirable and adequate traits like achievement motivation. Considering this rationale, the present study undertakes a rare and distinctive task to examine the impact of the socioeconomic status on achievement motivation of the sportswomen.

7. Objectives of the Study

1. To understand the impact and influence of SES on achievement motivation of sportswomen.

8. The Variables

1. The socioeconomic status is an independent variable
2. The dependent variables -Achievement Motivation

9. Hypothesis of the Study

1. There is significant influence of SES on Achievement Motivation of Sportswomen.

10. Methodology

The present investigation pertaining to ‘The Influence of Socioeconomic Status on Achievement Motivation Sportswomen’ is in the framework of ex-post-facto research. The particulars of samples, tools, collection of data and statistical techniques are given as under;

11. Sample

The total sample consists of 40 sportswomen belonging to high and low socioeconomic status. The age level ranging from 19-25 and were selected randomly. The sample design is given below:

12. Sample Design

Sl. No.	Sportswomen with High Socioeconomic Status	Sportswomen with Low Socioeconomic Status	Total
1	20	20	40

13. Tools

1. Personal data schedule was used to collect the information related to personal and socio-demographic status of the subject.

2. The socio-economic status scale developed by Bharadwaj and Chavan (1989)
3. The Achievement Motivation Test developed by Dr. Beena Shah.

Scoring: As per Manual

14. Discussions

Basic division in human societies can readily be observed among members. Some of the variations like race or sex are biological, while others, such as occupation distinctions or gradations in prestige and power, are primarily social products. In both cases, the differences provide the foundation for discrete social positioning and the creation of specific roles in the organisation of human affairs. This analysis points to further study of social differentiation and its effects. Like all areas of social life, Sport has been greatly influenced by the institutionalized divisions and inequalities that serve to differentiate societies.

Recent sports technology is based on close relationship of physical, psychological and sociological aspects of human development. In the domains of social life, the social structure, traditional and newly emerging values do have social consequences and effect on its members. The impact of widespread social distinction between classes, ethnic groups and sex have been constantly reflecting the changing scope of sport. A great variation has also been observed in the achievement skills performed individually when compared with performance of the same individuals in team situations. Studies also indicate that sports performance does not only depend upon skills but also on the personal factors developed through social institutions of which an individual is chiefly a product. Perhaps the influence of any such specific reference group is a reflection of social structure variables and hence accounts for various socio-psychological factors affecting the choice of sports and performance.

Table 1: Mean, SD and t values of achievement motivation of high and low SES Sportswomen.

Variables	High SES	Low SES
Mean	63.69	67.24
SD	10.73	11.88
t-value	2.74*	

* Significant at 0.05 level

The Table presents the mean, SD and t values of achievement motivation of high and low SES sportswomen. The high SES sportswomen have the mean score of 63.69 whereas the low SES sportswomen have the mean score of 67.24. It suggests that the low SES sportswomen have more achievement motivation than the high SES achievement motivation. The obtained t value is 2.74 which is significant at 0.05 level indicates that there is a significant difference between achievement motivations of high and low SES sportswomen.

In the above table, the low SES sportswomen have the higher achievement motivation, which could have been a resultant of their strong desire to win and succeed. The fear and humiliations associated with failure, the urge to grow and develop might have influenced them to adopt the higher achievement motivation. On the contrary, the high SES sportswomen might have become complacent due to their higher standard of living, higher income, and secured environment. Thus, it becomes clear that the hypothesis mentioning of the high SES sportswomen having the high achievement motivation than the low SES sportswomen is not accepted.

15. Summary

The participation of women in modern sports is influenced by various physical, physiological, sociological and psychological

factors. During training, besides good physique and physical fitness of the athlete, main emphasis is laid on the development of various types of skills involved in the game as well as on teaching the strategies, techniques and tactics of the game. Until recently, the coaches have been paying inadequate attention to the social and psychological factors which although have been proved to contribute to performance in events in the higher competitive sports. It is in this context that the present study aimed to probe the impact of SES on adjustment, achievement motivation and personality of sportswomen.

16. Conclusion

The low SES sportswomen have high achievement motivation than the high SES sportswomen and there is a significant difference in their achievement motivation level.

17. References

1. Abraham P Sperling. The relationship between Personality, adjustment and Achievements in Physical Education Activities the Research Quarterly 1987; 13(3):351.
2. Angelini AL, Bitencourt L, Jose F, Rasamilha, Motivo De N. realizaco edesenvolvimento economico. *Revista Intermericama despilogia*, 1970; 24:144-152.
3. Chaube NP. Motivational dimensions of rural development. Chaitnya Publications, Allahabad, 1974.
4. Chaudhury N. The relationship between achievement motivation, anxiety, intelligence, sex, social class and vocational aspirations. Unpublished Doctoral Dissertation, Punjab University, Chandigarh, 1971.
5. Desai DB, Trivedi RS. Achievement Motivation Development in High School Pupils Unpublished Manuscript, Sardar Patel University, Ballabh Vidyanagar, 1972.
6. Dhapola TS. A study of Personality make up of Harijan students. Unpublished Manuscript. Kashi Vidyapeeth, Varanasi, 1977.
7. Gokulanathan PP, Mehta P. Achievement motive in tribal and non-tribal Assamese secondary school adolescents. *Indian Educational Review*, 1972; 7:67-90.
8. Hilgard, Earnest R, Rita L, Atkinson, Richard C. Atkinson Introduction to Psychology (7th Ed). Harcourt Brace Jovanovich, Inc., New York, 1979.
9. Houston J. Motivation, McMillan Publishers, New York, 1985.