



P-ISSN: 2394-1685
E-ISSN: 2394-1693
Impact Factor (ISRA): 5.38
IJPESH 2021; 8(3): 485-489
© 2021 IJPESH
www.kheljournal.com
Received: 19-04-2021
Accepted: 23-05-2021

Mallikarjun Sharanappa
Ph.D Research Scholar,
Department of Physical
Education, Saurashtra
University, Rajkot, Gujarat,
India

Dr. Jayashree Makawana
Associate Professor of Physical
Education, Matushree Monghiba
Mahila College, Amreli, Gujarat,
India

A study on socio-cultural deprivation and achievement motivation level among the men inter-university athletes

Mallikarjun Sharanappa and Dr. Jayashree Makawana

Abstract

The fact that socio cultural conditions are at the core of human behavior and would affect the performance of the sportsmen. This phenomenon has attracted the large number of investigators during sixties to ascertain effects of socio-cultural deprivation on human behavior. According to them, deprivation includes many parameters. It cannot be caused by any one parameter like caste, class, social, cultural economic conditions, life styles, living standards, etc. There are many people in every society who are deprived of one or the other of these factors. The deprived are found everywhere including the rural and urban setup of Indian society. To measure the impact of socio-cultural deprivation on the level of achievement motivation of men athletes, the investigator has selected total 200 samples and among them 50% Rural and 50% Urban both deprived and non-deprived groups. The investigator adopted personalized interview method for the collection of information related to personal and socio-demographic status of the respondent. There is a significant difference of achievement motivation between the high and low deprived athletes. The low deprived were found to have high achievement motivation than the high deprived athletes.

Keywords: Socio-cultural deprivation, achievement motivation, athletes

Introduction

The fact that socio cultural conditions are at the core of human behavior and would affect the performance of the sportsmen. This phenomenon has attracted the large number of investigators during sixties to ascertain effects of socio-cultural deprivation on human behavior. According to them, deprivation includes many parameters. It cannot be caused by any one parameter like caste, class, social, cultural economic conditions, life styles, living standards, etc. There are many people in every society who are deprived of one or the other of these factors. The deprived are found everywhere including the rural and urban setup of Indian society. The effects of deprivation interfere with the smooth and rapid development of psychological and non-psychological processes and limit the behavioral efficiency of the individuals. Environmental and socio-cultural deprivations are found to hamper the cognitive development and affect adversely the personality development. Poverty can be considered the major component of deprivation.

Psychologically, poverty is conceived in many ways. It can be viewed both as a structure and as a product of a given system. It has multidimensional impact on human behavior, which results in the form of deterioration and improper behavioral growth and development. Harrington (1962) suggested that poverty should be defined as a psychological in the context of the very poor people who are almost aliens to the society in which they live and who invariably almost always develop such negative attitudes as would prevent them from making use of new opportunities. According to Oscar Lewis (1996) "the culture of poverty is both an adaptation and reactions of the poor to their marginal position in a class-structured, highly individualized capitalist society". It represents an effort to cope with the feeling of hopelessness, despair that develop from the realization of the improbability of achieving success in terms of values and goals of the larger society.

Statement of the Problem: A Study on Socio-Cultural Deprivation and Achievement Motivation Level among the men athletes.

Corresponding Author:
Mallikarjun Sharanappa
Ph.D Research Scholar,
Department of Physical
Education, Saurashtra
University, Rajkot, Gujarat,
India

Significance and Relevance of the Study

Deprivation is multi-dimensional concept lying implying dispossession or loss or withholding. It may be considered as a prolonged process relative to a defined social setting, socio-cultural life in any social setting can be conceptualized as a continuous at one end of which lie those who have all the physical, socio-cultural, economic and other facilities for fulfillment of their biogenic as well a sociogenic needs leading to varied experiences in life, while in the other end lie those who are materistically, socio-culturally and psychologically handicapped in fulfillment of their needs and acquisition of diverse experiences. This leads towards deprivation. The high deprived group will be looked down upon and develops the negative self image, impressions forms negative opposite attribution, inaccurate in assessing the other's personality trait occurs. Totally it impairs development of the individual.

Objectives of the study

1. To study the nature of relation between socio cultural deprivation and achievement motivation of high and low deprived men athletes.
2. To examine the level of achievement motivation between the high and low deprived men athletes.

Materials and methods

The present research is undertaken in the perceptual framework. It is the correlation study within the ex-post-facto research design. The particulars of the sample size, tools, instructions, scoring, statistical tools, collection of data and statistical analysis are given below.

Sample

To measure the impact of socio-cultural deprivation on the level of achievement motivation of men athletes, the investigator has selected total 200 samples. Among them 50% Rural and 50% Urban both deprived and non-deprived groups. The distribution of samples is as under.

Sample Design

S. No	Particulars	Sample	Men Athletes		Total Sample
			Rural	Urban	
1	Deprived	100	50	50	100
2	Non-Deprived	100	50	50	100
Total		200	100	100	200

Tools

- 1) The Prolonged Deprivation Scale (PDS) developed and standardized by Mishra and Tripathi.
- 2) Achievement Motivation Test developed by Dr. Beena Shah.

Data Collection

The investigator adopted personalized interview method for the collection of information related to personal and socio-demographic status of the respondent. Before the collection of data the investigator briefed the respondents for a while about the purpose of the study and ensured them that their information would be used only for the research purpose. This process helped to establish rapport with the respondents. To meet the objectives of the present study the data was collected by administering personal-bio-data schedule prolonged deprivation scale and achievement motivation scale

at the two stages. At the first stage prolonged deprivation scale was administered to the respondents participated in 80th All India Inter University Athletics Championship 2019-20 Organized by Rajiv Gandhi University of Health Sciences and Alva's Education Foundation held at Swaraj Maidan, Moodbidri from 2nd to 6th January 2020 to categorize the participants into deprived and non-deprived groups taking the first and the third quartile as cut off points respectively. At the second stage, the achievement motivation scale was administered to the respondents to measure their level of achievement. After the completion of the perceptual evaluation the scales were collected from them.

Statistical Analysis

To meet the objectives of the study and to verify the formulated hypotheses the data were analyzed. As the purpose of the study was to find out the impact of socio-cultural deprivation on the achievement motivation level of sportsmen and sportswomen, the mean, SD were calculated, 't' values were calculated to test the significant difference between the samples.

Results and discussions

Researchers on socio-cultural deprivation have discovered several important dimensions of socio-cultural relations capable of producing wide-ranging physical, physiological effects. Each of it is capable of causing profound changes in the physical, mental and social functioning of the individual. When taken together their effects are likely to be far greater and far more profound: not only the individual but also the society is greatly affected by it. Widespread prolonged socio-cultural deprivation would, therefore, produce substantial changes in the social structure and social process of the affected group. And the nature of changes under socio-cultural deprivation will by and large be unfavorable to the individual and the group both.

That is what emerges from socio-cultural deprivation research even when the term is narrowly used. From this it follows that social and cultural conditions not only affect man's behavior but also because of his behavior. Precise understanding of this interconnection between socio-cultural deprivation and human behavior, therefore, requires 1) precise understanding of historicity of the two and b) analysis of their bases. Historical and evolutionary character of social and cultural structure and processes can be ignored only at the cost of scientific precision. It would be historically as well scientifically incorrect to treat all groups, societies of all ages as equal. It has already been stated that the term social reflects of all possible relations and interconnection of relations between mode of production and productive forces which give rise to various social groups reflecting varying degree of social processes. Such consideration would include family, society and state as a part of given social structure reflecting same social processes, although of different quality and intensity. It will also involve its consideration in class context for all the groups of a given society acquire meaning only in their class context.

Therefore, in order to meet the objectives of the present study to find out the nature of relationship, the effects and interactional effects of independent variable i.e, socio-cultural deprivation on dependent variable i.e, achievement motivation of athletes the "t" test was applied. The obtained results were tested for their significance.

Table 1: Table showing the Mean, SD and t values of Achievement Motivation of high and low deprived athletes

Variables	High Deprived	Low Deprived
Mean	212.53	310.24
SD	17.02	10.14
t-value	86.12**	

** Significant at 0.01 level

The above table presents the mean; SD and t-values of Achievement Motivation of high and low-deprived athletes and it can be noticed from the above table that the low-deprived athletes have the higher mean scores of 310.24 than the high deprived athletes who have the mean score of 212.53. It means achievement motivation is high among the low deprived athletes than the high deprived athletes. The obtained t-value 86.12 which is significant at 0.01 level show the significant difference between achievement motivational of high and low-deprived athletes. It was found in the above table that achievement motivation is high among low-deprived athletes whereas, the high-deprived athletes have the low achievement motivation.

The high achievement motivation among the low-deprived athletes can be attributed to their high level of aspirations, strong desire to win, high education, high social status and exposure to the mass media and different competitions.

Table 2: Table showing the Mean, SD and t-values of Need for Academic Success of high and low deprived athletes

Variables	High Deprived	Low Deprived
Mean	22.96	24.82
SD	3.02	3.94
t-value	5.64**	

** Significant at 0.01 level

The above table presents the Mean, SD and t values of need for academic success of high and low deprived athletes. The data mentioned in the above table shows that the high and low deprived athletes have the mean score of 22.96 and 24.82 respectively. The comparison of the mean score suggests that the need for academic success is high among low deprived 24.82 and low among high-deprived athletes 22.96. The obtained t value, 5.64 which is significant at 0.01 level informs the significant difference between need for academic success of the high and low deprived athletes. The high need for academic success among the low deprived athletes is a result of their inherent advantages in their education, higher standard of living, higher level of training which capacitates them to perform high in academic success. On contrary, the lower income, occupation and inferior standard of living would result in negative self-perception, negativism, and pessimism among the high-deprived athletes resulting in a lower need for academic success.

Table 3: Table showing the Mean, SD and t values of Need for Social Achievement of high and low deprived athletes

Variables	High Deprived	Low Deprived
Mean	22.84	23.64
SD	2.92	3.65
t-value	4.82**	

** Significant at 0.01 level

The above table explains the mean, SD and t values of need for social achievement of high and low deprived athletes. The high and low deprived athletes have the mean scores of 22.84 and 23.64 respectively. The comparison of the mean score of high and low deprived athletes suggest that need for social

achievement is high among the low deprived and low among the high deprived athletes. The obtained t value 4.82 significant at 0.01 signifies the significant difference of need for social achievement between the high and low deprived athletes. The high need for social achievement among the low deprived athletes might have been a resultant of their high social status, improved social skills and interactions as the social achievement depends upon interpersonal and social relations of a person. One who devotes most of his time in social activities and for the welfare of others may get a honorable and good place in the society.

Table 4: Table showing the Mean, SD and t values of Need for Vocational Achievement of High and Low deprived athletes

Variables	High Deprived	Low Deprived
Mean	21.96	23.02
SD	3.16	4.01
t-value	5.12**	

** Significant at 0.01 level

The above table demonstrates the Mean, SD and t values of need for vocational achievement of high and low deprived athletes. The data presented in the above table shows that, the high and low deprived athletes have the mean score of 21.96 and 23.02 respectively. The obtained t value 5.12 which is significant at 0.01 level suggest the significant difference of need for vocational achievement between high and low deprived athletes. The comparison of the mean scores of both groups reveals that the need for vocational achievement is high among the low-deprived athletes than their counterparts. The high need for vocational achievement found among the low-deprived athletes can be attributed to their high aspirations towards their job, quality education, higher income and high self-confidence.

Table 5: Table showing the Mean, SD and t values of Need for Skill Achievement of high and low deprived athletes

Statistics	High Deprived	Low Deprived
Mean	22.12	24.06
SD	3.54	4.43
t-value	4.16**	

** Significant at 0.01 level.

The above table shows the mean, SD and t values of need for skill achievement of high and low deprived athletes. The high-deprived athletes have the mean score of 22.12 and low deprived is 24.06. The obtained t value 4.16, which is significant at 0.01 levels, indicates the significant difference of need for skill achievement between the high and low deprived athletes. Thus, the findings of the table reveals that the need for skill achievement is found high among the low deprived than the high deprived athletes. Hence, the above hypothesis that the low deprived athletes have high need for skill achievement than the high deprived athletes is validated and the hypothesis is accepted.

Table 6: Table showing the Mean, SD and t-values of Achievement motivation of high and low deprived athletes

Variables	High Deprived	Low Deprived
Mean	221.41	314.24
SD	15.62	11.02
t-value	68.53**	

** Significant at 0.01 level.

The above table presents the mean, SD and t-values of achievement motivation of high and low-deprived athletes

and it can be noticed from the above table that the low-deprived athletes have the higher mean scores 314.24 than the high deprived who have the mean score of 221.41. The obtained t-value is 68.53 which is significant at 0.01 level shows that there is a significant difference between achievement motivational of high and low-deprived athletes. The high level of achievement motivation among the low deprived athletes is a result of their high education, high aspirations, internal locus of control, greater access to modernizing factors and accessibility to quality training.

Table 7: Table showing the Mean, SD and t values of need for academic success of high and low deprived athletes

Variables	High Deprived	Low Deprived
Mean	22.01	24.98
SD	3.06	6.24
t-value	5.46**	

* Significant at 0.01 level.

The above table shows the mean, SD and t values of need for academic success of high and low deprived athletes. It can be seen in the above table that the high and low deprived athletes have the mean score of 22.01 and 24.98 respectively. It means the low deprived athletes have high need for academic success than the high deprived athletes. The obtained t value is 5.46, which is significant at 0.01 level reveals that there is a significant difference between need for academic success of high and low deprived athletes.

Table 8: Table showing the Mean, SD and t values of Need for Social Achievement of high and low deprived athletes

Variables	High Deprived	Low Deprived
Mean	22.41	23.74
SD	2.94	3.05
t-value	3.62**	

* Significant at 0.01 level.

The above table shows the mean, SD and t values of need for social achievement of high and low deprived athletes. It can be seen in the above table that the high and low deprived athletes have the mean score of 22.41 and 23.74 respectively. It means the low deprived athletes have high need for social achievement than the high deprived athletes. The obtained t value is 3.62, which is significant at 0.01 level reveals that there is a significant difference in need for social achievement between high and low deprived athletes.

Table 9: Table showing the Mean, SD and t values of need for vocational achievement of high and low deprived athletes

Variables	High Deprived	Low Deprived
Mean	22.78	24.29
SD	3.12	2.56
t-value	2.84**	

* Significant at 0.05 level.

The above table demonstrates the Mean, SD and t values of need for vocational achievement of high and low deprived athletes. It is visible in the above that the high and low deprived athletes have the mean score of 22.32 and 23.38 respectively. The obtained t value of 2.41 which is significant at 0.05 level suggests that there is a significant difference in need for vocational achievement between high and low deprived athletes. The low deprived athletes have high need for vocational achievement than their counterparts.

Table 10: Table showing the Mean, SD and t values of need for skill achievement of high and low deprived athletes

Variables	High Deprived	Low Deprived
Mean	21.31	23.06
SD	2.74	3.14
t-value	2.04**	

** Significant at 0.01 level.

The above table presents the mean, SD and t values of need for skill achievement of high and low deprived athletes. In the above table, the high and low deprived athletes have the mean scores of 21.31 and 23.06 respectively. The obtained t value is 2.04 which is significant at 0.01 level suggests that there is significant difference of need for skill achievement between high and low deprived athletes.

Conclusions

1. There is a significant difference of achievement motivation between the high and low deprived athletes. The low deprived were found to have high achievement motivation than the high deprived athletes.
2. There is a significant difference of need for academic success between high and low deprived athletes. The low deprived athletes have high need for academic success than the high deprived athletes.
3. There is a significant difference of need for social achievement between high and low deprived athletes. The need for social achievement is high among the low deprived and low among the high-deprived athletes.
4. There is a significant difference of need for vocational achievement between high and low deprived athletes. The low deprived athletes have high need for vocational achievement than the high deprived athletes.
5. There is a significant difference of need for skill achievement between high and low deprived athletes. The need for vocational achievement is found to be high among the low deprived than the high-deprived athletes.
6. The significant difference of achievement motivation was found among the high and low deprived athletes. The low deprived athletes have high achievement motivation than the high-deprived athletes.
7. The need for academic success is high among the low deprived athletes than the high-deprived athletes.
8. The need for social achievement is high among the low deprived athletes than the high deprived athletes.
9. The need for vocational achievement is significantly high among the low deprived athletes than the high-deprived athletes.
10. There is significant difference of need for skill achievement between high and low deprived athletes.

References

1. Ashcroft ER. Deprived and disenchanting, Delta 1971;8:2-7.
2. Alderman RB. "Psychological Behavior in Sport" W.B. Saunders Publications, Philadelphia 1974.
3. Bolling RW. "A new concept for the culturally deprived" Journal of Human Relations 1964;12(4):471-475.
4. Bowlby J. The Influence of early environment in the development of neurosis and neurotic character. International Journal of Psychoanalysis 1940;21:154-178.
5. Brownfield CA. Sensory Deprivation: A comprehensive survey, Psychologia 1964;1:63-93.
6. Burjurka A. Relationship of Achievement Motivation and Attribution to Performance outcome in competitive

- athletes, Unpublished M. Phil. Dissertation, Jiwaji University, Gwalior 1989.
7. Choubey NP. Deprivation and Human Personality: Current Research and Theory Indian Academy of Social Science, Allahabad 1986.
 8. Covington MV. Stimulus deprivation as a function of social class membership Child Development 1967;38:602-607.
 9. Das JP, Jachauk K, Panda T. Cultural Deprivation and Cognitive Growth in H.C. Haywood (Ed) Socio-cultural aspects of mental retardation, New York, Appleton-Century-Crofts 1970.