RESEARCH ARTICLE

The Impact of Socio Economic Status on Development of Self Confidence and Achievement Motivation Among Indian Sports Women

Ravi Bhushan and P.P. Shiledar

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, Maharashtra
Deptt. of Physical Education, J.B.S.P.M's Mahila College, Georai, Beed, Maharashtra
Email: ravi.bhushan32@gmail.com, pravin.shiledar@gmail.com

ABSTRACT

It is understood that the high socio economic status would be highly advantageous for an individual as an individual enjoys the better standard of living, quality education, high income, positive self-image, high dignity and status in the society, good training facilities and subsequent high self-confidence which invariably helps in gaining positive personality traits and higher achievement motivation. Whereas, an individual of low socio-economic status would inherit the motivational and personality characteristics like low achievement motivation, aspiration level, expectation, self-image, and neuroticism, insecurity, rigidity, conformity, anxiety, extroversion, alienation, past orientation, lack of future orientation, external attribution for success and internal attribution for failure and use of dysfunctional coping strategies like escape, helplessness, hopelessness and denial. Considering these typical characteristics of a low and high Socio Economic Status individual, the current research was undertaken with an aim to study the impact of socio economic status on development of self-confidence and achievement motivation while restricting the study to sports women only. To achieve the purpose of study 130 sportswomen from inter-collegiate athletic meet were selected. 68 sportswomen were later screened and convenient samples were selected for further studies. Socio-economic status scale developed by Bharadwaj and Chavan (1989), Self-confidence Inventory by M. Basavanna (1975) and Achievement Motivation Test developed by Dr. Beena Shah were applied. Thereafter, sportswomen were divided into two groups of 34 each as having high and low Socio Economic Status groups. Later, the Self-confidence Inventory by M. Basavanna (1975) and Achievement Motivation Test (Dr. Beena Shah) were administered. A positive and significant influence of socio-economic status on self-confidence and achievement motivation of sportswomen and significant differences in self-confidence and achievement motivation level between low and high socio-economic status sportswomen were noted during the study. The outcome of the present work is expected to influence policy decisions by various sports governing bodies.
Key words: Anxiety, Extroversion, Self-reliant, Self-assured, Optimistic

INTRODUCTION

The participation of women in sport has been of great concern especially because for many years in the past, our society has condemned women's participation in physical activities involving profuse sweating, building of muscles and competing with others in public. However, with changed time, women now find a place in sport avenues and acceptance, not only to participate but to compete in a wide range of activities including wrestling, weight lifting and marathon etc., which were once considered as only male dominated events. A change is also evident in the attitudes of parents and society, whereas women now participate in sport whole-heartedly without hazards, they are also found to be competing in sport for the same reasons, as are men. These changes have mainly been noticed due to change in attitude of all section of society over a period of time. Hence, today's women are found to be more self-reliant, self-assured and optimistic with respect to their role in the era of high competency in the field of sports. . Abraham P Sperling (1987) brought out that there exists a definite relationship between personality and achievement in the field physical activities be it sports or education. Further, Alderman, R.B. (1974) & Cratty, B.J. (1968) mentioned that psychological profiles of an individual cannot be studied in individuality and that these profiles are directly related to their performances in physical activities and sports. Although a

specific relationship between social class and sports participation has been postulated, explanations for such a relationship have been relatively less empirically tested. Chaube, N.P (1974) tested various psychological profiles with special coverage to rural areas participants. Further, research is needed in such areas to gain greater insight into the factors aimed at motivating or discouraging female participation in sport and physical activities.

SIGNIFICANCE OF THE STUDY

In view of competitive sports gaining significance the study of socio-economic status assumes great importance in the context that,

1. The study of individual sportswoman to determine her performance, and persistence are result of her socio-economic status and its impact on their self-confidence and achievement motivation.
2. To know the self-confidence and achievement motivation correlates of the psychological profile differentiation among the low and high socio-economic status sportswomen and it would be greatly helpful for the coaches engaged in preparing the sportswomen for higher performance.
3. This would enable them to understand and know the psychological strengths and weaknesses of players with respect to their participation in different sports.
4. To know about the extent of help in providing guideline to physical education teachers and coaches for selecting and preparing players for their psychological make-up.

HYPOTHESES

1. There is a significant influence of socio-economic status on self- confidence and achievement motivation of sportswomen.
2. There is a significant difference in self -confidence and achievement motivation level between low and high socio-economic status sportswomen.
3. There is a significant relation between socio-economic status and self- confidence of sportswomen.
4. There is a significant relation between socio-economic status and achievement motivation of sportswomen.

METHODOLOGY

The current study was undertaken during winter season sports camp at Vinoba Bhave University, Hazaribagh (Jharkhand, India). The participants in the present study were selected randomly using random sampling method. Further, descriptive and cross-sectional methods were employed for the purpose of study. Total sample consisted of 68 sportswomen belonging to high and low socio-economic status from those who participated in the inter-collegiate athletic meet and were selected to attend sports camp at Vinoba Bhave University, Hazaribagh (Jharkhand, India). Guidelines for ethical conduct of Behavioral projects involving human participants laid down by APA were strictly adhered to during the course of study. Personal data schedule were used to collect the information related to personal and socio-demographic status of the subject. The age level of participants were ranging from 19-25 years. These participants were students of postgraduate studies at different colleges under the university. Participants comprises of Hindu (18), Muslim (16), Christian (22) and Sikhs (12) and all of them were in physically and mentally sound condition to participate in their respective sporting events. Total 38 participants included in the study were tribal and remaining 30 were non-tribal. As evident, there have been very limited studies in the past on the current or allied topics. Hence, considering peculiarity of the subject; Socio-economic status scale developed by Bharadwaj and Chavan (1989), Self-confidence Inventory by M. Basavanna (1975) and Achievement Motivation Test developed by Dr. Beena Shah have been used during the study. The reliability of the scales/ have been well tested earlier using test-retest method and the validity established. Answers were scored as per the scoring key provided in the respective manuals of test.

RESULTS

The Kolmogorov– Smirnov test was administered to ascertain normal distribution of data. The critical value was found to be $D_{n,\alpha} = D_{15,0.05} = 0.338$ and hence the data was found to have normal distribution. The high SES sportswomen were found to exhibit better adjustment than the low SES sportswomen. Also, it was found that the high SES sportswomen had low achievement motivation as compared to low SES sportswomen. During the course of study, a significant difference between the need for academic success and vocational achievement of high and low SES sportswomen were noticed. The low SES sportswomen were found to have high need for academic success and low need for vocational achievement as compared to high SES sportswomen.

DISCUSSION

The current study has been undertaken with an aim to find out the influence of socio economic status of sports women on their self-confidence and achievement motivation. The mean score of high SES sportswomen and low SES sportswomen was found to be19.18 and 57.28 respectively. The obtained t-value of 111.05 significant at 0.001 level indicates that there is a significant difference of self-confidence between high and low SES sportswomen. This indicates that sportswomen belonging to high socio-economic status are more self-competent, emotionally, mature, intellectually adequate, successful, satisfied, decisive, optimistic, independent, self-reliant, self-assured, forward moving, fairly in their approach, when compared to the low SES sportswomen who generally have low self-confidence. Therefore, the hypothesis that the high SES sportswomen have better adjustment than the low SES sportswomen is accepted.

Table 1: Table showing the 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

As depicted in Table.No.1, 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 found to be 2.74 which is significant at 0.05 level indicating that there is a significant difference between achievement motivation of high and low SES sportswomen. In the above table, the low SES sportswomen have 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.

Table 2: Table showing the Mean, SD, and t values of need for academic success of high and low SES sportswomen

Variables	High SES	Low SES
Mean	17.30	19.20
SD	4.70	3.92
t – value	3.51*	

** Significant at 0.01 level

As depicted in Table 2, the high and low SES sportswomen have mean scores of 17.30 and 19.20 respectively. The comparison of the mean score suggests that the low SES sportswomen have

higher need for academic success than the high SES sportswomen. The obtained t-value is 3.51, which is significant at 0.01 level shows that there is a significant difference of need for academic success between the high and low SES sportswomen. In the above table the irrespective of their condition, the low SES sportswomen have the high need for academic success due to their strong desire to learn, will to win, and a strong desire to improve their condition in the society. Therefore, the hypothesis that there is a significant difference between high and low SES sportswomen in need for academic success is accepted. On contrary, the low SES sportswomen would be in a low need for vocational achievement due to deprived condition, low income, low standard of living, and education. They would make them to be pessimistic and results in low need for vocational achievement.

Table 3: Table showing the Mean, SD and t values of need for vocational achievement of high and low SES sportswomen

Variables	High SES	Low SES
Mean	15.01	16.00
SD	4.00	3.75
t – value	2.06*	

* Significant at 0.05 level

As depicted in Table 3, the high and low SES sportswomen mean scores is 15.01 and 16.00 on the need for vocational achievement respectively. The comparison of the mean scores reveals that the low SES sportswomen have the high need for vocational achievement than their counterparts. Moreover, the obtained t-value of 2.06 which is significant at 0.05 level shows the significant difference between the need for vocational achievement of high and low SES sportsmen. Therefore, the hypothesis that there is a significant difference between the need for vocational achievement of high and low SES sportswomen is accepted.

Table 4: Table showing the Mean, SD and t-values of need for social achievement of high and low SES sportswomen

Variables	High SES	Low SES
Mean	14.00	15.14
SD	3.88	3.18
t – value	2.59*	

* Significant at 0.05 level

As brought out in Table. No. 4, the high and low SES sportswomen mean scores is 14.00 and 15.14 respectively. It shows that the low SES sportswomen have the high need for social achievement than the high SES sportswomen. The obtained t-value 2.59 which is significant at 0.05 level indicates the significant difference between high and low SES sportswomen on need for social achievement. The findings of the table suggests that the low SES sportswomen have high need for social achievement might have been the result of their high self-confidence, high aspirations, internal locus of control and as well as their exposure to the good education, better training and mass media. Hence, the above hypothesis that there is significant difference between high and low SES sportswomen on need for social achievement is proved and accepted.

Table 5: Table showing the Mean, SD and t-values of need for skill achievement of high and low SES sportswomen

Variables	High SES	Low SES
Mean	16.00	17.20
SD	4.69	4.62
t-value	2.03*	

*Significant at 0.05 level

It is visible from Table No. 5 that the high and low SES sportswomen have the mean score of 16.00 and 17.20 respectively and it shows that the low SES sportswomen have the high need for skill achievement than their counterparts. The obtained t-value is 2.03 which is significant at 0.05 level indicates the significant difference of need for skill achievement between high and low SES sportswomen. Therefore, the hypothesis that there is a significant difference of need for skill achievement between high and low deprived sportsmen is proved and accepted at 0.05 level.

Table 6: Table showing the Mean, SD and t-values of self confidence and achievement motivation of high and low SES sportswomen

Variables	SC	ACMT	SC	ACMT
	High SES	Low SES	High SES	Low SES
Mean	19.18	63.69	57.28	67.24
SD	1.20	10.73	1.22	11.88
t-value	29.00**		4.79**	

** Significant at 0.01 level

It is clear from Table.No.6 that the high SES sportswomen have the mean score of 19.18 on self-confidence and 63.69 on achievement motivation respectively; whereas the low SES sportswomen are found to have mean score of self-confidence as 57.28 and on achievement motivation as 67.24. The comparison of the mean score of self-confidence and achievement motivation of high and low SES sportswomen brings out the fact that the high SES sportswomen are having the positive self-confidence as indicated by their mean score of 57.28 and the lower score of low SES sportswomen informs that they lacks in the positive self-confidence. On achievement motivation the high SES sportswomen have the lower mean score of 63.69 and low SES sportswomen is 67.24 which signifies that the high SES sportswomen have low achievement motivation when compared to the low SES sportswomen who have higher achievement motivation. The obtained t-value for high SES sportswomen is 29.00 and for low SES sportswomen is 4.79 which are significant at 0.01 level. Hence, the above hypothesis that the good self-confidence sportswomen have good achievement motivation is accepted at 0.01 level.

The F ratio for self confidence was found to be 3.283 which is significant at 0.01 level suggests that SES is having a greater impact in changing the self-confidence of both high and low SES sportswomen. Because the family background of sportswomen and environment in which they are living largely influences their self-confidence. SES is an index of " living standard" that capacitates the individuals to be exposed to various modernizing influences such as mass media, occupational mobility, more education etc., that enable them acquire modern dispositions. Since SES is a combination of education, occupation, caste and income individuals belonging to different levels of SES have differential exposure to the conditions of life and their by develop differential degrees of self-competent, emotionally, mature, intellectually adequate, successful, satisfied, decisive, optimistic, independent, self-reliant, self-assured, forward moving, fairly. The F ratio 2.964 on achievement motivation suggests the independent influence of SES on the achievement motivation levels of high and low SES sportswomen.

CONCLUSION

As concluded in preceding paragraphs of the current study, socio economic status was found to exhibit a positive and significant influence on self-confidence and achievement of sports women. Also, it was concluded that there exists a significant difference in self-confidence and achievement motivation level between low and high socio-economic status sports women. Further, it was concluded that there do exists a significant relation between socio-economic status and self-confidence of sports women. Besides, it was noticed that there also exists significant difference between socio-economic status and achievement motivation of sports women. Though the current study establishes a definite relationship between socio-economic status and self-confidence and achievement motivation among Indian sportswomen, it was limited to the state of Jharkhand only. Hence, there is a need to undertake further studies in different parts of the globe with more diverse

variables to ascertain exact impact of socio-economic status on the different parameters affecting sports performance.

PERSECTIVES OF FUTURE RESEARCHES

The current study considering its uniqueness and peculiarity could pave a foundation for various future researches on the same or allied subjects. A similar study taking a wider range of samples from sports women, sports man and from adolescents may be undertaken.

REFERENCE

1. Abraham P. Sperling (1987): The relationship between Personality, adjustment and Achievements in Physical Education Activities. The Research Quarterly, 13(3): 351.
2. Alderman R.B. (1974): Psychological Behavior in Sports, W.B. Saunders, Philadelphia.
3. Armstrong N. and McManus A. (1994): Children's fitness and physical activity - A challenge for physical education. British Journal of Physical Education, 25(1): 20-26.
4. Bailey R. (2006): Physical education and sport in schools: A review of benefits and outcomes. Journal of School Health, 76(8): 397-401.
5. Barney D. (2002): Factors that impact middle school student's attitudes and perceptions in physical education. Unpublished doctoral dissertation, Florida State University, Tallahassee.
6. Betty Ruth Muntz Ryzor (1972): A Five Year Fellow up study Comparing the School Achievement and School Adjustment of Children retained in Kindergarden and Children placed in A Transit Class. A discussion abstracts International, 33(4): 1523.
7. Chaube N.P. (1974): Motivational dimensions of rural development. Chaitnya Publications, Allahabad.
8. Clarke H. Harrison (1976) : Application of Measurement to Health and Physical Education. Prentice Hall Inc., New Jersey.
9. Cooper L. (1969): Athletics, Activity and Personality : A review of the literature , Research Quarterly, 40: 17-22.
10. Cowell Charles C. (1966): The Contribution of Physical Activity to Social Adjustment of School Students. Research Quarterly, 32: 286-245.
11. Cowell Charles C. and Ismail (1962): Relation between selected Scrotal and Physical Factors, 33: 40-43.
12. Cratty B.J. (1968): Psychology and Physical Activity, Prentice Hall Inc., New Jersey.
13. Garrett H.E. (1981): Statistics in Psychology and Education. Bombay.
14. Goleman D. (1995): Emotional Intelligence, New York: Bantam Books.
15. Ioannis T. and Loannis N. (2005): Exploring the Relationship of Emotional Intelligence with Physical and Psychological Health Functioning, Stress and Health. Article First Unpublished Online: 3 Mar 2005.
16. Johan Mayer D. and Glenn Gejer (2005): Emotional Intelligence and the Construction and Regulation of Feeling. Available Online.
17. Kensal Devinder K. (2008): Applied Measurement Education and Sports Selection, New Delhi: Sports Publication.
18. Phillips Allen D. (1968): Measurement and Evaluation in physical Education, New York: John and sons Pvt. Ltd.
19. Roshan Limbu (2011): Comparative Study of Creativity and Emotional Intelligence between Football and Basketball Players. Degree College of Physical Education, Unpublished Dissertation.
20. Saraswat R.K. (1989): Self Concept: Dimensions And Determinants, ISBN: 8171690173, Commonwealth Publishers.
21. Singh A. (2006): Essentials of Physical Education, Kalyani Publication, New Delhi.
22. Subramaniam P. and Silverman S. (2002): Using complimentary data: An investigation of student attitudes in physical education. Journal of Sport Pedagogy, 8(1): 74-91.