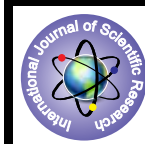


The Influence of Socio Economic Status on Self Confidence and Achievement Motivation of Sports Women



Physical Education

KEYWORDS :

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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 to 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, where as 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. Although a specific relationship between social class and sports participation has been postulated, explanations for such a relationship have been relatively less empirically tested. 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 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.

Variables

The socioeconomic status is an independent variable
The dependent variables are

- Self confidence
- Achievement Motivation

HYPOTHESES

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

METHODOLOGY

The present investigation pertaining to 'The influence of socio-economic status on self confidence and achievement motivation of 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;

Sample

The total sample consists of 68 sportswomen belonging to high and low socioeconomic status

Participated in the inter-collegiate athletic meet the age level ranging from 19-25 and were selected randomly. The sample design is given below:

Sample Design

Sportswomen		
High SES	Low SES	Total
34	34	68

Tools

1. Personal data schedule was used to collect the information related to personal and sociodemographic status of the subject.
2. Socio-economic status scale developed by Bharadwaj and Chavan (1989).
3. Self confidence Inventory by M. Basavanna (1975).
4. Achievement Motivation Test developed by Dr. Beena Shah.

Scoring

Answers were scored as per the scoring key provided in the respective manuals of test.

Collection of Data

To meet the objectives of the present study the data was collected by administering personalbio- data schedule, SES scale, Self confidence inventory and Achievement Motivation scale. The testing is done in two stages, at the first stage SES scale is administered to the total 130 respondents participated in 3rd inter-collegiate athletic meet held at K.S.W.U, Bijapur (Karnataka). To categorize them into the low and high socioeconomic status, taking the first and the third quartile as cut off points respectively, lastly 68 samples were used.

Statistical Analysis

To meet the objective of the study and to verify the formulated hypotheses the data were analyzed. The 't' test, ANOVA and correlation, were calculated and data were organized.

Table.No.1

Table showing the Mean, SD and t values of Self confidence scores of high and low SES sportswomen

Variables		High SES	Low SES
Self confidence	Mean	19.18	57.28
	SD	1.20	1.22
t-value		111.05*	

** Significant at 0.001 level

Table.No.1 presents the Mean, SD and t values of the adjustment of high and low SES Sportswomen the mean score of high SES sportswomen is 19.18 and the mean score of low SES sportswomen is 57.28 respectively. The obtained t-value of 111.05 is 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.No.2

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

Table.No.2 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.

Table.No.3

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

The above table presents the mean, SD and t values of need for academic success between high and low SES sportswomen. The high and low SES sportswomen have the mean scores of 17.30

and 19.20 respectively. The comparison of the mean score suggests that the low SES sportswomen have the 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.

Table.No.4

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

The above table presents the mean, SD and t values of need for vocational achievement of high and low SES sportswomen. 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 is 2.06 which is significant at 0.05 level shows the significant difference between the need for vocational achievement of high and low SES sportswomen. Therefore, the hypothesis that there is a significant difference between the need for vocational achievement of high and low SES sportswomen is accepted.

CONCLUSION

- Positive and significant influence of socio-economic status on self confidence and achievement motivation of sportswomen.
- Significant difference in self confidence and achievement motivation level between low and high socio-economic status sportswomen.
- Significant relation between socio-economic status and self confidence of sportswomen.
- Significant relation between socio-economic status and achievement motivation of sportswomen.