Dr. Narender Singh Siwach
Associate Professor
(Physical Education), Govt.
P.G. College, Sector - 1,
Panchkula, Haryana, India

Exploration study of achievement motivation and socio-cultural deprivation level among the sportspersons

Dr. Narender Singh Siwach

Abstract

Motivation can be defined as a psychological and physical condition that causes one to expend effort to satisfy needs and wants. To state these score in percentiles, based on the findings of the manual for deprived and non-deprived show more than 90% in favourable towards physical education and sports programmes deprived are in the favor of Physical Education and Sports programmes with mean values of 243.32 and 273 respectively.

Introduction

Motivation is defined as the process that initiates, guides and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Motivation is a psychological sense, is concerned with the inculcation and stimulation of the learners interest in the learning situation. It make students interested in his studies and a farmer in his farming. It is a force to energies a man to act and make constant efforts in order to satisfy his basic motives.

Components of Motivation

There are three major components to motivation: activation, persistence and intensity. Persistence is the continued effort toward a goal even though obstacles may exist, Finally, intensity can be seen in the concentration and vigor that goes into pursuing a goal.

Motivation is the driving force by which humans achieve their goals. Motivation is said to be intrinsic or extrinsic. The term is generally used for humans but it can also be used to describe the causes for animal behavior as well.

There are two kinds of motivation:

Intrinsic motivation occurs when people are internally motivated to do something because it either brings them pleasure, they think it is important, or they feel that what they are learning is significant. Extrinsic motivation comes into play when a student is compelled to do something or act a certain way because of factors external to him or her (like money or good grades).

Internal factors include the individual characteristics or dispositions that students bring to their learning, such as their interests, responsibility for learning, effort, values and perceived ability. For example, are students confident or fearful when they approach new learning tasks? Do they attribute success to luck, or do they appreciate the effort required? Do they feel in control of the factors that lead to success?

It is also important to understand the external factors, which schools can affect the variables in learning conditions and environment that trigger, support, or change student motivation. Certain types of schooling practices may promote or hinder motivation, such as features of the classrooms, peer groups, tasks, and instructional practices. For example, challenging, relevant instruction helps to engage students.

Schools can positively influence student motivation through:
- Varied and integrated instructional strategies and resources
- An open and caring school environment

Corresponding Author:
Dr. Narender Singh Siwach
Associate Professor
(Physical Education), Govt.
P.G. College, Sector - 1,
Panchkula, Haryana, India

- A wide range of student supports
- Sharing information and responsibilities for student learning among the staff

Motivation means any idea, need, emotion or organic state, which prompts a man to an action. Motivation plays a major role in the all round development of a child. Sports activities have a higher degree of motivation or in other words through games we can motivate children for better understanding of different aspects of life. Motive is an internal factor that interferes with man's behaviour. Motivation is a process of getting the needs of the people realized with a view to induce them to work or the accomplishments of the task. Motivation can be defined as a psychological and physical condition that causes one to expend effort to satisfy needs and wants. There are two types of motivation A) Intrinsic motivation. B) Extrinsic motivation. The Extrinsic motivation is the motivation throw the external force. Example: Peer group pressure, award & reward threat and punishment. The Intrinsic motivation is urge to do something. The extrinsic motivation will support intrinsic motivation.

Social Deprivation: Like 'social' the term 'social deprivation' has also been used differently by different investigators because of which certain degree of vagueness and imprecision exists in the contemporary literature of social Sawyer (1971) has questioned the use of the term relative deprivation on the ground of political bias inherent in it. There are others, who instead of social deprivation, prefer to use the term social isolation on the plea of being more precise. It is evident that prevalence of ambiguity in the usage of the term social deprivation and the researchers, inability to agree on the meaning of the term was resulted in a plethora of terms in the contemporary field of social deprivation.

Concept of Cultural Deprivation
Culture is a group phenomenon and is created in the course of the functioning and development of the group. Since in human society groups are identified with classes, culture can be said to be class bound phenomenon. That is to say, culture presupposes existence of groups and classes. It is now a well documented fact that groups and classes emerged in their primitive forms much later the evolution of man from ape: that ever since its emergence, the character of class has been constantly changing and that because of uneven development there exists qualitative as well as quantitative differences among the various classes all over the world.

Theories of Motivation
Instinct Theory of Motivation
According to instinct theories, people are motivated to behave in certain ways because they are evolutionarily programmed to do so. An example of this in the animal world is seasonal migration. These animals do not learn to do this; it is instead an inborn pattern of behavior.
William James created a list of human instincts that included such things as attachment, play, shame, anger, fear, shyness, modesty and love. The main problem with this theory is that it did not really explain behavior, it just described it. By the 1920s, instinct theories were pushed aside in favor of other motivational theories, but

contemporary evolutionary psychologists still study the influence of genetics and heredity on human behavior.

Incentive Theory
Incentive theory in psychology treats motivation and behavior of the individual as they are influenced by beliefs, such as engaging in activities that are expected to be profitable. Incentive theory is promoted by behavioral psychologists, such as B.F. Skinner. The incentive theory suggests that people are motivated to do things because of external rewards. For example, you might be motivated to go to work each day for the monetary reward of being paid. Behavioral learning concepts such as association and reinforcement play an important role in this theory of motivation.

Arousal Theory of Motivation
The arousal theory of motivation suggests that people take certain actions to either decrease or increase levels of arousal. When arousal levels get too low, for example, a person might watch and exciting movie or go for a jog. When arousal levels get too high, on the other hand, a person would probably look for ways to relax such as meditating or reading a book. According to this theory, we are motivated to maintain an optimal level of arousal, although this level can vary based on the individual or the situation.

Need Theories
Need Hierarchy Theory
The content theory includes the hierarchy of needs from Abraham Maslow and the two- factor theory from Herzberg. Maslow's theory is one of the most widely discussed theories of motivation. The American motivation psychologist Abraham H. Maslow developed the Hierarchy of needs consistent of five hierarchic classes. It shows the complexity of human requirements. Maslow says that first of all the basic requirements have to be satisfied. The basic requirements build the first step in his pyramid. They decide about to be or not to be. If there is any deficit on this level, the whole behavior of a human will be oriented to satisfy this deficit. Subsequently we do have the second level, which awake a need for security. Basically it is oriented on a future need for security. After securing those two levels, the motives shift in the social sphere, which form the third stage. Psychological requirements consist in the fourth level, while the top of the hierarchy comprise the self- realization
So theory can be summarized as follows:
- Human beings have wants and desires which influence their behavior. Only unsatisfied needs influence behavior, satisfied needs do not.
- Since needs are many, they are arranged in order of importance, from the basic to the complex.
- The person advances to the next level of needs only after the lower level need is at least minimally satisfied.
- The further the progress up the hierarchy, the more individuality, humanness and psychological health a person will show.

The needs, listed from basic (lowest-earliest) to most complex (highest-latest) are as follows:
- Physiology (hunger, thirst, sleep, etc.)
- Safety/Security/Shelter/Health
- Belongingness/Love/Friendship

- Self-esteem/Recognition/Achievement
- Self actualization

Drive-reduction Theory

There are a number of drive theories. The Drive Reduction Theory grows out of the concept that we have certain biological drives, such as hunger. As time passes the strength of the drive increases if it is not satisfied (in this case by eating). Upon satisfying a drive the drive's strength is reduced. The theory is based on diverse ideas from the theories of Freud to the ideas of feedback control systems, such as a thermostat.

Drive theory has some intuitive or folk validity. For instance when preparing food, the drive model appears to be compatible with sensations of rising hunger as the food is prepared, and, after the food has been consumed, a decrease in subjective hunger. There are several problems, however, that leave the validity of drive reduction open for debate. The first problem is that it does not explain how secondary reinforcers reduce drive. For example, money satisfies no biological or psychological needs, but a pay check appears to reduce drive through second-order conditioning. Secondly, a drive, such as hunger, is viewed as having a "desire" to eat, making the drive a homuncular being-a feature criticized as simply moving the fundamental problem behind this "small man" and his desires.

In addition, it is clear that drive reduction theory cannot be a complete theory of behavior, or a hungry human could not prepare a meal without eating the food before he finished cooking it. The ability of drive theory to cope with all kinds of behavior, from not satisfying a drive (by adding on other traits such as restraint), or adding additional drives for "tasty" food, which combine with drives for "food" in order to explain cooking render it hard to test.

Concept of Achievement:
When a man comes in the world he has to do some work for his survival and existence in the world. He has to perform deeds in different walks of life. He does hard labour for his success in different areas; he may do sound mental work and perform toughest physical task, whatever he gets in the response or as a reward of these efforts is regarded as his achievement.

Whatever one achieves in the different areas of performance is called one's achievement. How far a man can attain success in a particular field can be estimated by means of his aptitude, but how far he has been successful in a particular subject and has possessed knowledge in that subject is known as his achievement

The Objectives of the Study

To make a comparative analysis of the levels of need for academic success, social achievement, vocational achievement and skill achievement between high and low deprived athletes and women athletes. To examine and compare the sex differences in the achievement motivation and its four dimensions (academic, social, vocational and skill achievement) between high and low deprived athletes and women athletes. To find out the level of achievement motivation and its four dimensions (academic, social, vocational and skill achievement) between rural and urban athletes and women athletes.

Statement of the Problem

The study intends to investigate the impact on achievement motivation and socio-cultural deprivation among the sports persons. To achieve this purpose the investigator intend to collect data by means of Questionnaire.

The Hypothesis of the Study

The low deprived athletes have high need for vocational achievement than the high deprived athletes. The need for skill achievement is high among the low deprived athletes and very low among the high deprived athletes. The athletes have high achievement motivation than the women athletes. The urban athletes have high achievement motivation than the rural athletes.

Limitations

The personal activities of the subject were not touched upon and what related to the objective of the study, is dealt with.

Methodology

Pilot study: The set of samples prepared by the investigator was first administered to a small population consisting of three deprived persons and three non-deprived persons. The investigator through this pilot study observed that the samples taken into consideration were easy to administer, understand and reliable and valid to assess the attitude of the deprived and non-deprived persons towards sports.

Reliability of Data: Reliability of data is the consistency with which a tool measure what it measures. The internal consistency method was used to establish the reliability of the variables.

Collection of Data: The researcher prepared a list of names by obtaining, a list of professionals from the deprived and the non-deprived groups from both urban and rural were taken. All the responses in the opinion rating, scale and the design were filled by the receiver. Among them ninety three persons responded to the request. Out of these only ninety were taken for analysis and the remaining were not considered because of incomplete responses.

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 athletes and women athletes, the mean, SD were calculated. 't' values were calculated to test the significant difference between the samples.

Results and Discussion

The purpose of this study is to find out the intention to investigate the impact on achievement motivation and socio-cultural deprivation among the sports persons. To achieve this purpose the investigator intends to collect data by means of Questionnaire. The data collected were converted into standard scores as specified in the manual. The difference of impact assessed through this course was subjected to statistical analysis and the results are presented. The Prolonged Deprivation Scale (PDS) developed and standardized by Mishra and Tripathi was used in the present study. This scale consists of 96 statements with five alternative answers for each statement, measuring 15 areas of life situation and experimental domains. Where the results in terms of the mean score of each category of

deprived were given in Table 1, shows the highest and lowest score secured by the socially deprived sports persons.

Table 1: Highest and Lowest Scores Secured by Socially Deprived
Sportspersons
Highest Score: 267
Lowest Score: 230
Frequency for the Deprived Sportspersons

Sl	Frequency	Deviation	fd	fd ^{2}
265-267	3	6	18	324
262-264	0	5	0	0
259-260	0	4	0	0
256-258	0	3	0	0
253-255	2	2	4	16
250-252	1	1	1	1
Sl	Frequency	Deviation	fd	fd ^{2}
247-249	1	0	0	0
244-246	3	-1	-3	9
241-243	2	-2	-4	16
238-240	5	-3	-15	225
235-237	2	-4	-8	64
232-234	4	-5	-20	400
229-231	2	-6	-12	144
			-39	1199

Discussion
As presented in Table 1 and Table 2 the attitudes of the deprived are not in the favor of Physical Education and Sports programmes where as the non-deprived are in the favor of Physical Education and Sports programmes with mean values of 243.32 and 273 respectively.

To state these score in percentiles, based on the findings of the manual for deprived and non deprived show more than 90% in favorable towards Physical education and sports programmes.

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