



Achievement Motivation and Socio-Economic Status of Engineering Sports persons

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ABSTRACT

The study examined the relationship between the socioeconomic status of athletes and the pursuit of achievement. One hundred and fifteen athletes were randomly selected from various engineering schools affiliated with Punjab Technical University. The main objective of the study was to examine the relationship between the socioeconomic level and achievement motivational techniques of engineering athletes: Bhargava's inventory was used to assess achievement motivation and the socio-economic status scale of Rajbir Singh, Radhey Shyam, and Satish Kumar was used to measure their socio-economic status. Conclusion: According to the chi-square analysis and correlation coefficient study by Karl Pearson, there is no significant difference between the achievement-motivation relationship and the socio-economic status of cricket, football, and hockey athletes of engineering colleges affiliated with the Punjab University of Technology, but the difference is different. is significant. saw handball players from engineering schools affiliated with Punjab Technical University. A significant association was determined at a threshold of 0.05.

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1. INTRODUCTION

Achievement motivation is the desire to do better, achieve unique achievements, compete with excellence, and commit to long-term achievement goals. In general, achievement motivation is the expectation of finding satisfaction in the performance of challenging tasks, but especially in the field of education, it means striving for excellence. Achievement is based on the motive to achieve excellence (Hashim *et al.*, 2021; Olabiyi, 2024; Olowoyeye & Adesusi, 2022; Francis *et al.*, 2023; Adeoye & Yahaya, 2024; Obafemi *et al.*, 2023). A person who is committed to a task because of achievement motivation is said to work in the spirit of achievement motivation. Achievement motivation is very important for anyone to improve their performance in college. Therefore, achievement motivation is the tendency to approach success or the ability to take pride in an achievement. When a person has higher achievement motivation, they have higher aspirations, which leads to higher achievement.

Achievements Motivation cannot be described as a quality that appears during a competition, but more often as a "lasting" quality that develops during the preceding weeks, months, and years. Achievement motivation, also called achievement aptitude, is an important factor in striving, effort, and persistence when a person expects his or her performance to be judged relative to some level of excellence. Achievement motivation is based on the desire to achieve or the achievement motive. People are said to act in the spirit of achievement motivation when they commit to a task because of a desire to achieve something. Achievement motivation is the tendency to approach success or the ability to take pride in achievement when success is achieved together or in an activity. This happens when a person is aware that their performance is evaluated, that their actions result in either success or failure, and that good performance creates pride in their achievements.

Financial variables will influence wellness awareness, and an individual's achievement of wellness awareness may be credited to numerous benefits anticipated by both the person and society. Social inspirations may extend from expanded efficiency, military preparation, national security, and resistance of as of late achieved autonomy and opportunity from remote specialists. Individuals may be spurred by wanting a sense of well-being, a cure to strain, vitality, and imperativeness. The lesson alliance may coordinate physical wellness toward the improvement of a positive self-image, self-confidence, and a craving for bliss (Damayanti *et al.*, 2022).

Family SES may reflect the social and financial assets that guardians can give. It can influence parents' cognitive and responsive modes in connection to society and family individuals. Agreeing with the family stretch show, guardians in moo SES families confront more budgetary weight and passionate weariness, which are related to moo pay and self-efficacy (Conger & Donnellan, 2007). This may cause parents to use negative, unkind procedures to urge alongside their children and result in an undesirable parent-child relationship.

Based on previous studies (Sharma, 2003; Bradley *et al.*, 2001; Conger & Donnellan, 2007; Mc Loyd, 1990), the objectives of the study are the following:

- (i) To find out the relationship of achievement motivation with the socio-economic status of cricket players of engineering colleges of Punjab Technical University.

- (ii) To find out the relationship of achievement motivation with the socio-economic status of Football players of engineering colleges of Punjab Technical University.
- (iii) To find out the relationship of achievement motivation with the socio-economic status of Handball players of engineering colleges of Punjab Technical University.
- (iv) To find out the relationship of achievement motivation with the socio-economic status of Hockey players of engineering colleges of Punjab Technical University

The hypothesis of the study is the following:

- (i) There will be no significant difference in the relationship between achievement motivation and the socio-economic status of cricket players of engineering colleges of Punjab Technical University.
- (ii) There will be no significant difference in the relationship between achievement motivation and the socio-economic status of Football players of engineering colleges of Punjab Technical University.
- (iii) There will be no significant difference in the relationship between achievement motivation and the socio-economic status of Handball players of engineering colleges of Punjab Technical University.
- (iv) There will be no significant difference in the relationship between achievement motivation and the socio-economic status of Hockey players of engineering colleges of Punjab Technical University.

2. METHODS

A total of 115 Sports persons were chosen at random from various engineering colleges of Punjab Technical University. The achievement Motivation Questionnaire developed by Bhargava and Singh, Radhey Shyam, and Satish Kumar's socio-economic status scale Questionnaire was administered to engineering Sports persons to get the data. A detailed study of achievement motivation and socioeconomic status was done; the Chi-square was implemented as well, and Karl Pearson's correlation coefficient was applied.

3. RESULTS AND DISCUSSION

The scores in **Table 1** indicate that highly motivated Cricket students belong to the middle socio-economic status group i.e. 41 students (70.7%) fall in middle socio-economic status. In other ways 33 students (56.8%) fall in average, above average, and high categories while 25 students (43.1%) fall under low and below average categories of achievement motivation. **Table 2** indicates that the Cricket student's achievement motivation is not affected by the socio-economic status of their family.

The scores in **Table 3** indicate that highly motivated Football students belong to the middle socio-economic status group i.e. 23 students (60.6%) fall in middle socio-economic status. In other ways 27 students (71%) fall in the average, above average and high categories while 11 students (29%) fall under the low and below average category of achievement motivation. **Table 4** indicates that the Football student's achievement motivation is not affected by the socio-economic status of their family.

Table 1. Frequency distribution of achievement motivation of cricket students and socio-economic status of their family.

| | | | SES | | | | | T Total | | |
|---------|------|-----------|---------------|--------------|--------------|--------------|----------|---------|--------|-------|
| | | | Low SES | Middle L SES | Middle A SES | Middle U SES | High SES | | | |
| Cricket | ACMT | High | Count | 2 | 2 | 0 | 1 | 1 | 6 | |
| | | | % within ACMT | 33.3% | 33.3% | 0.0% | 16.7% | 16.7% | 100.0% | |
| | | | | % within SES | 20.0% | 11.8% | 0.0% | 11.1% | 14.3% | 10.3% |
| | | Above Avg | Count | 3 | 7 | 3 | 4 | 1 | 18 | |
| | | | % within ACMT | 16.7% | 38.9% | 16.7% | 22.2% | 5.6% | 100.0% | |
| | | | | % within SES | 30.0% | 41.2% | 20.0% | 44.4% | 14.3% | 31.0% |
| | | Avg | Count | 0 | 2 | 5 | 1 | 1 | 9 | |
| | | | % within ACMT | 0.0% | 22.2% | 55.6% | 11.1% | 11.1% | 100.0% | |
| | | | | % within SES | 0.0% | 11.8% | 33.3% | 11.1% | 14.3% | 15.5% |
| | | Below Avg | Count | 0 | 1 | 4 | 1 | 3 | 9 | |
| | | | % within ACMT | 0.0% | 11.1% | 44.4% | 11.1% | 33.3% | 100.0% | |
| | | | | % within SES | 0.0% | 5.9% | 26.7% | 11.1% | 42.9% | 15.5% |
| | | Low | Count | 5 | 5 | 3 | 2 | 1 | 16 | |
| | | | % within ACMT | 31.3% | 31.3% | 18.8% | 12.5% | 6.3% | 100.0% | |
| | | | | % within SES | 50.0% | 29.4% | 20.0% | 22.2% | 14.3% | 27.6% |
| | | Total | Count | 10 | 17 | 15 | 9 | 7 | 58 | |
| | | | % within ACMT | 17.2% | 29.3% | 25.9% | 15.5% | 12.1% | 100.0% | |
| | | | % within SES | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | |

Table 2. Chi-square test of cricket students' achievement motivation concerning socio-economic status of their family.

| Pearson Chi-Square | Value | d.f. | Asymp.sig.(2-sided) |
|--------------------|--------|------|---------------------|
| | 19.752 | 16 | 0.232 |

* p- value insignificant (0.05)

Table 3. Frequency distribution of achievement motivation of football students and socio-economic status of their family.

| | | | SES | | | | | T Total | |
|----------|---------------|---------------|---------|--------------|--------------|--------------|----------|---------|----|
| | | | Low SES | Middle L SES | Middle A SES | Middle U SES | High SES | | |
| Football | ACMT | High | Count | 0 | 0 | 2 | 2 | 0 | 4 |
| | | % within ACMT | 0.0% | 0.0% | 50.0% | 50.0% | 0.0% | 100.0% | |
| | | % within SES | 0.0% | 0.0% | 22.2% | 33.3% | 0.0% | 10.5% | |
| | | Above Avg | Count | 4 | 5 | 2 | 1 | 2 | 14 |
| | | % within ACMT | 28.6% | 35.7% | 14.3% | 7.1% | 14.3% | 100.0% | |
| | | % within SES | 44.4% | 62.5% | 22.2% | 16.7% | 33.3% | 36.8% | |
| | Avg | Count | 0 | 3 | 3 | 1 | 2 | 9 | |
| | % within ACMT | 0.0% | 33.3% | 33.3% | 11.1% | 22.2% | 100.0% | | |
| | % within SES | 0.0% | 37.5% | 33.3% | 16.7% | 33.3% | 23.7% | | |
| | Below Avg | Count | 2 | 0 | 2 | 0 | 1 | 5 | |
| | % within ACMT | 40.0% | 0.0% | 40.0% | 0.0% | 20.0% | 100.0% | | |
| | % within SES | 22.2% | 0.0% | 22.2% | 0.0% | 16.7% | 13.2% | | |
| | Low | Count | 3 | 0 | 0 | 2 | 1 | 6 | |
| | % within ACMT | 50.0% | 0.0% | 0.0% | 33.3% | 16.7% | 100.0% | | |
| | % within SES | 33.3% | 0.0% | 0.0% | 33.3% | 16.7% | 15.8% | | |
| | Total | Count | 9 | 8 | 9 | 6 | 6 | 38 | |
| | % within ACMT | 23.7% | 21.1% | 23.7% | 15.8% | 15.8% | 100.0% | | |
| | % within SES | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | | |

Table 4. Chi-square test of football students' achievement motivation concerning socio-economic status of their family.

| Pearson Chi-Square | Value | d.f. | Asymp.sig. (2-sided) |
|--------------------|--------|------|----------------------|
| | 21.455 | 16 | 0.162 |

* p- value insignificant (0.05)

The scores in **Table 5** indicate that highly motivated Handball students belong to middle socio-economic status group i.e. 7 students (77.8%) fall in middle socio-economic status. In other ways 5 students (55.5%) fall in average and above average category while 4 students (44.4%) fall under low and below average category of achievement motivation. **Table 6** indicates that the Handball student's achievement motivation is affected by the socio-economic status of their family.

Table 5. Frequency distribution of achievement motivation of handball students and socio-economic status of their family.

| | | | SES | | | | | T Total | |
|----------|------|---------------|---------|--------------|--------------|--------------|----------|---------|---|
| | | | Low SES | Middle L SES | Middle A SES | Middle U SES | High SES | | |
| Handball | ACMT | High | Count | 0 | 0 | 0 | 0 | 0 | 0 |
| | | % within ACMT | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | |
| | | % within SES | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | |
| | | Above Avg | Count | 0 | 0 | 4 | 0 | 0 | 4 |
| | | % within ACMT | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 100.0% | |
| | | % within SES | 0.0% | 0.0% | 80.0% | 0.0% | 0.0% | 44.4% | |
| | | Avg | Count | 0 | 1 | 0 | 0 | 0 | 1 |
| | | % within ACMT | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 100.0% | |
| | | % within SES | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 11.1% | |
| | | Below Avg | Count | 1 | 0 | 0 | 0 | 1 | 2 |
| | | % within ACMT | 50.0% | 0.0% | 0.0% | 0.0% | 50.0% | 100.0% | |
| | | % within SES | 100.0% | 0.0% | 0.0% | 0.0% | 100.0% | 22.2% | |
| | | Low | Count | 0 | 0 | 1 | 1 | 0 | 2 |
| | | % within ACMT | 0.0% | 0.0% | 50.0% | 50.0% | 0.0% | 100.0% | |
| | | % within SES | 0.0% | 0.0% | 20.0% | 100.0% | 0.0% | 22.2% | |
| | | Total | Count | 1 | 1 | 5 | 1 | 1 | 9 |
| | | % within ACMT | 11.1% | 11.1% | 55.6% | 11.1% | 11.1% | 100.0% | |
| | | % within SES | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | |

Table 6. Chi-square test of handball students achievement motivation concerning socio-economic status of their family.

| Pearson Chi-Square | Value | d.f. | Asymp.sig.(2-sided) |
|--------------------|--------|------|---------------------|
| | 21.600 | 12 | 0.042 |

* p- value insignificant (0.05)

The scores in **Table 7** indicate that highly motivated Hockey students belong to the middle socio-economic status group i.e. 08 students (80.0%) fall in middle socio-economic status. In other ways 5 students (50.0%) fall in the average, above average, and high categories while 5 students (50.5%) fall under the low and below average category of achievement motivation. **Table 8** indicates that the Hockey student’s achievement motivation is not affected by the socioeconomic status of their family.

Table 7. Frequency distribution of achievement motivation of hockey students and socio-economic status of their family.

| | | | SES | | | | | T Total | |
|--------|-----------|---------------|---------|--------------|--------------|--------------|----------|---------|---|
| | | | Low SES | Middle L SES | Middle A SES | Middle U SES | High SES | | |
| Hockey | ACMT | High | Count | 0 | 0 | 1 | 1 | 0 | 2 |
| | | % within ACMT | 0.0% | 0.0% | 50.0% | 50.0% | 0.0% | 100.0% | |
| | | % within SES | 0.0% | 0.0% | 25.0% | 33.3% | 0.0% | 20.0% | |
| | Above Avg | Count | 0 | 0 | 1 | 0 | 0 | 1 | |
| | | % within ACMT | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 100.0% | |
| | | % within SES | 0.0% | 0.0% | 25.0% | 0.0% | 0.0% | 10.0% | |
| | Avg | Count | 0 | 0 | 1 | 0 | 1 | 2 | |
| | | % within ACMT | 0.0% | 0.0% | 50.0% | 0.0% | 50.0% | 100.0% | |
| | | % within SES | 0.0% | 0.0% | 25.0% | 0.0% | 100.0% | 20.0% | |
| | Below Avg | Count | 1 | 0 | 0 | 1 | 0 | 2 | |
| | | % within ACMT | 50.0% | 0.0% | 0.0% | 50.0% | 0.0% | 100.0% | |
| | | % within SES | 100.0% | 0.0% | 0.0% | 33.3% | 0.0% | 20.0% | |
| | Low | Count | 0 | 1 | 1 | 1 | 0 | 3 | |
| | | % within ACMT | 0.0% | 33.3% | 33.3% | 33.3% | 0.0% | 100.0% | |
| | | % within SES | 0.0% | 100.0% | 25.0% | 33.3% | 0.0% | 30.0% | |
| | Total | Count | 1 | 1 | 4 | 3 | 1 | 10 | |
| | | % within ACMT | 10.0% | 10.0% | 40.0% | 30.0% | 10.0% | 100.0% | |
| | | % within SES | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | |

Table 8. Chi-square test of hockey students' achievement motivation concerning socio-economic status of their family.

| Pearson Chi-Square | Value | d.f. | Asymp.sig.(2-sided) |
|--------------------|--------|------|---------------------|
| | 13.611 | 16 | 0.628 |

* p- value insignificant (0.05)

4. CONCLUSION

It is concluded that Cricket, Football and Hockey sports person from engineering colleges achievement motivation were not affected by socio-economic status of their family, but Handball sports person of engineering college achievement motivation was affected by socio-economic status of their family.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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