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A Study of Socio-Economic Status and Attitude of State Level Players of Team and Individuals Sports

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Abstract:

Fitness training of a soccer player is a psychophysical adaptation process, on the basis of which one can start to perform activities with a ball. Frequent repetitions of tasks which emerge during trainings and competitions lead not only to developing motor abilities or mastering energetic processes, but also to establishing particular bonds between them. A characteristic feature of physical activities involved in football during a game is that a player performs efforts which often reach their maximum psychophysical abilities. Previous literature states on sports psychology, to the importance of the psychological and mental state of sports because it's directly affects at both the physical and psychological case state of the sport; and subsequently his ability to perform at his best. The psychological ability the individuals to mobilize their efforts and their physical energy to achieve the best sport practicing which can be developed through special training and programs dedicated to this purpose (i.e. psychological skills training programs). Sport psychology researchers and practitioners, coaches, sports commentators, sports fans, and athletes acknowledge the importance of mental toughness in sporting performance. Scientist's points out that both athletes and coaches believe that at least fifty percent of success is due to psychological factors that reflect mental ability. Similarly scientists confirm that coaches feel that mental ability is important in achieving success and developing champion sports.

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Introduction

The inspection of civilization, game have been playing important role in the life of human being. With the rise in education, all spheres of man have been affected. Sports are no exception. Now a day's government and non-government organizations are taking keen interest in promoting the sports. It is very correct to say that sports have become part and parcel of life. Without sports, our life is like a tree without flowers and fruits. A sport is essentially that aspect of human activity which strengthens the integration of the body and mind. It is also pointed out in the literature that such performance provides stimulation to the center nervous system to such an extent that the underdeveloped, dead or dying cell will either be rehabilitated or their function will be assumed by other or newly generated cells.[1,2] Various contents that Greeks were the first civilized people to lay an equal emphasis on the cultivation of the "Man of Action" (Physical Persons) and the "Man of Wisdom" (Mentally sound persons) through games, sports and vigorous activities. They were of the considered opinion that intellectual achievement could not be possible without physical efficiency. 'Sports', in view of Vanderzweg and Sheehan is higher order of playful games. The play spirits never completely disappear from sports. Sports retain play like quality as one of the characteristics. Sports in its purest and most complete form occurs in game situations. As games become more organized or format form jump rope to the World Series, rules become more codified and consequently more binding. Sports, as known today, fall more on the structured side of game-rule continuum. By its very nature, a sport is generic, referring to a type activity rather a specific activity. In the general sense, a sport is compared to music, art, literature, science and religion. One outstanding feature of sport is its play like nature as it as its origins to playful attitudes. Similar views on the nature of sports have been expressed.

Sports and physical education play an important role in human resource development. Games and other outdoor activities, properly planned and executed, promote social harmony, discipline and increased productivity. These activities develop in student's right attitudes and values and help them grow into balanced, integrated and healthy citizens. Participation in physical activities and sports is a fundamental right of every citizen. Physical education and sports are essential elements of educational processes which promote among the participants health, physical fitness and quality of life. Socio-economic status is an individual's or group's position within a hierarchical social structure. Socioeconomic status depends on a combination of variables, including occupation, education, income, wealth and place of residence. Sociologists often use socioeconomic status as a means of predicting behavior. Index of socio-economic status comprises of occupational status, area of residence, monthly income, type of housing, condition of house, house ownership or rental status, level of living and formal social participation.

Socio-economic status of an individual may influence his opportunity, his desire to excel, his choice of activity and his success. The home environment often influences his motivation to succeed in sports and the degree to which success in this endeavor leads to inner satisfaction. Many psychological factors like socio-economic status, attitudes, motives, spectators, self concept, motivation, adjustment etc., which influence the participation and performance of sportsmen in games and sports. In all societies, it is people in high income, high education, and high status occupational groups that have the highest rates of active sports participation, attendance at sports events, and even watching of sports on television.[3,4]

The socioeconomic status of the family affects the offspring's participation in physical activities and

sports. The current study aimed to assess the effect of socioeconomic status determined by family income, parental education and parental occupation on the sports participations and the perception about participation barriers among sports and non-sports participants in higher education. The study demonstrated a higher prevalence of female students among non-participants and a trend of lower participation among students from low income, parents' education and occupation. The socioeconomic status components showed influences on the students' perception on barriers of sports participation. Low parents' education was related to more significant perception of peer pressure barrier among participants. Similarly, low income and parents' education were related to considering sociocultural barrier as an important barrier among non-participants. Unexpectedly, high income and parents' education were related consider low priority and lack of interest as significant barriers among participants. The study re-emphasizes the effect of the socioeconomic status on sports participation and the university students' perception for participation.[5,6]

Discussion

Access to opportunities for physical activity and sports, and therefore potential benefits of participation, are distributed inequitably. The aims of this study were to describe and compare youth experiences related to sport and physical activity by socioeconomic factors. A cross-sectional survey was conducted of students in 5–12th grades. Students were asked about physical activity and sports experiences and about demographic factors including family affluence, which was categorized as low, medium, and high. Participants were 1038 youth (50% girls, 58% boys, and 32% children from homes where languages other than hindi are spoken). Children from low-affluence families reported fewer days/week of physical activity, fewer sports sampled, and lower rates of ever playing sports. Greater proportions of children from low-affluence families reported these barriers to sports: (1) don't want to get hurt, (2) don't feel welcome on teams, (3) too expensive, and (4) transportation. Middle school children from high-affluence families had three times higher odds of meeting physical activity recommendations, and high-affluence high schoolers had three times higher odds of ever participating in sports compared to peers from low-affluence families. Socioeconomic status was inversely associated with outcomes related to youth physical activity and sports participation. The disproportionately reported barriers to sports participation are modifiable, and cross-sector solutions can help promote play equity.[7,8]

Table-1: Physical activity and sports participation by demographic and socioeconomic factors.

CHARACTERISTIC	Physical Activity Days per Week of 60 min/day Mean (SD)	Meeting PA Recommendation (60 min/day \times 7 days per week) n (%)	Number of Sports ever Sampled Mean (SD)	Ever Played Organized Sports n (%)	Played Organized Sport in Last Year n (%)
Gender					
Female	3.97 (2.14)	78 (16%)	13.19 (7.96)	390 (83%)	314 (81%)
Male	4.41 (2.14)	111 (23%)	11.99 (8.38)	371 (82%)	288 (78%)

Grade					
5–8	4.58 (2.05)	115 (25%)	15.54 (8.08)	380 (83%)	321 (85%)
9–12	3.84 (2.17)	79 (15%)	10.11 (7.37)	406 (82%)	302 (75%)
Language(s) at home					
Hindi only spoken at home	4.35 (2.11)	147 (21%)	13.00 (8.14)	585 (90%)	460 (79%)
Hindi and other languages spoken at home	3.94 (2.11)	31 (17%)	12.33 (7.69)	128 (74%)	106 (83%)
No Hindi spoken at home	3.65 (2.26)	16 (12%)	11.10 (8.7)	74 (57%)	58 (79%)
Family Affluence					
Low affluence	3.5 (2.33)	15 (12%)	8.45 (6.74)	72 (63%)	49 (69%)
Medium affluence	3.76 (2.19)	43 (15%)	10.20 (7.12)	214 (79%)	156 (73%)
High affluence	4.46 (2.02)	110 (22%)	14.77 (7.94)	455 (89%)	380 (84%)

Socioeconomic status, operationalized as family affluence in our study, was inversely associated with outcomes related to physical activity and sports participation. In addition, families where English is not spoken at home were also less likely to have ever participated in sports. The barriers to sports participation reported by players, particularly those disproportionately endorsed by players from lower affluence families, are modifiable. Targeted solutions can support access for these marginalized groups, including collaborations between community-based organizations that serve immigrant youth, public agencies, educational institutions, and private-sector organizations. Collaborations of this sort require public and private organizations to prioritize increased youth physical activity as an important individual and community health outcome.

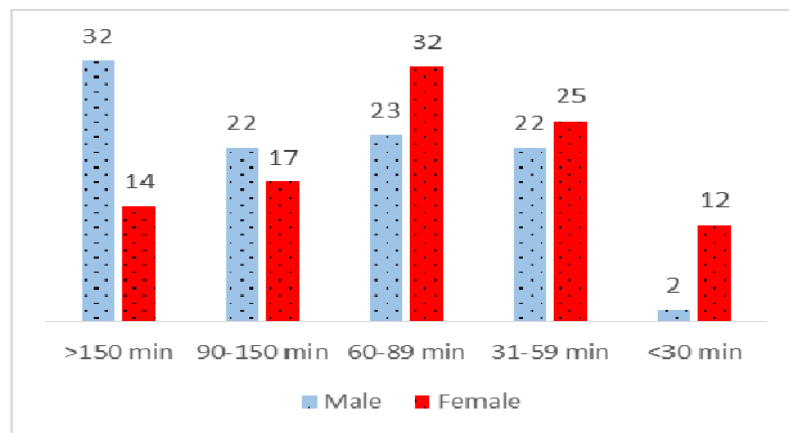


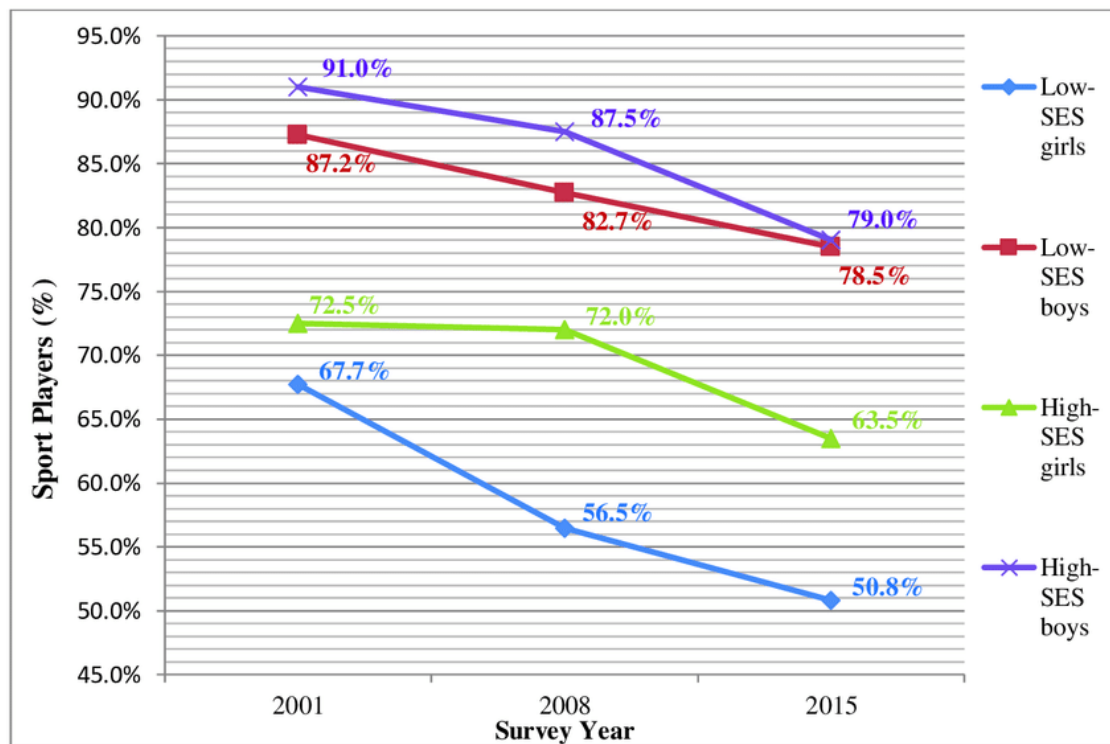
Fig 1: Percentage of physical activity levels gender-wise

Funding, policy support, and multisectoral collaboration are necessary to develop an intentional set of community-based strategies that eliminate barriers related to cost, transportation, and language, which could go a long way to increasing equitable access to sports for more players.[9,10]

Results

Sports and physical education play an important role in human resource development. Games and other outdoor activities, properly planned and executed, promote social harmony, discipline and increased productivity.

These activities develop in student's right attitudes and values and help them grow into balanced, integrated and healthy citizens. Participation in physical activities and sports is a fundamental right of every citizen. Physical education and sports are essential elements of educational processes which promote among the participants health, physical fitness and quality of life. Socio-economic factors play a vital role in an individual's performance in sports. The socioeconomic status make-up of an individual plays an important role in their achievements in every field of life.[11,12]

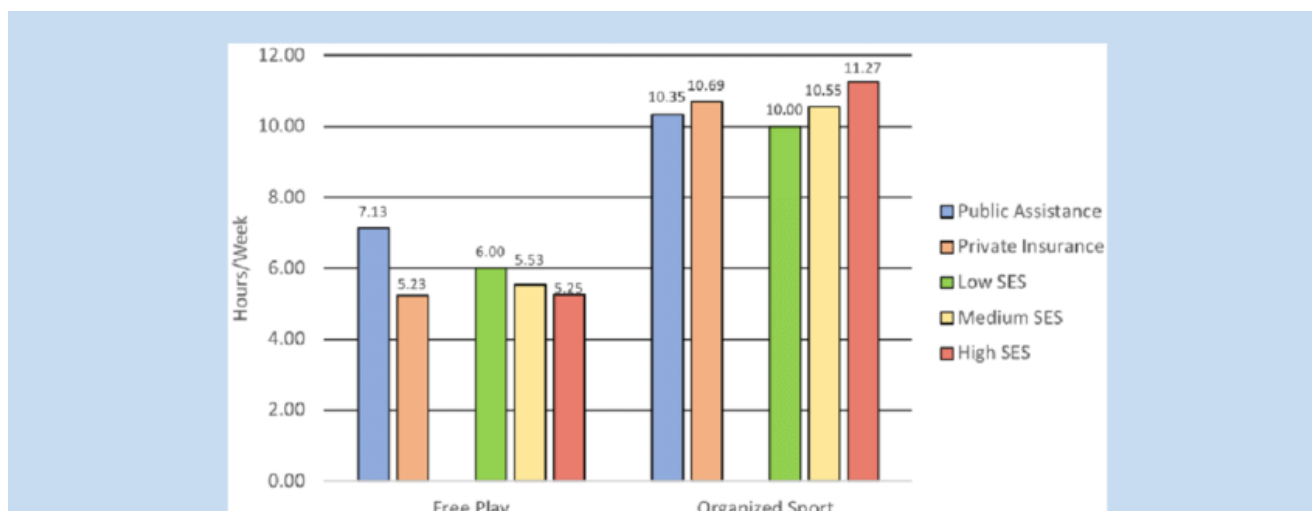


Socio-economic status also Influence on habitual physical activity .Socio-economic status is an individual's or group's position within a hierarchical social structure. Socioeconomic status depends on a combination of variables, including occupation, education, income, wealth and place of residence. Sociologists often use socioeconomic status asa means of predicting behavior.Index of socio-economic status comprises of occupational status, area of residence, monthly income, type of housing, condition of house, house ownership or rental status, level of living and formal social participation.Socio-economic status of an individual may influence his opportunity, his desire to excel,

his choice of activity and his success. The home environment often influences his motivation to succeed in sports and the degree to which success in this endeavor leads to inner satisfaction. Many psychological factors like socio-economic status, attitudes, motives, spectators, self concept, motivation, adjustment etc., which influence the participation and performance of sportsmen in games and sports. Socioeconomic-status and psychological factors plays a vital role in football players to enhances the performances to achieve the player's goal .Socio economic status did not have any effect on the performance of badminton players. But the Socioeconomic status affects the team games more than Individual games. Players of high socioeconomic status did not like to play Ice-Hockey, Golf and Tennis games. Socioeconomic status is a strong determining factor in both satisfaction with life domains and satisfaction of needs. Dissimilarity was observed between team and individual game players in their high, middle and low SES. And lows core on low SES than their counter parts. Considerable research has been conducted on the socioeconomic status of sports persons, team sport versus individual sport. Players reported that income reflects the living of a family. There is no doubt that type; amount and timing of food can dramatically affect sport performance. Players also reported that low SES teens were less physically active than high socio economic teens. University level students of low SES opt for less expensive sports and students of high SES opt for expensive sports. In all societies, it is people in high income, high education, and high status occupational groups that have the highest rates of activesports participation, attendance at sports events, and even watching of sports on television. As a consequence of choice of sports, acquisition and maintenance of physical fitness also vary. Therefore, it is worth investigating to learn as to which SES category will be more fit physically. Physical fitness and health are related to a certain degree. Proneness to disorders and physical fitness. [13, 14]

Implications

Socio-economic status is an individual's or group's position within a hierarchical social structure. Socio-economic status depends on a combination of variables, including occupation, education, income, wealth and place of residence .



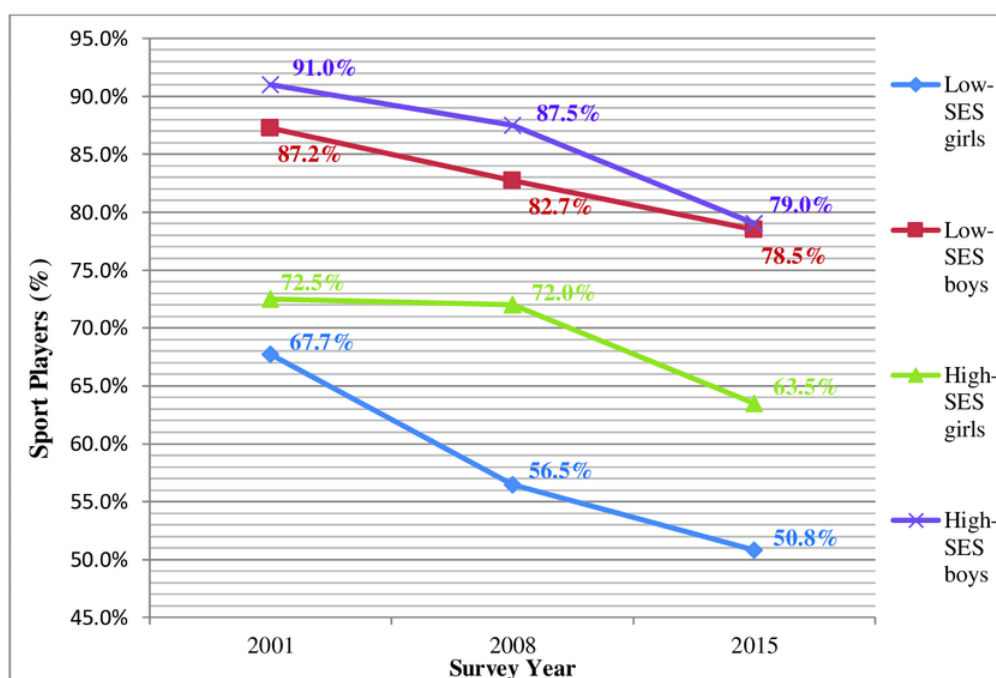
Many psychological factors like socio-economic status (SES), attitudes, motives, spectators, self-concept, motivation and adjustment, influence the participation and performance of sportsmen in

games and sports. The current study showed that the majority of our cohort comes from families with parents holding university degree. As demonstrated in previous studies higher levels of education are associated with better economic and psychological outcomes (i.e. more income, more control, and greater social support and networking). Interestingly, the correlation with the level of students' physical activity was significantly stronger for maternal education than for paternal education in our study. Some recent studies reported a positive association between physical activity (PA) and high parental education. On the other hand, some other studies reported that the educational level of both fathers and mothers had no significant influences on levels of adolescents. In another study, participants whose fathers did not have a high school degree reported shorter duration of sports involvement than those whose fathers had achieved a high school degree or above. Consistent with previous studies, the present study revealed a significant positive correlation between students' physical activity and family income, whereas a significant negative correlation between students' physical activity and number of family members was noted. It is reported that income reflects the level of living of a family. Specifically, there is no doubt that type, amount and timing of food can dramatically affect sport performance. Moreover, and one study showed that 51% of two-parent households with children spent money on sports and athletic equipment. Those who made such expenditures spent an average of \$579 during the year [15, 16]. In addition to these equipment expenses, families may also spend money on facility rentals, transportation to sports events, club memberships and competition entry fees in order to support their children's participation in sports. In light of such costs, it is not surprising that sports participation was found to be most prevalent among individuals from high-income households (highest adjusted income quintile) at 68%, and lowest among individuals from lower income households (lowest quintile), at 44%. Family structure can also influence the sports participation of individual, especially if there are two parents who can share the responsibility of facilitating their individual's sports participation. The highest individual's sport participation rates (53%) occur in intact families where both birth parents are present. Socio-economic status is typically broken into three categories low (< 51), Medium (51-71) and high (> 71) to describe the three areas a family or an individual may fall into. When placing a family or individual into one of these categories, any or all of the three variables (income, education, and family members) can be assessed. With respect to the relation between students' physical activity and their socio-economic status, our study demonstrated that the majority of students were of the low physical attitude group. Moreover, 42.3% of high socio-economic students were of the high physical attitude group. In accordance with our results, it has been noted associations between physical activity behaviors. Specifically, they found that individuals with low socioeconomic were more likely to not participate in sports and to play outdoors for a short duration.

Conclusions

Sports are an important part of the society and an integral feature of everyday life. Sports and Physical Education play an important role in human development. Games and other outdoor activities, properly planned and executed, promote social harmony, discipline and increased productivity. These activities develop right attitudes and values in students and help them grow into balanced, integrated and healthy citizens. Participation in physical activities and sports is a fundamental right of every citizen. Physical education and sports are essential elements of educational processes which promote among the participants' health, physical fitness and quality of life. Sports are an inspirable phenomenon of our

social life and are at the apex of human civilization because of the trials, competitive events and scope of improving personality. They play a very prominent role in the modern society. It is good to see that nowadays many people are realizing the fact and understanding the importance of sports in their lives. They are considered as one of the mediums for entertainment but are also considered as a solution to maintain and improve good health. They also develop a person's mental as well as physical ability. In the past it was believed that sports had only physical effects, but later on it was revealed that sports also plays a vital role in psychological and physiological development. Physical activity is a reflection of culture in a society even though India could not promote a composite culture and physical activity in schools due to organized education system. A man's performance is an incomparable task which has no limit. Human beings usually have exorbitant energy in their body which helps in developing the physical fitness.[16]



So, it is necessary to measure their exorbitance through performance by applying some techniques of measurements. Measuring technique is purely scientific term which is used in physical education. Gone are the days, when there was no such sophisticated measuring technique in physical education, where measuring programmes were held arbitrarily. Over the years, many techniques and procedures have been developed for measuring the various aspects of the products. “Good judgment, possessions of the experts of measurement and research worker.

Socio-economic factors play a vital role in an individual's performance in sports. The socioeconomic status of an individual plays an important role in his or her achievements in every field of life. Socio-economic status also has an influence on habitual physical activity Socioeconomic status depends on a combination of variables, including occupation, education, income, wealth and place of residence. Sociologists often use socioeconomic status as a means of predicting behavior. Socio-economic status of an individual may influence his opportunity, his desire to excel, his choice of activity and his success. The home environment often influences his motivation to succeed in sports and the degree to

which success in this endeavour leads to inner satisfaction. Socioeconomic status affects team games more than individual games [16]

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