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Analysis of socio-economic differences between team and individual game players

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Abstract

The aim of the present study was to find out the socio-economic differences between team and individual game players. To achieve the purpose 50 men team game players and 50 men individual game players studying in Department of Physical Education, Kukulshetra University, Kurukshetra, Haryana, were selected as subjects at random. The age of the subjects were ranged from 18 to 28 years. Socio economic status was selected as criterion variable. All the subjects of two groups were tested on selected criterion variable by using Socio-economic status scale of Kapoor and Kocher (1984). The independent 't' ratio was used to analyses the significant difference, if any between the groups. The level of significance to test the 't' ratio was tested at .05 level of confidence, which was considered as appropriate. The results of the study revealed that there was a significant difference between team game players and individual game players on selected criterion variable such as socio economic status.

Keywords: Socio economic status, team game players, individual game players, independent 't' ratio

Introduction

Socio-economic status (SES) a model construct widely studied by researchers of all hues for categorization of families in various divisions. Though SES has been numerously correlated with other variables but correlating it with sportspersons is a unique endeavor, where the present study has been undertaken to verify the proposition that SES significantly influences the decision of the young prospective entrants' vis-à-vis type of sports they choose.

A person with a solid decent good character and all round advancement, turns into a mindful, dynamic, creative and ambitious resident and uses every one of his abilities to build up his own self, society and country to the most elevated degree by contributing his best to the national magnificence, national respect, national culture and progress. In competitive settings an athlete needs to put certain keeps an eye on his internal identity for example mental being; control himself so as to deliver best outcomes. Simultaneously he should counter the inciting boost normally. Such encounters of defeating pressure, strain and hostility may assist him with making the necessary passionate modification in routine setting.

In the games an athlete in real life needs to experience various unsurprising and eccentric circumstances. His mental, specialized and physical ability encourages him adjust to these circumstances. Numerous researchers have in the ongoing past, examined the mental make-up of athletes of the group and individual occasions including shut and open skills, wherein the entertainer must survey the circumstance, at that point close the development to make and choose how best to execute the development. It is important to take note of that shut and open skills pull in various people to partake and put diverse mental requests on them for better outcomes.

Physical quality and expertise are no more the main factors deciding the result of any sports rivalry. The mental variable additionally assumes a significant job in such results and the clinicians leading research in sports are attempting to study mental characteristics which help in anticipating achievement in sports pragmatic and hypothetical inquiries important to sports analyst incorporate how to improve athletic performance and how to keep up athlete's mental parity amidst competitive pressure. For the most part, sports analyst are worried about organized competitive sports in which the reason for existing is to out do one's rivals in competitive experiences. The mental readiness is arranged end did with the point of

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empowering the sports people to be in an ideal mental state at the hour of rivalry so that the athlete can accomplish the greatest conceivable performance. Cratty is of the view that mental readiness is the best out of the rest.

Social Facilitation

The term 'social facilitation' is comprised of the effects of coaction which are generally beneficial. Zajonc used this term when he theorized that social facilitation should be further subdivided into audience effects and coaction effects. He felt that a real distinction exists between the effects that the mere presence of spectators have on performance and the effects due to other individuals performing the same task. Competitive behaviour will be higher or stronger in a coaction situation than in a mere audience situation. The circumstance that trigger are believed to be present in the environments of the athlete which interact with his internal make up influencing the individual's arousal level. It has been observed that in majority of the sports areas, social evaluation of an athlete's performance acts as the driving force in this regard.

The above discussion reveals that social facilitation refers to any increment of individual behaviour resulting from the presence of another individual. Neumann, for example, noticed that each time he entered the laboratory his students would markedly improve their performance on a finger ergograph (a device for measuring and recording muscular work competed) as compared to when they worked alone. Social facilitation explains only one part of the influence of the presence of other individuals. A number of early investigations also found social impairment effect. For example, the presence of several spectators distributed and interfered with the learning of nonsense syllables and a finger maze.

Presence of others: Zajonc popularised the term 'social' facilitation' as a general term referring to both positive and negative effects as a consequence of the presence of others, although its initial use in this context should be credited to Allport. Zajonc was able to provide some evidence that the presence of others in creases arousal. He concluded that the mere presence of others impair learning because the aroused individual more frequently emits the incorrect response, but facilitates the performance of a well-learned task.

Audience Effect: Martens conducted a study and used a coincident timing motor task and college males as subjects and audience members. The results clearly showed that when learning a complex motor skill (analogous to hitting a baseball), the presence of ten passive spectators impaired the subject's initial performance as compared to individuals learning alone. On the other hand, after the skill had been reasonably well learned, individuals performing in the presence of an audience were superior to those performing alone. Significant increases in palmar sweating occurred among the individuals learning and performing in the presence of an audience as compared to those learning and performing alone, indicating that the presence of others was arousing.

In practical terms, apart from his inherent personality makeup, specific variables operate in a social situation to influence a person's behaviour and performance. Competition situations consists not only of cognitive desire to win (rivalry) but also of a general effect called social facilitation. This social facilitation (or raising of arousal level) is a function of both coaction and audience effects.

Coaction Effect: The researches conducted by psychologists indicated that the subjects tolerated more shock in a group situation than alone. The ability to ensure more pain to sustain a physical effort is an important part of achieving excellence in sport. Seidman's study suggests that the perceived sharing of stress contributes to stress tolerance. Carment found that coactors increased the rate of responding on a simple motor task. The study conducted by Ader and Tatum, using a motor task, provides any evidence that learning is impaired when in the presence of coactors. Thus we need to determine if the presence of coactors impairs the learning of complex motor skills.

Primary education is the most basic formal education and is valued very highly for preparing learners for secondary education, world of work, Scientific and technical application of knowledge and Life skills. Socio-economic status depends on a combination of variables, such as occupation, education, income, wealth, and place of residence. Sociologists often use socio-economic status as a means of predicting behavior. It has been recognized that socio-economic factors play a vital role in an individual's performance in sports. The Socio-economic status make-up of an individual plays an important role in their achievements in every field of life. Considerable research have been conducted on the socio-economic status of sports persons, team sport versus individual sport, Men players versus Women players. But very few research studies are available in published from a socio-economic status of games like team and individual game players. There are 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. The socio-economic status of the group and the status of an individual in his group influence competitive and co-operative behavior for different reasons and the different factors that those motivating people in the middle and upper economic group influencing the well-being of the players.

Methodology

The purpose of the study was to find out the socio economic differences between team and individual game players. To achieve the purpose of the study, fifty men team game players and fifty men individual game players studying in Department of Physical Education, Kukulshetra University, Kurukshetra, Haryana, were selected as subjects at random. The age of the subjects ranged from 18 to 28 years. The socio-economic status was selected as criterion variable. All the subjects of two groups were tested on selected criterion variable using Socio-economic status scale by Kapoor and Kocher (1984). The independent 't' ratio was used to analysis the significant difference, if any between the groups. The level of significance to test the 't' ratio was tested at .05 level of confidence, which was considered as an appropriate.

Analysis of the Data

The differences between team game players and individual game players on socio economic status were analyzed separately and presented below.

Socio-Economic Status

The mean, standard deviation and 't' ratio values on socio economic status between team game players and individual game players was analysed and presented in Table 1.

Table 1: The Mean, Standard Deviation and 'T' Ratio Values on Socio-Economic Status of Team Game and Individual Game Players

Groups	Mean	Standard Deviation	The Obtained 'T' Ratio
Team Game Players	11.64	0.98	14.486*
Individual Game Players	14.69	0.87	

(The Table Value Required for Significance At .05 Level of Confidence with Df 98 Was 1.99).

Table 1 showed that the mean values of team game and individual game players were 11.64 and 14.69 respectively. The obtained' ratio value of 14.486 was more than the required table value 1.99 for significance at .05 level of confidence with df 98.

The results of study showed that a significant difference exists between team game players and individual game players on socio economic status.

Conclusion

Based on the results of the study, the following conclusion was drawn.

1. There was a significant difference between team game players and individual game players on socio-economic status.
2. Among the groups, the individual game players were better in socio-economic status than team game players.

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