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+91 9940572462

+91 9940572462

ijarasem@gmail.com

www.ijarasem.com



Financial Status and Its Impact on Physical Education Teacher on Their Sport Performance

Dr. Vinod Chahal

Associate Professor of Physical Education, Pt.CLS . Govt. College, Karnal, India

ABSTRACT: There are a number of variables that affect a culture's economic standing. In most cases, a person's socioeconomic level mirrors their social standing. Rural/urban upbringing, family size, sporting accomplishments, financial stability, occupational position, and familial status are all possible criteria for assessment. The study's overarching goal is to ascertain whether or not socioeconomic status has a role in the professional choices made by Physical Education instructors. A random sample of 48 teachers from 11 different Indian states enrolled in H.P. University's Refresher Course 206 was taken. The information was gathered by means of a questionnaire. Of a total of 48 respondents, only a small percentage of women participated, as shown by the statistics. (thus, a total of eleven) Of the overall population (48), 3 reached the international level, 20 the national level, 23 the international university level, and 2 only the district and inter college level. A percentage breakdown was performed on the data. According to the data we analysed, (i) the vast majority of athletes come from rural regions, yet (ii) urbanites have consistently shown the highest levels of performance on an international stage. (ii) The vast majority of them came from affluent and middle-class backgrounds. As a result, (iii) many of them had large families. (iv) Parents who have completed higher education are more likely to encourage their children to take part in sports and to ensure that they have the resources necessary to do so. (v) Between the ages of 12 and 17, most of them participate in sports. They both performed equally well in athletics regardless of whether they were raised in a nuclear or joint family, as seen in (vi). From this information, we can deduce that most monetary factors have a noticeable impact on athletes' decisions to participate in sports. The research suggests that further studies of this kind, with people of all ages and sexes, should be conducted throughout the whole of India.

KEYWORDS: Economic background, physical education, sports performance

I. INTRODUCTION

A society's economic standing is based on several elements, some of which are objective in nature, such as its level of education, employment, income, etc., while others are more subjective in character, reflecting the prevalent social ideals of that society. Economic and social standing are often intertwined. Caste and class, rural/urban upbringing, family size, educational attainment, athletic prowess, specialised training, income-to-expenditure ratio, job mobility, and freedom of service all contribute to a person's economic position. Just as the economic state of any given civilization is the result of a complex interplay of causes, so too is the economic conditions of each given society's sports. An individual's existence is profoundly impacted by the way society is organised and formed. Children are subject to early societal conditioning from the moment they are born. Sports are used as examples of positive behaviour in society. For a more physically active and healthy society, look no further than the world of sports. Although advances in industry and technology have undoubtedly bolstered sports in recent decades, socioeconomic status remains a significant factor in how seriously people take their athletic pursuits. The masses won't go to the sidelines until they have some clout in the economy first. There is a strong correlation between economic autonomy and sporting success. The current research takes into account a wide range of economic issues that have both positive and negative effects on sports performance. The family's financial situation, social standing, level of support, the number of members in the family, the family structure (whether it be joint or nuclear), the availability of resources, etc. There have been a plethora of prior investigations on the effects of a variety of family-related issues.

Review of literature:

Research on the correlation between socioeconomic class and sporting activity found as According to Joke (1952) [5,] it was hypothesised that more success in international competitions like the Olympics and other international meetings perfectly correlated with the degree of industrial and economic growth. According to studies by Lueschen (1970) and Grueaee (1975) [8, 3], athletes from more affluent backgrounds were more likely to engage in a variety of sports, whereas those from lower socioeconomic backgrounds encountered more challenges becoming involved. According to



Sohi and Singh (1986) [12], who conducted research on the topic of family encouragement, fathers are often responsible for stimulating their children's early interest in sports. According to a survey of 552 Canadian women done by Hall in 1976, one of them, Bourassa, caddied for her brother before he went on to become a professional educator. Her mom and dad were big golf fans, and they urged her to keep playing. Family members that are active or athletic often inspired their children to pursue a career in sports. Many fathers take on the role of coach or teacher in the classroom. There's a chance they come from a family with a history of sports. Researchers Mach Pherson (1978) [9] found that fathers were the only family members that actively encouraged their daughters to engage in sports. Three elements, role models, expectations, and sport-specific reinforcement, were highlighted by Orlick (1972) [11] as perhaps important for the acquisition of sports roles. Orlick discovered that boys who started playing sports at a young age had parents who acted as role models. These young guys hailed from families where both parents were enthusiastic sports fans. Similarly, Watson (1975) [14] observed that young people often look forward to their parents as role models when it comes to taking part in sports. In terms of family composition and size (joint or Nuclear) Family size has been shown to have a significant effect on an athlete's mental, physical, and skeletal growth and development, as noted by Morten Chung (1967) [10]. Large families and cohabitation are associated with greater athletic engagement among both sexes, as shown by Borge Nancy (1984) [1]. Joint families provide for greater time for boys and girls to participate in sports, according to research by Kleiber et al. (1983) [7]. They went on to say that encouragement from loved ones is a major factor in their regular participation in sports and activities. The parents in a nuclear family play a vital role in encouraging their children to participate in sports and in providing them with the resources they need to do so. Kari (1982) [6] argues that although social and psychological elements are the largest predictor of women's sports engagement, family type and economic level also play a role. Women's and men's sports engagement is proportional to the availability of resources, the quality of early instruction, and the level of social support they get. Many individuals have a strong desire to participate in sports, but they are unable to do so due of a lack of a fully developed sports environment and infrastructure. The research conducted by Welch et al. (1982) [15] and Vasant (1973) [13] indicated that the availability of facilities may lead to widespread engagement in sports and games. Yet, this will not lead to better results. They went on to say that having access to same-sex trainers and being motivated to do well are also crucial factors in achieving success. In the words of Dyer (1982) Opportunities women had as children have a direct correlation to their current level of success as athletes.

II. SIGNIFICANCE OF THE STUDY

1. The study's results will enlighten us about the many ways in which money plays a role in how well athletes of both sexes perform in various sports.
2. The Physical Education instructors and team coaches will also benefit from this. Choose a Sample and a Research Approach It was intended that the RC-206 participants at H.P. University Shimla would include the 48 physical education instructors from 11 different states in India. A questionnaire consisting of 25 questions was created and sent out to all 48 participants; this questionnaire took into account the respondents' varying socioeconomic backgrounds. Respondent surveys were gathered, tallied, and evaluated using a percentage (%) based system. The researcher of every empirical study has to settle on a research

Table 1: Distribution of the Respondents as per their background and level of Participation in Sports

Background	Inter College	Inter University	National	Inter National	Total
Rural	1 (2.08%)	14 (29.17%)	10 (20.83%)	1 (2.08%)	26 (54.16%)
Urban	1 (2.08%)	6 (12.5%)	13 (27.08%)	2 (4.16%)	22 (45.83%)
Total	2 (4.16%)	20 (41.66%)	23 (42.91)	3 (6.25%)	48 (100%)

Table 2: Distribution of the Respondents as per their Parents Occupation and their level of Participation

Occupation of the parents	Inter College	Inter University	National	Inter National	Total
Business	0	1 (2.08%)	1 (2.08%)	0	2 (4.16%)
Service	2 (4.16%)	14 (29.16%)	14 (29.16%)	2 (4.16%)	32 (66.6%)
Agriculture	0	7 (14.58%)	6 (12.50%)	1 (2.08%)	14 (29.16%)
Total	2 (4.16%)	22 (45.83%)	21 (43.75%)	3 (6.22%)	48 (100%)

Nevertheless, the tendencies observed between the participants and the non-participants regarding the disparities in their perceptions of the obstacles were different. Facilities and training, almost equivalent to the participants' replies, showed no large changes in connection to SES criterion variability, except for training contests, which were assigned higher priority in students from low- to middle-income families. Students from low-income backgrounds struggled more with time constraints than they did with study overload, which was also a factor associated to socioeconomic status inequalities.



As compared to other types of obstacles, health-related ones did not vary much. Students from lower socioeconomic backgrounds, those whose parents do not have advanced degrees, and those whose parents do not work outside the home were more likely to see sociocultural factors as an obstacle, making this a key result in our research. A low level of father education was also linked to the influence of peers in the nonparticipants group. Lastly, except for the father's level of education, non-participants did not display the same pattern as participants in terms of a lack of interest or priority barrier. Emphasis should be placed first on the disparity between the sexes in terms of population distribution. According to the findings of our research, women make up a smaller proportion of participants and a larger proportion of non-participants. Female college students (at medical schools) were shown to be less physically active than their male counterparts in a prior research we conducted [17]. In the same group of students, female students placed more emphasis on the societal barrier to sports participation [18]. Sports and health officials in the United Arab Emirates (UAE) have long pushed to increase women's engagement in sports, although current participation rates fall short of goals.

The vast majority of our class's dads (68%) and mothers (61%), respectively, were college graduates or had advanced degrees. Better economic and psychological results (i.e. more income, greater control, and stronger social support and networking) [19] have been linked to higher levels of education, as shown in earlier research. As far as sport science studies go, there aren't many that systematically examine how shifting demographics and economic circumstances influence people's propensity to get moving [20]. 51% of two-parent families with children spent an average of \$579 on sports and athletics in a given year [21]. This figure does not include the costs of facility leases, transportation to sports activities, club memberships, or competition entry fees. The high cost of entry into several sports has rendered them a luxury only for affluent households [22].

Many writers [23] discuss how parents, siblings, classmates, and physical education instructors all have a role in shaping children's levels of physical activity. Several studies have looked into the effects of these factors on people's physical activity levels, but the conflicting findings make it difficult to draw firm conclusions about the strength and direction of these relationships [24]. Our research found that sociocultural barriers had a greater impact on the perception of non-sports participants, and that these barriers were unaffected by the socioeconomic status criteria of participants, with the exception of the mother's occupation. Parents' poor income, lack of education, and unemployment were strongly correlated with their child's sense of this obstacle.

This catches our eye and provides supporting data for the hypothesised impact of socioeconomic status on students' mentality and outlook on athletics. As been said before [25], an individual's peers may serve as both a motivating factor and a deterrent in their pursuit of athletics; this was evident in the present research, both as a barrier and in connection to the students' socioeconomic status. There was a significant relationship between parents' low level of education and their child's view of both the participating and non-participating groups face the same peer pressure barrier. Children's education, upbringing, and character development are all shaped by their parents' educational backgrounds. Students who participate in sports and come from high-income, high-education households surprisingly ranked lack of interest and lower priority hurdles as more significant. This runs counter to certain evidence and assumptions that have shown that affluent and well-educated households are more likely to prioritise sports and other forms of physical activity. This trend may indicate a desire on the part of these families for their children to emulate their own exemplary educational backgrounds by excelling in the sciences and other academic disciplines.

III. CONCLUSIONS

Well-established research shows that economic socioeconomic status (SES) is a major determinant in engaging in sports and physical pursuits. This research exhibited the impact of socioeconomic status on the participating group's view on sports-related obstacles and students who don't play sports but still attend college in India. It is inadequately covered by existing works. To what sex correlation between socioeconomic status and athletic engagement? It is echoed in the present investigation. Financial stability, parental contributions, and both educational attainment and occupational status were change how they think about the obstacles to being involved in sports. There was a significant association between low socioeconomic status and the obstacles that prevent students from taking part in sports and need to be taken into account, and sports awareness. There is a need to place emphasis on the community. locates areas of facility and exercise. College and university programmes need to think about sporting opportunities and reduce the socioeconomic impact of any and all pupils by providing functional classrooms with low expenses, if any.

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