CHAPTER – I

INTRODUCTION

1.01 - BACKGROUND:

No matter that all living beings on the earth may have led their life in any manner but during the stages of development human being left behind every other animal on the earth. Today man understood a lot about universe, reached on moon and striving to make further progress. Human brain and his acquired knowledge, his efforts and courage have played a vital role in finding facts about every happening on the universe.

Knowledge in the universe is unlimited and complex in nature. To understand and interpret it in a perfect sense is not everybody’s cup of tea. Human being is a bio-psycho-socio animal. Whatever a human being does he does it through his skeletal, muscular, circular-respiratory and nervous system and all other body system.

Physical activity and participation in sports strengthens and make the muscle stronger, efficient and helps to get the work done with ease, less effort and less expenditure of energy and without undue fatigue, as per the Darwin’s principle of ‘use and disuse’.

Sports and physical fitness activities are not just meant for fun, weight reduction but are basic to all learning “intellectual” as well as “physical”. No learning is purely physical or intellectual. At one end of this may be classified that learning which is more physical than intellectual, although both may be involved to some degree. At the other end the reverse is true and although learning may be more mental
than physical, the physical is ever present. The difference between mental learning than physical learning is one of a degree, rather than a kind. The spectrum of learning has many shades, but they are all related. Lawther stages that, hypothetically not part of the whole reaches zero activity when other parts are engaged in learning. The living, holistic mind-body system is an entity- an integrated entity- and can be fragmented only for convenience. Therefore, the discipline of physical education and sports, which studies the whole person in human movement, is by its very nature also an inseparable entity of reality.

In the process of evolution, as one stage or level followed another, in the beginning it was the muscular system that triggered the process in a chain reaction that spanned millions of years. Biologically speaking, the human organic system today is highly related to the muscular system because the muscles came first in the order of thing and the other systems arose in response to the needs of the muscular system.

The biological basis of life is particularly evident in the nervous system. There is this inextricable relationship between the mind and muscles. Movement does not just occur in a vacuum but must be initiated by a stimulus of some sort or by the thought processes. Through action of the muscles, the nerve centers are developed and strengthened.

President Kennedy once said, “The relationship between the soundness of the body and the activities of the mind is subtle and complex. Much is not understood. Greeks knew that intelligence and
skill can only function at peak of their capacity when the body is healthy and strong”.

Greeks has placed as much emphasis not only on intellect but also one physical perfection and achievement. Athenians believed in the development of the total individual and the interrelationship of all life’s aspects. They looked upon gymnastics as a means of educating the individual mentally, morally and socially as well as physically.

In learning there are vast individual differences found among members of any group normally distributed. Amongst then preset physical ability is one of them. It not only place limit on the present and ultimate level of performance for each individual, but also on the efficiency and effectiveness of learning.

A sound body is necessary for the school child to achieve full educational potential. Unless children have the capacity to develop their physique in strength and fitness within the limits set by heredity, few if any, of the objective of education or physical education and sports can be attained.

When one analyses the many aspects that comprises the holistic concept of the total person, physical and motor fitness becomes a limited phase of the totality. However, under any hypothesis, it becomes an important aspect, but from the standpoint of the physical educator, it not doubt assumes a dominant role. Physical and motor fitness is a means to an end and is not an end in itself. The end sought through physical and motor fitness is the good of the total individual.
A high level physical, motor and mental fitness is desirable for a full productive life. Sedentary living habit and poor physical and motor fitness have a negative impact on both health and daily living it affects mental health. It is self evident that the fit citizens are a nations best assets and weak one its liabilities. It is the basic requirement for most of the tasks undertaken by individual in his daily life.

Physical, motor and mental fitness is important to human mind because every movement, every body position and every tension in muscle tendon and joint helps to contribute to formation of concepts and ideas. Physical and motor fitness contributes to the efficient working of muscles and enables the mind to make quick and correct decisions while maintaining control over the emotions. It improves and promotes the efficiency of the organism and is essential to the proper functioning and maintenance of all systems of the body.

After attaining independence, the government of India did feel the need for introducing a scheme of physical fitness, which was launched in the year 1959 in order to raise the physical fitness status of Indian youth and make them fitness conscious. National physical fitness program become popular throughout the country over the years and it involved 25 lack youth in the program of building and evaluating physical fitness.

Physical and motor fitness along with mental health are abilities to carry out daily tasks with vigor and alertness, without undue fatigue and with ample energy to engage in leisure pursuits and to meet emergency situation.
The first fitness study in America which conducted in the year 1950 revealed a marked interiority of American children when compared with their European counterparts. The AAHPER fitness test completed in 1958 was administered to wide sampling of elementary and a High school youngster revealed a rather low level of attainment in fitness and was interpreted to reflect the way of life of American. Follow up study was conducted in 1965, which revealed significant gains in almost all cases.

The AAPHER (Dr Devinder K. Kansal 1976) test was revised again in 1976 and following items were included in the test:

1. Pull-ups (boys) or Flexed Arm Hand (girls)
2. Bent Knee Sit-ups
3. Shuttle Run (10 X 4 yards),
4. Standing Broad Jump,
5. 50 Yards Dash
6. 600 Yard run-walk (10-12 years ) 9 minute run wall or 1 mile or 12 minute run-walk or 1.5 mile run-walk (age 13 and above).

Various researchers have carried out study on relation of physical and motor fitness to academic achievements, mental health and academic achievements and other aspects of personality also.

Literature reveals that lot of works has been done on different dimensions of mental health, however, very less reports, regarding the associations of health related physical fitness and mental health is available so far. Moreover, very less attempt has been made to know differences on relationship of Mental Health and Physical Fitness in different context and population. As the researcher is employed in Dr.
Babasaheb Ambedkar Marathwada University, Aurangabad, in the area of Physical Education, Investigator in his mind had a curiosity to know is there any relationship of Performance components, performance prerequisite components and its relation with socio-economic status and its impact among the volleyball and basketball players of Dr. BAM University. To address this curiosity Investigator had taken this piece of Research in his hand. The topic undertaken for investigation in this piece of research, therefore, seems to be justified.

**Perspectives of Socio Economic Status:**

**Socio Economic Status in different Societies:**
In modern societies, occupation is usually thought of as the main determinant of status, but other memberships or affiliations (such as ethnic group, religion, gender, voluntary associations, fandom, hobby) can have an influence. For example, a doctor often has higher status than a factory worker, but in some societies a White Protestant doctor has higher status than a Non-White, immigrant doctor of a minority religion. The importance of social status can be seen in the peer status hierarchy of athletes, cheerleaders, nerds, and weirdos in American high schools(1996) (1. [www.virginia.edu](http://www.virginia.edu) 2. yas.sagepub.com)

In pre-modern societies, status differentiation is widely varied. In other cases, status exists without class and/or informally, as is true with some Hunter-Gatherer societies such as the Khoisan, and some Indigenous Australian societies. In these cases, status is limited to specific personal relationships. For example, a Khoisan man is expected to take his wife's mother quite seriously (a non-joking relationship), although the mother-in-law has no special "status" over anyone except her son-in-law and only then in specific contexts. All societies have a form of social status.
Status is an important idea in social stratification. Max Weber distinguishes status from social class, though some contemporary empirical sociologists add the two ideas to create Impact of Socio-Economic Status or SES, usually operationalised as a simple index of income, education and occupational prestige.

**Socio Economic Status and Income:**

Status inconsistency is a situation when an individual's social positions have both positive and negative influences on his social status. For example, a teacher has a positive societal image (respect, prestige) which increases his status but may earn little money, which simultaneously decreases his/her status. In contrast, a drug dealer may have low social position though have a high income. However, a drug dealer may have high status within his or her own reference group (e.g., inner city gangs) and may be indifferent to his "low status" within the larger society. For example, a wealthy drug dealer who flaunts the proceeds of his trade may have the highest social status on the "street". Thus, "status inconsistency" applies to situations where members of the in-group judge the status of members of an out-group and may not apply to cases of status attainment on all criteria within an in-group.

**Inborn and Acquired Status:**

Statuses based on inborn characteristics, such as gender, are called ascribed statuses, while statuses that individuals gained thorough their own efforts are called achieved statuses. Specific behaviors are associated with social stigmas which can affect status.

Ascribed status is the social status a person is given from birth or assumes involuntarily later in life. For example, a person born into a
wealthy family has a high ascribed status. In contrast, an achieved status is a social position a person takes on voluntarily that reflects personal ability and merit.

The various factors which determine ascribed status are: age, kinship, sex, racial group, or caste.

Achieved status is a sociological term denoting a social position that a person assumes voluntarily which reflects personal skills, abilities, and efforts. It is gained on the basis of merit. Examples of achieved status are being an Olympic Athlete, being a criminal, or being a teacher.

Socio-economic Status: A family's socioeconomic status is based on family income, parental education level, parental occupation, and social status in the community (such as contacts within the community, group associations, and the community's perception of the family), note Demarest, Reisner, Anderson, Humphrey, Farquhar, and Stein (1993)( Demarest, E.J., Reisner, Anderson, Humphrey, Farquhar, and Stein 1993)

Families with high socioeconomic status often have more success in preparing their young children for school because they typically have access to a wide range of resources to promote and support young children's development. They are able to provide their young children with high-quality child care, books, and toys to encourage children in various learning activities at home. Also, they have easy access to information regarding their children's health, as well as social, emotional, and cognitive development. In addition, families with high socioeconomic status often seek out information to help them better prepare their young children for school.

Crnic and Lamberty (1994) discuss the impact of socioeconomic status on children's readiness for school: The
segregating nature of social class, ethnicity, and race may well reduce the variety of enriching experiences.

“Thought to be prerequisite for creating readiness to learn among children, social class, ethnicity, and race entail a set of 'contextual givens' that dictate neighborhood, housing, and access to resources that affect enrichment or deprivation as well as the acquisition of specific value systems.”

Ramey and Ramey (1994) describe the relationship of family socioeconomic status to children's readiness for school: "Across all socioeconomic groups, parents face major challenges when it comes to providing optimal care and education for their children. For families in poverty, these challenges can be formidable. Sometimes, when basic necessities are lacking, parents must place top priority on housing, food, clothing, and health care. Educational toys, games, and books may appear to be luxuries, and parents may not have the time, energy, or knowledge to find innovative and less-expensive ways to foster young children's development.

Even in families with above-average incomes, parents often lack the time and energy to invest fully in their children's preparation for school, and they sometimes face a limited array of options for high-quality child care--both before their children start school and during the early school years. Kindergarten teachers throughout the country report that children are increasingly arriving at school inadequately prepared." (p. 195)

Families with low socioeconomic status often lack the financial, social, and educational supports that characterize families with high socioeconomic status. Poor families also may have
inadequate or limited access to community resources that promote and support children's development and school readiness. Parents may have inadequate skills for such activities as reading to and with their children, and they may lack information about childhood immunizations and nutrition. Zill, Collins, West, and Hausken (1995) state that "low maternal education and minority-language status are most consistently associated with fewer signs of emerging literacy and a greater number of difficulties in preschoolers." Having inadequate resources and limited access to available resources can negatively affect families' decisions regarding their young children's development and learning. As a result, children from families with low socioeconomic status are at greater risk of entering kindergarten unprepared than their peers from families with median or high socioeconomic status.

I.2 - EMERGENCE OF THE PROBLEM:

Sound mind in sound body is very popular slogans, which reflect body-mind relationship. Sound mind means psychologically well and mentally healthy, whereas sound body means organically efficient and physically fit.

Many studies have revealed that there is positive correlation between physical fitness and personality factor (Bera, 1993; Dishman, 1987; Govind, 2002). However, direct study on the relationship between performance components, performance prerequisite components and impact of socio-economic status is meager. History of mankind witnessed the supremacy of mind over the physical body, and since time immoral mental health has been accepted as an independent ingredient in Indian psychology.
I.3 - STATEMENT OF THE PROBLEM:

Statement of problem is stated as “A Comparative study of Socioeconomic Status and Its Impact on Volleyball and Basketball Players of Marathwada Region”.

The present investigation is an endeavour to identity the vital factors responsible for this relationship of body and mind. Since balanced functioning of body and mind in fact, leads to peaceful and healthy living, it is assumed that achieving proper level of physical fitness and psychosocial factors may contribute to achieve proper performance.

Review of literature indicates that physical fitness is favourably associated with some basic physiological variable. But it has been made clear whether there is any relationship exists between impact of ‘Socio-economic Status’ and ‘Performance’ moreover no relationship has been established so far between ‘Socio-economic Status’ and its impact on the abilities of muscular strength, endurance, flexibility, cardiovascular function and body-mass complex, by any research study. Very clearly; also due to participation in sports and different cultures context there any level of difference in the relationship between Socioeconomic Status and its impact on Performance components and performance prerequisite components?

On the basis of the above, following questions raised by the present investigator seems to be justified following variable:

1. Performance components
2. Performance prerequisite components.
3. Socioeconomic status.
More in this study researcher wants to analytically study Socioeconomic status and its impact on performance prerequisite components in context to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad basketball and volleyball players. To organize study in practice investigator included Dr. BAM University, Aurangabad students in this study and hence the statement of the study is as follow “A Comparative study of Socioeconomic Status and Its impact on Volleyball and Basketball Players of Marathwada Region”.

I.4 – OBJECTIVES OF THE STUDY:

The investigator has conducted this study with the following objectives:

1. To measure Performance Components and Performance Prerequisite Components and socioeconomic status and its impact on Dr. BAM University Volleyball and Basketball Players.

2. To compare the degree of relationship of Performance Components and Performance Prerequisite Components with socioeconomic status and its impact on the girls and boys of Dr. BAM University Volleyball and Basketball Players.

I.5 – SIGNIFICANCE OF THE RESEARCH:

The present study has great significance in the field of sports, physical education and education in the following ways:
1. The findings of the study may be helpful to know the significantly positive correlation between Performance Components and Performance Prerequisite Components and impact of Socio-economic status of Dr. BAM University on volleyball and basketball players.

2. The result of the study may help to the sports scientist and coaches to assess, classify, understand and prepare the Dr. BAM University volleyball and basketball players according to their capabilities.

3. This study may provide an opportunity and encouragement to sport talent in Dr. BAM University volleyball and basketball players.

4. This study may be helpful to the Physical Educators to prepare the appropriate physical education program as well as to understand the sport potential of the students.

I.6 – HYPOTHESIS:

Since the investigator intends to collect research data by attending purposive sampling, the sample means represent the population means.

Moreover, since the selection of test-item of the purpose test battery to be made on the basis of review of related literature and discussion with experts there inclusion in the present study may be justified.

On the basis of assumption made and literature reviewed, the present investigator has formulated the following hypotheses:
H$_1$: There would be significantly positive correlation between Performance Components with different levels of Socio-economic status and its impact on Dr. BAM University volleyball and basketball players.

H$_2$: There would be significantly positive correlation between Performance Prerequisite Components and different levels of Socio-economic status and its impact on Dr. BAM University volleyball and basketball players.

I.7 – DELIMITATIONS:

As the researcher has to complete this investigation in single handedly within the utilization of limited resource and time this study has been delimited as follows:

This study is delimited to Dr. BAM University players, State Players & District Players.
1. This study is mainly relational study between the variable.
2. Age for this study is delimited to (18-25) years.
3. The geographical area of the study is to be confined within Dr. BAM University Aurangabad, & Marathwada region, India.
4. This study is delimited to following Performance components tested in:
   a. Muscular strength
   b. Muscular endurance
   c. Flexibility
   d. Cardiovascular endurance
   e. Fat %
5. This study is delimited to following Performance Prerequisite fitness components tested in:
   a. Speed
   b. Reaction time
   c. Agility
   d. Neuro-muscular coordination

6. This study is delimited for socioeconomic status

I.8 – LIMITATIONS:

Since this is a descriptive research, in general, and correlation study in particular, and as it dealt with psycho-physical and social dimensions of typical human being, the evidence of some lacunae cannot be overlooked. While conducting this study, the investigator could note down some drawback, which could not be controlled in due course as follow:

1. Use of the norms of ‘Health Related Physical Fitness Test’ seems to be inappropriate for Indian population, since this test is meant for Americans. However, this study did not depend up on those norms, but the raw scores of each event were directly converted the standard score for correlation and regression.

2. The size of the sample would have been increased further, but due to paucity of time and lack of resource the investigator could not.

3. Since the sample students participated in this study as per the direction of the head of the concerned colleges, psychologically
some students might not be interested for participation. The researches could to control it some deviation occurs in such data.

I.9 – OPERATIONAL DEFINITION OF THE TERMS:

(I) Performance Components:

   It is ability of the body to carry out every day activities with little fatigue and with enough energy left for emergencies.

   1. **Muscular strength**: it is characterized by the contraction power of the muscles. Push-ups are normally included in fitness test.

   2. **Muscular endurance**: It is ability of the muscles to work very hard for a period of time. The one-minute sit-up test is used to measure this trait.

   3. **Flexibility**: The capacity of joints to move freely through a free range of motion. The seat and reach test is measures this trait.

   4. **Cardiovascular endurance**: It is an ability of heart, lungs and blood vessels to supply oxygen and nutrients to the muscles for sustained exercise. Coopers twelve minutes run and walk test measures this trait.

   5. **Fat %**: Fat percentage is an estimate of the fraction of the total body mass that fat mass as opposed to lean body mess.

(II) Performance Prerequisite Components:

1. **Speed**: It is ability to make rapid movements of the same types in the shorted possible time. 50-meter dash test measure the speed of individual.
2. Reaction time: The time taken to initiate a response to a given stimulation.

3. Agility: It is the ability of the human to change direction quickly & effectively. 50 meter agility run test measure agility of human body.

4. Neuromuscular coordination: It is a performance prerequisite and is primarily determine by mechanism involved in control and regulation of movement. It is dependent on the coordinative process of nervous system and functional capacity of sense organs. Wall volley test measures coordination’s.

(III) Socioeconomic Status:
Socio-economic status is a measure of an individual’s or group’s standing in the community. It usually relates to the income, occupation, educational attainment and wealth of either an individual or a group. These types of variables are summarized into a single figure or socio-economic index.

(VI) Dr. Babasaheb Ambedkar Marathwada University Boys Students (BAMUBS):
Male students enrolled in the Dr. BAM University, Aurangabad India.

(VII) Dr. Babasaheb Ambedkar Marathwada University Girls Students (BAMUGS):
Female students enrolled in the Dr. BAM University, Aurangabad India.
(VIII) Test:

Borrow and Mc Gee (1979) have defined that test as “a specific tool, procedure or technique used to elicit a response from the student in order to gain information to be used as a basis for a appraisal of quantity or quality of elements such as fitness, skill, knowledge and values”.

1. Standing Height:

It is the straight height of the subject up to the point vertex and is generally recorded in meters nearest to the half of the centimeters.

2. Body Weight:

It is mass of the body, as measured by with the help of weighing machine is recorded in kilograms nearest to half kilogram.
I.10 – REFERENCES:


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