SES. The interaction effect between games and SES was found to be non-significant. Hence the formulated hypothesis is accepted that there is no significant interaction between SES and Games on sports performance of sports students.

Note: BG-Ball games: RG-racket games: HP/FH-Human powered/Freehand: BB/SB-Bat/ball & Stick/Ball

**Illustration No.6**
Mean scores of sports performance for sports students playing different games having different SES
significantly in their total GHQ scores. The interaction effect between games and SES levels was also found to be non-significant. Hence the formulated hypothesis is accepted that there is no interaction effect between games and SES levels on GHS of Sports students.

Note: BG-Ball games: RG-racket games: HP/FH-Human powered/Freehand: BB/SB-Bat/ball & Stick/Ball

Illustration No.5
Mean scores of GHS for sports students playing different games having different SES
and lastly subjects playing bat and ball/ stick and ball had significantly lesser severe depression scores, which is clearly depicted in figure 10. Students belonging to low SES had significantly \( (F=6.081; P<.014) \) higher severe depression scores compared to students with high SES. Also, the interaction effect between games and SES levels was found to be significant \( (F=3.582; P<.014) \) where subjects with high SES playing racket games had significantly lesser scores compared to subjects with low SES involved in racket games, which is very much illustrated in the figure 10. Hence, the formulated hypothesis is rejected. In other words, there is a significant interaction between SES and games in severe depression.

Note: BG-Ball games: RG-racket games: HP/FH-Human powered/Freehand: BB/SB-Bat/ball & Stick/Ball

**Illustration No.4**

Mean scores of Severe depression (GHS) for sports students playing different games having different SES.
playing ball games, and racket games and lastly subjects playing bat and ball/ Stick and Ball Games had significantly lesser somatic symptom scores, which is clearly depicted in figure 9. However, students belonging to low and high SES did not differ significantly in their somatic symptom scores. The interaction effect between games and SES levels was also found to be non-significant. Hence the formulated hypothesis is accepted. There is no significant interaction between SES and games on Somatic Symptoms (GHS) of Sports students.

Note: BG-Ball games: RG-racket games: HP/FH-Human powered/Freehand: BB/SB-Bat/ball & Stick/Ball

Illustration No.3

Mean scores of Somatic Symptoms (GHS) of sports students playing different games having different SES.
Illustration No.2
Mean scores of physical fitness of sports students playing different games having different SES

Note: BG-Ball games: RG-racket games: HP/FH-Human powered/Freehand: BB/SB-Bat/ball & Stick/Ball
Illustration No.1

Distribution of the sample (%) according to groups (games) and SES

It was natural for the people of low Socio Economic Status to opt for such activities where they would be required to invest less money on sports gears/gadgets and equipment. On the other hand, Racket games such as Badminton, Tennis, Ball Badminton, Table Tennis, and Bat and Ball/ Stick and Ball games such as Cricket and Hockey demand moderate to expensive sports gears besides the sports persons had to possess one or several personal equipment which could be met by the subjects whose Socio Economic Status was high. A cursory glance of Table-2 suggests that inexpensive sporting events were preferred by more number of subjects belonging to low Socio Economic Status and expensive sporting events were preferred by more number of subjects belonging to high Socio Economic Status, which fact corroborates with the study of P.Krishnaiah (1988), Vaidya (1986) and S.K. Gupta (1986). Thus it became evident that Socio Economic Status and choice of sporting event were related.