CHAPTER-I
INTRODUCTION

The global interest in sports performance is due to the fact that the social system around the world has acknowledged the significance of sports competitions. The increased interest of the public in sports and physical activity has generated a considerable interest in research to examine the various sociological as well as psychological domains of sports competitions by social scientists and psychologists. The participants in competitive situations tend to act in effective social cooperative spirit and strive to organize their intense emotions in a way to preserve the cohesiveness of the group. In competitive sports each representing sportsman tends to make sincere effort to avoid unhealthy rivalries and does not permit his/her unsocial intense behavior modes to appear on the surface.

Sports have long been the integral part of the human life and used as the major tool to achieve physical and mental perfection. Sports activity is a social phenomenon of great magnitude and sports competition is recognized as an element of culture. The general cultural setting determines an individual’s selection of physical activity or sports. Men are usually influenced by some components of social climate when engaging in physical activity. Individual who competes in sports competition is not involved in physical interaction only but sports participation is a form of social interaction also. Socio-economic status is often indicated as a factor that influences physical activity. Sports is not a reflection of some postulated essence of society but an integral part of society and one, moreover, which may be used as means of reflection on society. Sports and physical activity provide a touch stone for understanding how people live, work
and think. It serves as a barometer of a nation’s progress in civilization.

Physical strength and skill are no more the only factors determining the outcome of any sports competition. The sociological, economic and psychological variables also play an important role in such outcomes. Socio-economic inequalities in athletes are not consistently reported. This may be due to the measurement of self-reported general health, which probably fails to fully capture the psychological dimensions, and the reliance on traditional socio-economic indicators, such as parental education or occupational status. The present study aimed at investigating these issues by assessing both socio-economic and psychological dimensions.

Most philosophers and psychologists agreed that a sense of control over our behavior, our environment, and our own thoughts and feelings is essential for happiness and a sense of well-being. When the world seems predictable and controllable, and when our behaviors, thoughts, and emotions seem within our control, we are better able to meet life’s challenges, build healthy relationships, and achieve personal satisfaction and peace of mind. Self-efficacy beliefs have also received increasing attention in research.

Successful performances in sports and physical activities are the goals of many athletes. Coaches and athletes are constantly in search of ways to enhance sports and physical activity performance. Many researches explored various sociological and psychological factors affecting the athletic performance. Sports psychology in many ways is a scientific field of inquiry as it provides an arena for the study of human performance and emotions as well as group dynamics, organizational behavior and individual personality characteristics.
Mental preparation strategies have a positive effect on the performance of an athlete. It is assumed that physical abilities of an individual are related to his psychological structure because the environment in which the physical abilities are displayed constitute an ideal setting for the development of psychological characteristics. In the modern society, life is becoming very complex and conflicting day by day. If a person is well adjusted only then one can survive without psychological stress resulting from maladjustment. To be successful and live harmoniously, individuals need to become effective intercultural communicators in order to overcome cultural barriers that they encounter in their lives. Recent researches in the field of sports sociology and psychology show that socio-economic status and psychological variables have a deep impact on the performance of an athlete. The games are microcosm of society.

**SOCIO-ECONOMIC STATUS**

Socio-economic status is an important factor in sports success and sports is an important ingredient in a democratic society. An individual’s socio-economic status may influence his/her opportunity, his/her desire to excel, his/her choice of activity and success. Socio-economic status is the basic parameter to study any characteristic prevailing in the society because it determines and influences one’s place in social setup. A player’s progress may enhance his prestige and acceptance by his peer.

According to Fread (1970), as civilization involves the social and psychological, characteristic of man tend to replace the physical and biological characteristics as determinants of behavior where there is a little question that socio-psychological factor exert a greater force upon the natural extend of sports and physical activity than biological or physiological factors. Socio-economic status influences competitive behavior of an athlete. An
individual from lower class competes for different reasons and for different things.

Socio-economic status refers to the position that an individual or family occupies with reference to the prevailing average standards, cultural possessions and participating in group activity of community. Socio-economic status is a very important and basic parameter to study any characteristic prevailing in the society because this determines and influences one's place in social setup. Socio-economic status includes both the social and economic status of an individual in the group.

In the world, participating in the sports is a status symbol of notion as well as of individuals. It commands the enthusiasm of ever increasing number of people throughout the world. It also provides the channels of communication and friendly contacts for hundreds and thousands of men and women participating in various sports disciplines, at college levels, university, national and international levels. Douglas (1971) stated that there is relationship between specific sports activity and income brackets. Socio-economic factors do have their impact on the educational philosophy of school system and the population of schools.

Status and specific socio-economic levels influence the choice of sports in which people participate. Coakley and White (1992) supported this notion as they suggest that individual decisions to participate in physical activity are shaped by economic factors, class and gender, parental and peer influences, leadership and location interest. Therefore it is logical to assume that people in upper and upper-middle classes may be inclined to participate in sports such as golf, tennis and polo. The people of lower socio-economic classes may be more likely to participate in team sports such as football, basketball, volleyball and baseball. Most athletes come from families with lower socio-economic status and that a significantly high number of athletes experience upward social mobility.
Blumer (1969) outlined symbolic interaction theory based on three assumptions. First is the fact we behave according to our own interpretations of reality. That is, we behave towards things and people according to the meanings of those things and people have for us. Secondly, subjective interpretations are based on the meanings we learn from others. Specifically, we learn the meaning of something by the way we see others acting towards it. Thirdly, we constantly interpret our own behavior as well as the behavior of others. These interpretations are based on the symbols and meanings we have learned. Because we can carry mental conversations with ourselves, we can imagine how others will respond to us before we engage in a given behavior.

Symbolic interaction theory can help us to better understand people's participation in sports, and their given attitudes about it. The argument can be given that socio-economic factors above all else are the main influence in how people choose to engage in sport. These socio-economic factors are based on one's particular environment, and his or her perceptions of themselves, as well as the community as a whole. Therefore we can assume that the most important element of success for young athletes is not winning but the perception that they have achieved their personal goals. We can also determine that one's personal goals are made through learning the acceptable norms through influential symbols and interactions.

Socio-economic status includes both the social and economic status of an individual in the group and society. Socio-economic status has a deep impact on the development of an individual as well as athlete. One's socio-economic status determines his potential in all fields of life. An urban based student has different potential than his counterpart coming from rural areas and within the urban and rural population itself there is a difference of potential between the educated and uneducated people.
Society is an organization of interacting people whose activities centre around a set of common goals and who tend to share common beliefs, attitudes and mode of actions. It is obvious that the society limits the activities of an individual, by setting up standards which they have to follow and maintain. Thus, society is a system of usages and procedure and involves authority as well as natural aids. There are many groups of people having different kinds of norms in complex and pluralistic society. In many societies, stratification is a characteristic feature. The phenomenon involved in social stratification is chiefly paltered interaction and stratum consciousness.

Each status has free interactions with the members of that stratum and restricted interaction with members belonging to the stratum superior to it, as well as with those inferior to it. There are different styles of life in different stratum of society with respect to education, occupation, possession, recreation and manners. These differences are based on education, occupation and income. Many psychologists emphasized the effect of socio-economic background in relation to sports activity. In certain situations, extremely economically depressed members of minority communities are not interested in vigorous sporting endeavors. Top athletes generally come from a slightly higher economic level and grow up under conditions in which at least some of their basic needs are met, providing them with the time to participate in sports. The middle socio-economic level group proved to better adjusted to the variables of adjustment over the low socio-economic group only. Sportsmen from high socio-economic status are more confident as compared to the sportsmen who came from lower class families. Sportsmen from low socio-economic status start out feeling of inferiority and inadequacy and it affect their social intelligence.
Social Intelligence

Social intelligence is a critical factor in the lives of humans. Today social intelligence is pivot in managing the complexity of being social animals. Social intelligence plays a crucial role in the lives of sportsmen also. It is relatively new concept in social psychology but quite pertinent one. People have different connotations of the term intelligence. To a layman, it conveys the meaning of inherent capacity, something that the child inherits from his/her ancestors, which determines the mental growth. Intelligence is a universal faculty, a trait, which develops differently in different physical and cultural environment. People who are socially intelligent can usually make others around them feel comfortable.

Social intelligence constitutes the basic characteristic of human beings. The degree of intelligence is reflected by the clarity of purpose, thought and action in an individual’s behavior. It involves understanding the specific situation in which the individual finds himself, and appropriately responding to it. It includes assimilation of information, processing of information, judicious selection of an alternative out of the multitude of alternatives presented, and rational decision-making. Thus, social intelligence consists in acting in a given situation with use of past experience, with due regard to what is novel in the situation, and to the whole situation rather than to some striking part of it. It denotes having insight into the key to the whole situation or problem.

In competitive sports an athlete has to face many challenges in sports as well as outside the sports field. As society became more complex and intellectual competences became more sophisticated. This competence is social intelligence and can be defined as the intelligence that lies behind group interactions and behaviors. College is a stressful time for many students as they go through the process of adapting to new
educational and social environments. Social experience of sportsmen also affected their academic as well as sports performance.

Social intelligence is the global capacity of an individual to think rationally, to act purposefully and deal effectively with the environment. Therefore, Moss and Hunt (1927) have termed this dimension of intelligence as social intelligence. Likewise, Cantor and Kihlstrom (1989) have defined social intelligence as individual’s knowledge about the social world. So, how intelligently, or effectively a person responds to his/her social environment is taken as social intelligence.

Social intelligence consists of the ability to act in different social situations; to discover other people's feelings and interests; to organize groups and negotiate solutions; to establish personal relationships with others; to express one’s feelings to others to interact and participate with others in various events; to recover from embarrassing situations with the least possible losses; to recognize one’s errors and failures and them; to adapt quickly to any medium one is placed in; and to persuade others of one’s personal view.

Vernon (1933) has provided a comprehensive definition of social intelligence as “the person’s ability to get along with people in general, social techniques or ease in society, knowledge of social matters of a group, as well as insight into the temporary moods or underlying personality traits of strangers.” Social intelligence is a person’s competence to comprehend his or her environment optimally and react appropriately for socially successful conduct. It is the demand of living together that drove our need for intelligence.

Social intelligence includes the ability to initiate, develop and maintain congruent mutually ratifying whole range of interpersonal relationships. Socially intelligent persons have patience,
cooperativeness and confidence. They are sensitive and can recognize social environment. Further, they have tactfulness, sense of humor and a sharp memory, Chadha and Ganesan (1986). All these aspects of social intelligence play a major role in the life of human beings, including sportsmen. Our behavior is continually created as we interact with others.

College sportsmen must learn to balance the competing demands, developing new social contacts, and being responsible for their own daily needs. Their social lives at college are dominated by their relationship with other players. Being a sportsman is not just playing the game, it is more like a job. A lot of people don’t know that players have another life outside their sports. When their outside life is not going well and they have to perform for their college that is a tough situation. Social experience of sportsmen also affected their academic as well as sports performance.

Social Intelligence is the ability to get along well with others, and to get them to cooperate with others. Sometimes referred to simplistically as "people skills," includes an awareness of situations and the social dynamics that govern them, and a knowledge of interaction styles and strategies that can help a person to achieve his or her objectives in dealing with others. It also involves a certain amount of self-insight and a consciousness of one’s own perceptions and reaction patterns. Many researchers now accept this proposition that intelligence is multidimensional, and many believe that each of the key dimensions of intelligence can continue to increase throughout one’s life, given the appropriate experiences, challenges and growth opportunities.

As originally coined by Thorndike (1920), the term referred to the person’s ability to understand and manage other people, and to engage in adaptive social interactions. More recently, however, Cantor and Kihlstrom (1989) redefined social
intelligence as individual's knowledge about the social world. Thorndike (1920) divided intelligence into three types, pertaining to the ability to understand and manage ideas (abstract intelligence), concrete objects (mechanical intelligence), and people (social intelligence). In his classic formulation: "By social intelligence is meant the ability to understand and manage men and women, boys and girls and to act wisely in human relations".

Similarly, Moss and Hunt (1927) defined social intelligence as the "ability to get along with others". Vernon (1933) provided the most wide-ranging definition of social intelligence as the person's "ability to get along with people in general, social techniques, knowledge of social matters, susceptibility to stimuli from other members of a group, as well as insight into the temporary moods or underlying personality traits of strangers". There are two domains of social intelligence: understanding the behavior of others, and coping with the behavior of other people. These component abilities are relatively independent of each other within the behavior domain, and each was also relatively independent of the non-behavioral abilities.

In view of Campbell and McCord (1996) social intelligence is just general intelligence applied to social situations. O'Sullivan et al. (1965) defined the category of behavioral cognition as representing the "ability to judge people" with respect to "feelings, motives, thoughts, intentions, attitudes, or other psychological dispositions which might affect an individual's social behavior". The expressive behavior, more particularly facial expressions, vocal inflections, postures, and gestures, are the cues from which intentional states are inferred. The ability to successfully interact with other people builds on an individual’s awareness of others’ emotions. An individual who is strong in this dimension utilizes that awareness to build strong relationships.

Social intelligence is part of a larger repertoire of knowledge by which the person attempts to solve the practical
problems encountered in the physical and social world. Social intelligence is specifically geared to solving the problems of social life, and in particular managing the life tasks, current concerns or personal projects which the person select for him or herself, or which other people impose on him or her from outside. Life tasks provide an integrative unit of analysis for the analysis of the interaction between the person and the situation. Life tasks are imposed on people, and the ways in which they are approached may be constrained by socio-cultural factors.

The transition from high school to college and adulthood is a critical developmental milestone, where many individuals leave home for the first time to establish various independent habits and lifestyles. And although the decision to attend college may have been made for them, students still have a great deal of leeway to decide for themselves that they are going to do with the opportunity. The majority of students' life tasks could be slotted into a relatively small number of common categories, their individual construal of these tasks were quite unique, and led to equally unique strategies for action.

The intelligent nature of life-task pursuit is clearly illustrated by the strategies deployed in its service. People often begin to comprehend the problem at hand by simulating a set of plausible outcomes, relating them to previous experiences stored in autobiographical memory. They also formulate specific plans for action, and monitor their progress toward the goal, taking special note of environmental factors which stand in the way, and determining whether the actual outcome meets their original expectations. Much of the cognitive activity in life-task problem solving involves forming causal attributions about outcomes, and in surveying autobiographical memory for hints about how things might have gone differently. Particularly compelling evidence of the intelligent nature of life task pursuit comes when, inevitably, plans go awry or some unforeseen event frustrates progress.
Then, the person will map out a new path toward the goal, or even choose a new goal.

Social intelligence refers to the ability to appreciate the complexities of social relationships including understanding people’s thoughts, feelings, and intentions, taking the perspective of others and having good relationships. Social intelligence describes the exclusively human capacity to effectively navigate and negotiate complex social relationships and environments. Psychologist believes it is social intelligence or the richness of our qualitative life, rather than our quantitative intelligence. Social intelligence is an aggregated measure of self and social awareness, evolved social beliefs and attitudes, and a capacity and appetite to manage complex social change. A person with a high social intelligence quotient is no better or worse than someone with a low social intelligence quotient, they just have different attitudes, hopes, interests and desires.

Social intelligence is "the ability to understand and manage men and women, boys and girls, to act wisely in human relations". It is equivalent to interpersonal intelligence. Some authors have restricted the definition to deal only with knowledge of social situations, perhaps more properly called social cognition or social marketing intelligence, as it pertains to trending socio-psychological advertising and marketing strategies and tactics.

Social intelligence is closely related to cognition and emotional intelligence. Research psychologists studying social cognition and social neuroscience have discovered many principles which human social intelligence operates. People use to make sense of their social relations and the rules they use to draw inferences and plan actions. Goleman (2006) has proposed that social intelligence is made up of social awareness (including empathy, attunement, empathic accuracy, and social cognition) and social facility (including synchrony, self-presentation, influence, and concern). Our social relationships have a direct
affect on our physical health and the deeper the relationship, the deeper the impact. Some physical effects of our relationships upon our health are the blood flow of one’s body, one’s breathing, one’s mood (such as fatigue and depression), and even decreased power of one’s immune system.

Expanded opportunities for social interaction enhance intelligence. Traditional classrooms do not permit the interaction of complex social behavior. Instead children in traditional settings are treated as learners who must be infused with more and more complex forms of information. Those students that have an ability to develop their skills in multiage classrooms and at democratic settings rise head and shoulders over their less socially skilled peers. They have a good sense of self, know what they want out of life and have the skills necessary to begin their quest.

Emotional problems will often affect school work and playground situations and make it difficult to concentrate in both areas. Pressure to do well in sports fields and to pass examinations may come from parents or teachers or coaches, but adolescents usually want to do well and will push themselves. Excessive nagging can be counter-productive. Examinations are important, but they should not be allowed to dominate life or to cause unhappiness. School has two types of responsibilities, to remove those situations/factors/functions which produce maladjustment in students and to detect undesirable behavior of students and to correct them.

Self-Efficacy

Self-efficacy is a term used in psychology, roughly corresponding to a person’s belief in their own competence. It has been defined as the belief that one is capable of performing in a certain manner to attain a certain set of goals. It is believed that our personalized ideas of self-efficacy affect our social interactions in almost every way. Understanding how to foster the
development of self-efficacy is a vitally important goal for positive psychology because it can lead to living a more productive and happy life.

Self-efficacy refers to our personal judgment about our ability to organize and execute course of action required to accomplish a task. It refers to an individual’s belief that he/she is capable of performing a task. It refers to a person’s evolution of his/her ability or competency to perform a task, reach a goal or overcome an obstacle. Self-efficacy underlines people’s faith in their ability to carry out a particular behavior. The greater a person’s sense of self-efficacy, the more persistent he/she will be and the more likely it is that the individual will be successful (Bandura, 1977).

According to Kanfer (1990), it is complex cognitive judgment about one’s future capabilities, that is requisite for goal attainments.

Bandura (1986) defined it as one’s capability to mobilize their motivation, cognitive resources, courses of action to be initiated, the amount of efforts expected in pursuit of that activity and the level of persistence in the face of obstacles.

As a player self-efficacy is a complicated process by which players develop and master skills related to their sport or position of choice. Less trained players observe more seasoned players and remember what they did in order to learn skill that will be beneficial in future. Self-efficacy in sports is not built on skills alone. Players must learn to navigate competitive events that are comprised of many uncontrollable and unanticipated variables. Players may have to adjust their style and plan based on changing game demographic, weather, strategies, and opponent’s behavior. In order to adapt to changing variables, in order to be successful in athletic endeavors, athletes must have a high level of cognitive self-regulation, which is the ability for a person to
control and to focus their minds on the task or task at hand (Bandura, 1994).

Self-efficacy helps not only to know ourselves without glaring self-delusions but also believes in ourselves. In experiment, people who imagine themselves beings hardworking and successful, outperform on challenging tasks than those who imagine themselves fairly (Sood, A. 2003).

Self-efficacy have been defined by Bandura (1986) as “People’s judgment of their capabilities to organize and execute course of action required to attain designed types of performance”. Self-efficacy judgments are both task and situation-specific. Individuals make use of these judgments in reference to some type of goal. To better understand the nature of self-efficacy beliefs it may be useful to explain how they are acquired, how they influence motivational and self-regulatory process, and how they differ from similar or related conceptions of self-belief.

It is concerned not with the skills one has but with judgments of what one can do with whatever skills one possesses. Self-efficacy thus is nothing but a 'can do', cognition which mirror a sense of control over one’s environment. It reflects the belief of being able to control over changing environmental demands by takings adaptive action. Being self-efficacious can help one to deal with certain life stresses.

People who set unrealistically high standards of performance, who have modeled their behavior expectation on extraordinarily effective and successful model and who continually try to meet those standards despite persistent failure, may punish themselves severely. Such behavior can easily lead to depression, discouragement, and feeling of worthlessness. Thus, a perceived self-efficacy is a significant determinant of performance that operates partially independently of underlying
skills. It involves a generative capability in which one must organize cognitive, social and behaviour skills into integrated courses of action. On the other hand, under conditions of failure, people with high self-efficacy attribute their failure to insufficient effort or bad luck, whereas people with low efficiency attribute their failure to lack of ability. Some time back Kanfer (1990) referred it to as complex cognitive judgment about one's future capability to organize and execute activities requisite for goal attainment, earlier Meyer and Gellatly (1988) summarized it as a generalized belief concerning one's task relevant capabilities. In psychological terms it is defined as a task specific judgment of one's ability to execute a successful course of action, it reflects individual's different variables.

Those who have high levels of self-efficacy are more confident that they will be able to accomplish goals in certain areas than those with low self-efficacy. Student players face many challenges both in the sphere of academics and athletics. Many student-players come into college less academically prepared than their counterparts. They often cannot compete in the classroom with their peers and consequently have been found to have lower standardized test scores and grade points than average college student (Hood, Craig and Ferguren, 1992).

Perceived self-efficacy is concerned with people's beliefs in their capabilities to exercise control over their own functioning and events that affect their lives. Beliefs in personal efficacy affect life choices, level of motivation, quality of functioning, resilience to adversity and vulnerability to stress and depression. People's beliefs in their efficacy are developed by four main sources of influence. These include mastery experiences, seeing people similar to oneself manage task demands successfully, social persuasion that one has the capabilities to succeed in given activities, and inferences from somatic and emotional states indicative of personal strength and vulnerabilities. Ordinary
realities are strewn with impediments, adversities, setbacks, frustrations and inequities. People must, therefore, have a robust sense of efficacy to sustain the perseverant effort needed to succeed. Succeeding period of life present new types of competency demands requiring further development of personal efficacy for successful functioning. The nature and scope of perceived self-efficacy undergo changes throughout the course of the lifespan.

There are three significant aspects of self-efficacy are: firstly, it involves comprehensive summary of judgment of one's perceived capability for performing a specific task and the information that is used in the formations of this judgment comes from the individual himself, that task, as well as others in the organization. Secondly, one must be motivated enough to form this judgment, thus, self-efficacy also involves a motivational component. Finally, self-efficacy is dynamic by nature and is changing all the time especially because one is undergoing new experiences as well as acquiring information and the dynamism of this construct becomes more profound with trainings (Gist and Mitchell, 1992).

The self-efficacy beliefs begin to form in early childhood as children deal with a wide variety of experiences, tasks, and situations. However, the growth of self-efficacy does not end during youth, but continues to evolve throughout life as people acquire new skills, experiences, and understanding.

According to Bandura (1992), there are four major sources of self-efficacy. First Mastery Experiences: "The most effective way of developing a strong sense of efficacy is through mastery experiences,". Performing a task successfully strengthens our sense of self-efficacy. However, failing to adequately deal with a task or challenge can undermine and weaken self-efficacy. Second, Social Modeling: Witnessing other people successfully completing a task is another important source of self-efficacy.
Seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities to succeed. Third, Social Persuasion: People could be persuaded to believe that they have the skills and capabilities to succeed. Consider a time when someone said something positive and encouraging that helped you achieve a goal. Getting verbal encouragement from others helps people to overcome self-doubt and focus on giving their best effort to the task at hand. Fourth, Psychological Responses: Our own responses and emotional reactions to situations also play an important role in self-efficacy. Moods, emotional states, physical reactions, and stress levels can all impact how a person feels about their personal abilities in a particular situation. A person who becomes extremely nervous before speaking in public may develop a weak sense of self-efficacy in these situations. However, Bandura (1994) also noted that "it is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted". By learning how to minimize stress and elevate mood when facing difficult or challenging tasks, people can improve their sense of self-efficacy.

According to Bandura's (1986) social cognitive theory, individuals possess a self-system that enables them to exercise a measure of control over their thoughts, feelings, motivation, and actions. This self-system provides reference mechanisms and a set of sub functions for perceiving, regulating, and evaluating behavior, which results from the interplay between the system and environmental sources of influence. As such, it serves a self-regulatory function by providing individuals with the capability to influence their own cognitive processes and actions and thus alter their environments. The process of creating and using these self-beliefs is an intuitive one and individuals engage in a behavior, interpret the results of their actions, use these interpretations to create and develop beliefs about their capability
to engage in subsequent behaviors in similar domains, and behave in concert with the beliefs created. In school, for example, the beliefs that students develop about their academic capabilities help determine what they do with the knowledge and skills they have learned. Consequently, their academic performances are in part the result of what they come to believe that they have accomplished and can accomplish.

College athletes have a very different college experience from their counterparts. In addition to attending classes, doing homework, socializing with peers and faculty members, student players must also practice and learn game play books while training and performing in their respective playing endeavors (Watt and Moore III, 1993). At colleges and universities attention needs to be paid to the overall educational experience of student-players at institutions of higher learning. As student, player devote time in classrooms and attention to athletic, their development in other areas, such as artistic, political, and religious, suffers (Astin, 1984).

On the whole, students who participate in intercollegiate sports have difficulty in forming well-made educational plans as aspirations. The rigorous schedule of student athletes may also impede their academic success. On average, student players, particularly those in revenue-generating sports will spend upward of 20-30 hours per week in practice, traveling, game time, training, receiving care for physical ailment, study hall, and working with tutors (Ferrante et al. 1991).

Playing self-efficacy, like other forms of efficacy is domain specific and may not be transferable to another domain within the same sport or other sport. While physical talent and abilities are always important in situations where participants of both teams are highly skilled, (Bandura, 1997).
Self-efficacy beliefs are concerned with individuals' perceived capabilities to produce results and to attain designated types of performance; they differ from related conceptions of personal competence that form the core constructs of other theories. The people live with psychic environments that are primarily of their own making. It is often said that people can "read" themselves, and so this reading comes to be a realization of the thoughts and emotional states that individuals have themselves created. Often, they can gauge their confidence by the emotional state they experience as they contemplate an action. Moreover, when people experience aversive thoughts and fears about their capabilities, those negative affective reactions can themselves further lower perceptions of capability and trigger the stress and agitation that help ensure the inadequate performance they fear. This is not to say that the typical anxiety experienced before an important endeavor is a guide to low self-efficacy. Strong emotional reactions to a task, however, provide cue about the anticipated success or failure of the outcome.

People with a strong sense of personal competence in a domain approach difficult tasks have greater intrinsic interest in activities, set challenging goals and maintain a strong commitment to them, heighten their efforts in the face of failure, more easily recover their confidence after failures or setbacks, and attribute failure to insufficient effort or deficient knowledge and skills which they believe they are capable of acquiring. High self-efficacy helps create feelings of serenity in approaching difficult tasks and activities. Conversely, people with low self-efficacy may believe that things are tougher than they really are, a belief that fosters stress, depression, and a narrow vision of how best to solve a problem. As a result of these influences, self-efficacy beliefs are strong determinants and predictors of the level of accomplishment that individuals finally attain. For these reasons, Bandura (1986) has made the strong claim that beliefs
of personal efficacy constitute the key factor of human agency. Strong self-efficacy beliefs enhance human accomplishment and personal well-being in many ways.

Self-efficacy involves a comprehensive analysis or judgment of one’s perceived capability for performing a specific task and information that is used in the formation of judgment comes from the individual, the task and other situation factors. It is complex cognitive judgment about one’s future capabilities that is requisite for goal attainment.

Thus in a nutshell, socio-economic status is an important factor in sports success. Player’s social life in society is dominated by his relationship with other fellows and it affects his performance in play field. The socio-economic status, social intelligence and self-efficacy play a very important role in performance of boxers, weightlifters and wrestlers.

STATEMENT OF THE PROBLEM

The research problem is entitled as “A Study on Socio-Economic Status, Social Intelligence and Self-Efficacy of Boxers, Weightlifters and Wrestlers.”

SIGNIFICANCE OF THE STUDY

College athletes face many problems on social psychological relations, vocation and educational issues, curriculum, training and teaching procedures. Any athlete progressing towards improvement needs to psychic energy to face any difficulties hindering him to excel. The study will help the researchers, coaches, physical education teachers and sports psychologists and sports administrators to understand the socio-economic status, social intelligence and self-efficacy level of boxers, weightlifters and wrestlers of Himachal Pradesh.

- The present study might be useful in sports where the counseling to players may be provided.
The present study will be useful to physical education teachers, coaches, students and concerned authorities to provide appropriate programmes for boxers, weightlifters and wrestlers.

The study regarding self-efficacy may help to increase the sports performance of individual. The sportsmen who have high self-efficacy are having better sports performance than those who begin low self-efficacy. Sports performance may be influenced by socio-economic status and social intelligence of individual. Self-efficacious individual consider themselves capable of performing any particular activity.

Research in the field of sociological and psychological traits like socio-economic status, social intelligence and self efficacy among athletes are of vital significance to get the information needed by the sports trainer and coaches who are loaded with the responsibility for selection, counseling and also training of athletes for the competitions.

This study may also help the coaches, physical education teachers and sports psychologists for enhancing the performance of sportsmen.

Since long it has been important issue how socio-economic status and social intelligence can influence the sports performance. Socio-economic status might influence his opportunity for participation, his desire to excel, his choice of activity and his success.

DELIMITATIONS OF THE STUDY

The study is delimited in terms of following aspects:

1. Socio-economic status of subjects is measured by using socio-economic scale developed by Rajiv Lochan Bhardwaj, Miss Shama Gupta and Prof. Narinder Singh Chouhan.

2. The study is further delimited to five sub-variables of socio-economic status-social perspective, family perspective,
3. Social intelligence level is assessed by using social intelligence scale developed by N.L. Chadha and Usha Ganesan (1986). The study is also delimited to eight sub-variables of social intelligence – patience, cooperativeness, confidence, sensibility, recognition of social environment, tactfulness, sense of humor and memory.

4. Self-efficacy of the subjects is measured through using Self-efficacy Scale developed by S. Sud, R. Schwarzer and M. Jerusalem (1998).

5. The study is also delimited to inter-college level male boxers, weightlifters and wrestlers of different colleges of Himachal Pradesh University.

LIMITATIONS OF THE STUDY

1. The life style, habits, interest, heredity and study habit of subjects are beyond the control of researcher. These will be considered as limiting factors of the study.

2. No special motivation techniques were given in administering of tests.

3. Only the male subjects are selected for the study.

4. The daily routine and home environment was also beyond the control of investigator.

OBJECTIVES OF THE STUDY

The objectives of the present study are as under:

1. To assess and compare socio-economic status of boxers, weightlifters and wrestlers.

2. To assess and compare socio-economic status with respect to social perspective of boxers, weightlifters and wrestlers.
3. To assess and compare socio-economic status with respect to the family perspective of boxers, weightlifters and wrestlers.
4. To assess and compare socio-economic status with respect to educational perspective of boxers, weightlifters and wrestlers.
5. To assess and compare socio-economic status with respect to professional perspective of boxers, weightlifters and wrestlers.
6. To assess and compare socio-economic status with respect to income perspective of boxers, weightlifters and wrestlers.
7. To assess and compare the social intelligence of boxers, weightlifters and wrestlers.
8. To assess and compare the social intelligence with respect to patience of boxers, weightlifters and wrestlers.
9. To assess and compare the social intelligence with respect to cooperativeness of boxers, weightlifters and wrestlers.
10. To assess and compare the social intelligence with respect to confidence of boxers, weightlifters and wrestlers.
11. To assess and compare the social intelligence with respect to sensibility level of boxers, weightlifters and wrestlers.
12. To assess and compare the social intelligence with respect to recognition of social environment of boxers, weightlifters and wrestlers.
13. To assess and compare the social intelligence with respect to tactfulness of boxers, weightlifters and wrestlers.
14. To assess and compare the social intelligence with respect to sense of humor of boxers, weightlifters and wrestlers.
15. To assess and compare the social intelligence with respect to memory of boxers, weightlifters and wrestlers.
To assess and compare the self-efficacy of boxers, weightlifters and wrestlers.

To find out interrelationship between socio-economic status, social intelligence and self-efficacy of boxers.

To find out the interrelationship between socio-economic status, social intelligence and self-efficacy of weightlifters.

To find out the interrelationship between socio-economic status, social intelligence and self-efficacy of wrestlers.

HYPOTHESIS OF THE STUDY

The investigator undertook the null hypothesis to investigate the research problem. The researcher formulated the following hypothesis:

1. There is no significant difference of socio-economic status of boxers, weightlifters and wrestlers.

2. There is no significant difference of socio-economic status with respect to social perspective of boxers, weightlifters and wrestlers.

3. There is no significant difference of socio-economic status with respect family perspective of boxers, weightlifters and wrestlers.

4. There is no significant difference of socio-economic status with respect to educational perspective of boxers, weightlifters and wrestlers.

5. There is no significant difference of socio-economic status with respect to professional perspective of boxers, weightlifters and wrestlers.

6. There is no significant difference of socio-economic status with respect to income perspective of boxers, weightlifters and wrestlers.
7. There is no significant difference of social intelligence of boxers, weightlifters and wrestlers.

8. There is no significant difference of social intelligence with respect to patience of boxers, weightlifters and wrestlers.

9. There is no significant difference of social intelligence with respect to cooperativeness of boxers, weightlifters and wrestlers.

10. There is no significant difference of social intelligence with respect to confidence level of boxers, weightlifters and wrestlers.

11. There is no significant difference of social intelligence with respect to sensibility level of boxers, weightlifters and wrestlers.

12. There is no significant difference of social intelligence with respect to recognition of social environment of boxers, weightlifters and wrestlers.

13. There is no significant difference of social intelligence with respect to tactfulness of boxers, weightlifters and wrestlers.

14. There is no significant difference of social intelligence with respect to sense of humor of boxers, weightlifters and wrestlers.

15. There is no significant difference of social intelligence with respect to memory of boxers, weightlifters and wrestlers.

16. There is no significant difference of self-efficacy of boxers, weightlifters and wrestlers.

17. There is no significant interrelationship between socio-economic status, social intelligence and self-efficacy of boxers.
18. There is no significant interrelationship between socio-economic status, social intelligence and self-efficacy of weightlifters.

19. There is no significant interrelationship between socio-economic status, social intelligence and self-efficacy of wrestlers.

DEFINITIONS OF IMPORTANT TERMS

Socio-Economic

Socio-economic status refers to the position that an individual or family occupies with reference to the prevailing average standards, cultural possession and participation in group activity of community. Socio-economic status includes both the social and economic status of the individual in the society.

Social Intelligence

As originally coined by Thorndike (1920), the term referred to person ability to understand and manage other people and to engage to adaptive social interactions.

Moss and Hunt (1927) defined social intelligence as the “ability to get along with others”.

Self-Efficacy

Bandura (1997) defines self-efficacy as the “belief in one’s capability to organize and execute the courses of action required to produce given attainments.”

Social Perspective

It includes the social position of an individual in society.

Family Perspective

It includes the family position of an individual in society.
Educational Perspective
It is the position of an individual in society based on education.

Professional Perspective
It is position of an individual in society based on occupation.

Income Perspective
It is the position of an individual in society based on income.

Patience
It is calm endurance under stressful situation.

Cooperativeness
Ability to interact with others in a pleasant way to be able to view matters from all ages.

Confidence
It is a firm trust in oneself and one’s chances.

Sensitivity
Ability to be aware of and responsive to human behavior.

Recognition of Social Environment
Ability to perceive the nature and atmosphere of the existing situation.

Tactfulness
It is delicate perception of the right thing to say or do.

Sense of Humor
Capacity to feel and cause amusement; to be able to see the lighter side of life.
Memory

Ability to remember all relevant issues; names and faces of people.

Boxer

A person who fights as a sport, usually with gloved fists, according to rules of boxing.

Weightlifter

A person who lifts barbell in a competition according to the rules of weightlifting.

Wrestler

A person who contends by grappling and attempting to throw or immobilize opponent under contest rules of wrestling.