

SOCIO-ECONOMIC ASPECTS OF SPORTS PARTICIPATION FOR GIRL STUDENTS OF MIDDLE-INCOME GROUP

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Abstract

A family's social and economic standing in society may influence the participation of girls in sports at school and college levels. The objective of the present study is to assess the impact of social and economic aspects of middle-income groups on girls' sports participation and perception in higher education i.e. family income, education of parent, and occupation of parent in Lucknow district. The study was based on primary data sources collected through a questionnaire-based survey filled by 325 girl students of the middle-income group. The study demonstrated a high prevalence of socio-economic barriers among non-participating female students. The non-professional mother's low education was significantly related to lack of confidence and peer pressure among girls. Similarly, non-professional fathers with low education were related significantly to barriers and focused on educational achievement. For Sports participants girls, non-professional parent was correlated with a lack of interest in sport, health issues, and transportation facilities constraints. The study highlighted the need for measures to improve girls' participation in sports by reducing the perception of socio-economic barriers.

Keywords

Socioeconomic status, sports participant and non-sports participant, middle-income group.

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Introduction

A person's relative social and economic status based on experience, income, education, and occupation reflects a person's socioeconomic status (Donley, P., & Harvey, J. 2001). The socio-economic status of the family is manifested in the opportunities to study, health, career, psychological status and participate in physical activities. The study posits that a family's socio-economic status is related to their achievement in life, including their habits and sports participation (Ravinder, K., & Surjit, S. 2014). Generally, people of higher socioeconomic status have higher rates of participation in sports and other activities, on the contrary, it is lower among lower socio-economic status. (Farrell, L., & Shields, M. A. 2002). This means that demographics and economic aspects are measured as factors influencing physical activity. In addition, socio-economic aspects may influence positively sport activities. These aspects may include culture, literacy, occupation, earnings, and wealth. Unlike the sociological outlook, the socio-economic viewpoint is an interdisciplinary field that uses economic features to understand the social reality of life. (Eatwell J, Milgate M, Newman P (1989). The study proceeds with the objective to assess the socio-economic aspects of girls' participation in physical activities and the socio-economic status of middle-income groups that affect the participation and perception of girls in the Lucknow district. In the study, factors that determine socio-economic status include the family's annual income, literacy, and profession.

Review of Literature

In relation to research in sports science, there are only a few researches that collectively and systematically study the impact of demographic, social, and economic changes on physical activeness (Breuer C. 2006). The factors that determine sports participation in general i.e. income, age, gender, education, occupation, etc. have been investigated in several previous researches (Allender S & et al (2006); Berger IE & et al T (2008); Dishman RK & et al (1985); Downward P, Riordan J (2007); Klein T (2009). Physical activity and sports are involved in our lifetimes and correlate with physical and mental health, social bindings, and economic well-being (Breuer & Wicker, 2008). The likelihood of physical activities participation rises with the literacy level and women are less expected to participate in sports compared to men. The impact of gender on sport participation is similar in many studies emphasized that males are much more interested in sport participation than females (Berger IE et al (2008); Farrell L & Shields MA (2002); Humphreys BR & Ruseski JE (2006; 2007); Lera-López F & Rapún-Gárate M (2007); Seabra AF & et al (2007); Taks M & Scheerder J (2006). The study of university students also found less participation in physical activity by female students than males

(Jackson et. al (1998)). Female students gave greater importance to socio-cultural barriers to sports participation in the same group of this study. (Roberts, GC (2001)). As shown in earlier studies, higher literacy levels lead to better economic and psychological outcomes than lower levels of literacy (ie higher income, more control on decisions, and more social networking associated with social behavior (Elmagd& et al. (2015)). Concerning social aspects, several authors indicate that social dimensions have an impact on sport activity including parents, siblings, peers, friends, and physical education teachers' behavior and social background (La Torre& et al. (2006)). Several previous studies have examined the effects of socio-economic aspects on active sports participation, but the results that have been found are too diverse to make a clear conclusion about the direction and degree of these relationships (Mota, J., & Silva, G. (1999)).

Methodology and Data

A questionnaire-based survey was conducted on middle-income girl students at the higher-education level for primary data collection. Separate questionnaires were distributed between the two groups based on active participation in sports and non-sports participants. A total of 400 questionnaires were distributed among middle-income girls from the Lucknow district. A total of 324 forms were completed, out of the 123 respondents were sports participants (coded as group 1), and 201 respondents were non-sports participants (coded as Group 2). The study proceeds with the aim of assessing the socio-economic barriers of middle-income girls from these two groups. The questionnaire consisted of three sections. The first section covered individual demographics and socio-economic aspects i.e. name (optional), family income, father's education, mother's education, father's occupation type, and mother's occupation type. The second section included the perception of socio-economic barriers of sports-participating girls, which were rated on 'yes' and 'no scale'. The last section was about the socio-economic barriers of non-sports participants. The barrier indicator for Group 2 was rated from strongly disagree (1) to strongly agree (5) based on a 5-point Likert scale.

In the first section family, income responses were classified into "lower middle class" (Rs 5,00000 to Rs 750000) and "upper middle class" (Rs 750001 to Rs 1000000). To measure the literacy level of parent education was divided between "low education level" (from pre-primary to senior secondary level education) and the "higher education level" (higher studies or professional degree). The type of profession was divided into 'professional' and 'non-professional' to achieve the status of the profession. All statistical calculations and analyses were done through SPSS software (IBM SPSS version 20).

Table 1: Socio-Economic Profile of Respondents

variables	Responses	Total	Sport Participants	Sport non-participants	p-value*
Family Income Level	Lower medium income level	302 (93.2%)	120 (39.7%)	182 (60.3%)	0.21
	Upper medium income level	22 (6.8%)	03 (13.6%)	19 (86.4%)	
Education level of Father	Low Education Level	223 (68.8%)	83 (37.2%)	140 (62.8%)	.712
	High Education Level	101 (31.2%)	40 (39.6%)	61 (60.4%)	
Education level of Mother	Low Education level	293 (90.4%)	106 (36.2%)	187 (63.8%)	.052
	High Education level	31 (9.6%)	17 (54.8%)	14 (45.2%)	
Occupation type of Father	Professional	139 (42.9%)	77 (55.4%)	62 (44.6%)	.000
	Non-professional	185 (57.1%)	46 (24.9%)	139 (75.1%)	
Occupation type of Mother	Professional	62 (19.1%)	46 (74.2%)	16 (25.8%)	.000
	Non-professional	262 (80.9%)	77 (29.4%)	185 (70.6%)	
<p>Data are represented as number of respondents and their percentage in Brackets (% of total, Group 1 respondents, and Group 2 respondents) * p-value is based on chi-square calculated between Group1 and Group 2</p>					

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Various dimensions of socio-economic status affecting middle-class girl participants towards sports are given in Table 1. Family income levels indicate a large effect on sports participation, with significant differences between sports participants and sports non-participants. Parental education is another dimension of socioeconomic status, which has an impact on sports participation. But in the middle class, the figures indicate a trivial relationship between parental education and sports participation. The profession of parents showed a significant difference between middle-class sports participants and non-sport participant girls, where the professional parents have more influence on sports participants than non-professional parents (Table-1).

Table 2: Socio-Economic Barriers with Female Sport Participants

Barriers	Family's annual Income	Education of Father	Education of Mother	Occupation type of Father	Occupation type of Mother
Lack of facilities	--	--	--	Non-professional	Non-Professional
Lack of Transportation	--	Low Level of Education	--	--	--
Limited training Competition	--	--	--	--	--
Shortage of physical education trainer	--	--	--	--	--
overload of academic work	--	--	--	Non-Professional	--
Lack of time for physical activities	--	--	--	--	--
obesity	--	--	--	--	--
Disease/ Disabilities issues	--	--	Low Education	--	--
frequent sickness	--	--	--	--	--
social-cultural barriers	--	--	--	--	--
lack of self Confidence	--	Low Education	--	Non-professional	--
Peer Pressure	--	--	--	--	--
lack of interest in physical activity	--	--	Low education	--	Non-professional
lower priority to sport	--	--	--	--	--
(--) Shows No significant difference with p-value <0.05 between reported ranges; Otherwise the difference is significant (Chisquare Test)					

Table-2 shows socio-economic barriers for a middle-class girl sport participant. Obstacles of training and sports facilities available for girls (lack of facilities, transportation, training competition, and trainers) have not much impact on socio-economic aspects, except for the profession of parent over facilities shortages. Father's education has a greater impact on the lack of transportation. Study load (excluding professional fathers) and lack of time affect girls to participate in sports. Health barriers (obesity, disability, and illness) do not reflect a significant trend according to socio-economic barriers except for the mother's lower education. Girls, whose fathers have low education and were non-professional in nature felt social constraints and lack of confidence. Remarkably, peer pressure on the perception of socio-economic constraint among middle-class girls participating in the sport was

minimal. Unexpectedly the mother's education and occupation have an impact on interest in sports and perception on priority.

Table -3 Socio-Economic Barriers with Female Non- Sport Participants

Barriers	Family's annual Income	Education of Father	Education of Mother	occupation type of Father	Occupation type of Mother
Lack of facilities	--	--	--	--	--
Lack of Transportation	--	Low education	Low Education	--	--
Limited training Competition	Lower middle	--	--	--	--
Shortage of physical education trainer	--	--	--	--	--
overload of academic work	--	--	--	--	--
Lack of time for physical activities	--	--	--	--	--
obesity	--	--	--	--	Non-professional
Disease/ Disabilities	Lower-middle	Low education	Low education	Non-professional	--
frequent sickness	--	--	--	--	--
social-cultural barriers	Lower middle	--	--	--	--
lack of self Confidence	--	--	--	--	--
Peer Pressure	Lower middle	--	Low education	--	Non-professional
lack of Interest in Physical Activity	--	--	--	Non-professional	--
lower priority to sport	Lower middle	--	--	--	--
(--) ShowsNo significant difference with p-value <0.05 between reported ranges; Otherwise the difference is significant (t-Test)					

Table 3 shows socio-economic barriers for a middle-class non-sports participant girl. The perception of socio-economic barriers in non-sports participant girls shows a different trend. Obstacles related to facilities and sports training did not show a large difference with respect to socioeconomic status variability, excluding only the lack of facilities that were more sensitive with mother's education, and transportation facilities that are sensitive to parental education, while for limited training, annual family income has a significant impact. Socio-economic status does

not have a significant effect on 'study load' (except for professional mothers) and 'lack of time'. Health barriers reflect a significant trend, particularly with 'disability and illness' income levels, as well as parents' education and occupation, where obesity was highly related to the mother's occupation. Peer pressure again showed significant levels of income, low fathers' education, and with unprofessional mothers. Non-sport participants did not show the same tendency with low interest or preference constraint, as was seen for sport-participants.

Discussion

The study suggests that socioeconomic status affects girls' participation and perception of sports activities. There is an important relationship with perception for family income, parental education, and participation in vocational programs and sports activities. For sports participants, non-professional parents with less education influenced their confidence and interest in physical activities. For non-sports participants, non-professional parents with less education significantly affect health and the perception of peer pressure as a barrier to them. The study found that the non-sport participant respondent is more than sport-participants. In the study, socio-cultural barriers exerted greater influence on the insight of non-sport respondents, whereas this obstacle was not affected by the socio-economic perception of the participants, leaving only the mother's profession.

Parent with low education was an important influencer of perception of Peer pressure constraint in both groups. Parental education is the factor that defines instruction, direction, approach, and behaviour components of students, and negotiating this aspect makes students, who are susceptible to peer influence more likely to come from poor-oriented families. low interests in physical activity and low priority were found more significant for participants in physical activity who come from families with the upper-middle class and higher parental education. This is inconsistent with previous findings to some extent that families with higher incomes and higher education levels pay more importance to sports activities. This marks a change in the trend among the parent towards higher scientific achievements and educational qualifications so that they can capture the higher education level of their parents.

Conclusion

Previous researches have shown that social and economic aspects are important factors that influence one's participation in sports activities. This work has demonstrated the impact of social and economic aspects on perceptions of sports participants and non-sports participant girls of the middle-income group, which is less addressed in the literature. It was felt that to reduce the impact of socio-economic barriers, awareness of the importance of sports should be promoted in this middle-

income group of the society. Sports activities and programs in educational institutions should take into account the socio-economic impact and make sports activities accessible to all especially girl students by providing awareness and viable amenities with affordable cost.

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