A STUDYON SOCIO ECONOMIC STATUS BETWEEN INTERCOLLEGIATEMEN'SAND WOMEN'SFOOTBALL PLAYERS

Abstract:

This paper was conducted to investigate the difference in socio-economic status between intercollegiate men's and women's football players. The participants were a team of football players (N = 30) from Manipur 15 men'sand 15 women'splayers who had participated in the Manipur University Intercollege Football Tournament 2025-26, which was held at Manipur, India. The sample for this study was selected through a purposive sampling technique. The data was collected using a Social Economic Status Scale (SESS) developed by R.L. Bharadwaj in 2005. From the results of the data analysis, it can be concluded that the women's football players had better socio-economic conditions than the men'sfootball players in overall socio-economic condition as measured by the socio-economic status scale and also in all the sub-dimensions of the scale, such as family perspective, professional perspective, total assets, and caste perspective, except in education and income perspective.

Keywords: Socio-Economic Status, Intercollegiate, Football players.

1.1 Introduction

Socio-economic status is an important factor in the selection of sports. An individual's socio-economic status may influence his opportunities, his desire to excel, his choice of activity, and his success. The home environment often influences his motivation to succeed in sports and the degree to which success in this endeavour leads to inner satisfaction. Young people growing up in poverty-ridden communities will have fewer opportunities. Children who grow up in the middle class are usually fortunate enough to have good facilities for physical education, an adequate number of qualified coaches, and considerable assistance and encouragement from their parents. Opportunities for the development of sports skills are normally present and motivation is reasonably high. The socioeconomic status (SES) of an individual is a sort of rank or position as determined by the joint influence of his social and

economic ranking in the society to which he belongs. More precisely, it is one's place on the socio-economic scale. Socioeconomic status would therefore be a ranking of an individual by the individual by the society he lives in, in terms of his material belongings and cultural possessions, along with the degree of respect, power, and influence he wields. A family's socioeconomic status is based on family income, parental education level, parental occupation, and social status in the community. Families with high socioeconomic status often have information regarding their children's health. The position of an individual on a socio-economic scale measures such factors as education, income, type of occupation, place of residence, and some population ethnicity and religion. When analysing a family's SES, the mother and father's education and occupation are examined, as well as the combined income versus that of an individual when their own attributes are assessed. Football is unique as a sport. It is an ideal sport and is a great, energetic game, giving enjoyment and pleasure and demanding fitness and dedication. It requires specific psychological characteristics to be in top gear to take in all the qualities in the match. It is played in all socioeconomic classes. It has been recognised that socio-economic factors play a vital role in an individual's performance in sports. The socioeconomic status make-up of an individual plays an important role in their achievements in every field of life. Socioeconomic status also influences habitual physical activity (Drenowatz et al. 2010).

Researchers have made attempts to classify different sections of society according to their SES (Agarwal, 2008). For use in community-based research, many scales have been established in India. Prior to 1960, the British Registrar General's occupation-based categorization was employed in health-related research studies in India (Park, & Park, 1983). The cornerstone for social stratification in many western nations is occupation. Hollingshed (Education and Occupation), Duncan (Occupation), Nam and Powers (Education, Income, and Occupation), and National Statistics Socio-economic categorization (Occupation) scales all included education, income, and occupation in varying proportions for determining SES (Oakes & Rossi, 2003).

Multiple criteria have been used by Indian researchers to categorise SES. In 1961, Prasad developed his categorization system based on monthly per capita income. (Prasad, 1961). It was later modified in 1968 and 1970 (Prasad, 1968; Prasad, 1970). The main drawback was that it was sometimes impossible to collect accurate information on income. Presently, the Kuppuswamy scale (1976), which is based on education, occupation, and income of the head of the household, is used in urban areas (Kuppuswamy, 1981; Mishra & Singh, 2003). Later,

65 Pareekh (1981) evolved a classification based on nine characteristics for rural communities
66 (Pareekh, 1981).

67 The flexibility and robustness of these scales have often been questioned. Scales to date do
68 not account for social mobility to a great extent. Social mobility is the movement of
69 individuals, families, or households within or between social strata in a society. It is a change
70 in social status relative to others' social location within a given society.

1.2 The Objective

72 The objective of the study was to find out the difference in socio-economic status between
73 intercollegiate men's and women's football players.

1.3 Hypothesis

75 It is hypothesised that there would be significant difference in the socio-economic status
76 betweenintercollegiate men's and women's football players.

77

1.4 Materials and Methods
1.4.1 The Participants

80 The participants were a team of football players (N=30) from Manipur University
81 Intercollege Football Tournament 2025-26, which was held at Manipur, India.

82

83

84

85

1.4.2 Data Collection

87 Data collection occurred over a span of one month (3rd November to 3rd December 2025).
88 The research was based on responses from a sample of intercollege football players (N = 30),
89 15 men'sand 15 women's. We cannot rule out the possibility of selection bias.

90

91

1.4.3 Instrument

The sample of this study was selected through purposive sampling technique. The decision to select a scale for research depends on making a trade-off between investigator burden, resources, time availability and score precision. Abridged versions have varied utility in day-to-day life. In the case of studies where socioeconomic variables need to be recorded as demographic variables, the smallest version with 6 items can be used. Similarly, if SES needs to be documented as an independent variable or has a significant bearing on the research question and results, abridged version with 9/11 items can be used. A structured interviewer administered questionnaire by R.L.Bharadwaj, 2005 was used to collect the relevant information. This scale measures the following information: Social Perspective, Family Perspective, Education Perspective, Professional Perspective, Total Assets, Income Perspectives and Caste Perspective. The data collect from the questionnaire were used to score the points.

Data analysis

Data analysis was done with the help of IBM SPSS Statistics Version 22 by computing an independent sample t-test to determine the significant difference between the two samples. The significant level was set at 0.05.

Table 1

The socio-economic status of intercollegiate football players and independent sample test

Variables		N	Mean	Std. Dev.	SEM	Mean Diff.	T	Sig.
Social Perspective	Men Team	15	57.27	12.11	3.10	-7.86*	-2.01	0.041
	Women Team	15	65.13	21.43	5.80			

Family perspective	Men Team	15	90.61	30.81	8.02	-37.53*	-3.43	0.001
	Women Team	15	128.14	34.57	9.22			
Education Perspective	Men Team	15	8.7	2.55	0.66	-1.50	-1.38	0.168
	Women Team	15	10.2	4.12	1.05			
Professional Perspective	Men Team	15	15.51	13.61	3.52	-4.76*	-2.87	0.038
	Women Team	15	20.27	19.63	5.14			
Total Assets	Men Team	15	4.20	3.52	0.82	-3.05*	-2.97	0.032
	Women Team	15	7.25	5.13	1.57			
Income perspective	Men Team	15	6.87	3.18	0.82	-1.56	-1.28	0.235
	Women Team	15	8.43	5.30	1.40			
Caste Perspective	Men Team	15	4.20	1.70	0.44	-2.50*	-2.98	0.028
	Women Team	15	6.70	1.90	0.69			
Total	Men Team	15	187.36	36.30	12.60	-56.76*	-3.74	0.000
	Women Team	15	244.12	58.79	19.34			

119   *Mean difference is significant at 0.05

120   The results in the table 1 showed that:

121   • **Social Perspective**: The mean difference was significant; t (28) = -2.01, p = 0.041;
122   hypothesis accepted and inferred thatwomen team had better socio-economic status
123   than men team from social perspective.

124   • **Family perspective:** The mean difference was significant; t (28) = -3.43, p = 0.001;
125   hypothesis accepted and inferred that women team had better socio-economic status
126   than men team from family perspective.

127   • **Education Perspective:** The mean difference was insignificant; t (28) = -1.38, p =
128   0.168; hypothesis rejected and inferred that women team and men team had similar
129   socio-economic status from education perspective.

130   • **Professional Perspective:** The mean difference was significant; t (28) = -2.87, p =
131   0.038; hypothesis accepted and inferred that women team had better socio-economic
132   status than men team from professional perspective.

133   • **Total Assets:** The mean difference was significant; t (28) = -2.97, p = 0.032;
134   hypothesis accepted and inferred that women team had better socio-economic status
135   than men team in term of total assets.

136   • **Income perspective:** The mean difference was insignificant; t (28) = -1.28, p =
137   0.235; hypothesis rejected and inferred that women team had similar socio-economic
138   status with men team from income perspective.

139   • **Caste Perspective:** The mean difference was significant; t (28) = -2.98, p = 0.028;
140   hypothesis accepted and inferred that women team had better socio-economic status
141   than men team from caste perspective.

- **Total:** The mean difference was significant; t (28) = -3.74, p = 0.000; hypothesis accepted and inferred that women team had better overall socio-economic status than men team.

Figure 1

A bar chart showing the difference in socio-economic status
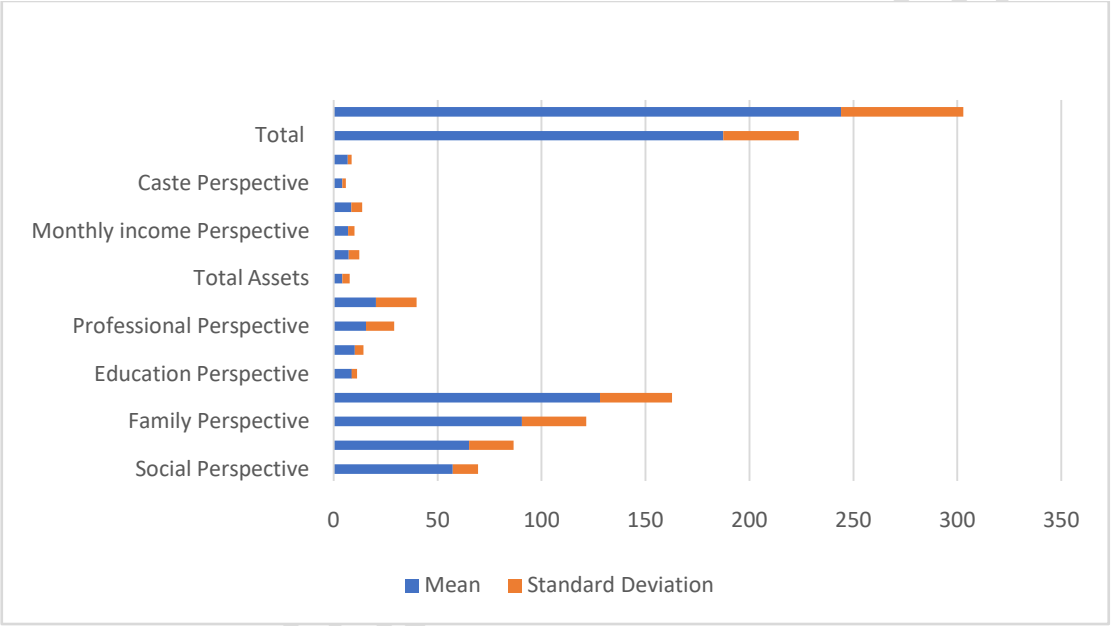
Conclusion

In conclusion, socio-economic status plays a crucial role in shaping an individual's opportunities, living conditions, and overall quality of life. From the results of the data

160 analysis, it can be concluded that the women's football players had better socio-economic
161 conditions than the men's footballplayers in overall socio-economic condition as measured
162 by the socio-economic status scale and also in all the sub-dimensions of the scale, such as
163 family perspective, professional perspective, total assets, and caste perspective except in
164 education and income perspective. The study has many limitations because of the cross-
165 sectional nature of the study. The results of the study also couldn't be generalisable because
166 of the small number of samples. Therefore, longitudinal and large sample size studies are
167 recommended. A balanced and just society can only be achieved when all individuals,
168 regardless of their socio-economic background, are given fair opportunities to thrive.

169

170

171 **References**

172 1. Agarwal, Ak & Agarwal, Anil. (2008). Social Classification: The Need to Update in
173   the Present Scenario. Indian journal of community medicine : official publication of
174   Indian Association of Preventive & Social Medicine. 33. 50-1. 10.4103/0970-
175   0218.39245.
176 2. AbouElmagd, Mohammed & Tiwari, Usha&Mossa, Abubakr& Tiwari, Dhirendra.
177   (2018). The Effect of Socio-Economic Status on the Sports Barriers' Perception
178   among Participants and Non-Sports Participants in Higher Education in the UAE.
179 3. Drenowatz, C., Eisenmann, J.C., Pfeiffer, K.A. et al. Influence of socio-economic
180   status on habitual physical activity and sedentary behaviour in 8- to 11-year old
181   children. BMC Public Health 10, 214 (2010).
182 4. Iqbal and Dr. H Nagalingappa. International Journal of Physical Education, Sports
183   and Health 2021; 8(3): 243-246
184 5. Mishra D, Singh HP. Kuppuswami's socioeconomic status scale – a revision. Indian J
185   Pediatr. 2003; 70: 273–4.
186 6. Prasad BG. Social Classification of Indian families. J Indian Med Assoc. 1961;
187   37:250–1
188 7. Tandon PS, Kroshus E, Olsen K, Garrett K, Qu P, McCleery J. Socioeconomic
189   Inequities in Youth Participation in Physical Activity and Sports. Int J Environ Res
190   Public Health. 2021 Jun 29;18(13):6946. doi: 10.3390/ijerph18136946. PMID:
191   34209544; PMCID: PMC8297079.
192 8. Verma, Rajesh & Verma, Sujit. (2016). SPORTS BY CHOICE OR BY SOCIO-
193   ECONOMIC STATUS. Research Journal of Physical Education Sciences. 4. 1-11.