

THE IMPACT OF SOCIO-ECONOMIC STATUS ON CRICKET PLAYER'S PERFORMANCE IN MANIPUR.

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INTRODUCTION

Socio-Economic Status:

Social economics is referred to as the socioeconomics which is concerned with the relation between social and economic factors prevailing within a particular society. These social and economic factors turn out to be the key factors in deciding the socioeconomic behaviour of a class within that society. These factors vary from one socioeconomic class to the other because their preferences are different, their priorities are different, and above all, their income levels, education, and occupations are different which help decide how they manage their funds and resources.

Different socioeconomic classes have different requirements and purchasing patterns. One class will have the privilege of getting advanced goods or services such as sophisticated medical care and many educational and employment opportunities. On the other hand, a different socioeconomic class lacks all these facilities. They only purchase items and services to meet their fundamental needs, which include food, drink, and shelter. These different levels of consumption behaviours of among the classes create a huge gap between them. (Padma, N.2020).

Socioeconomic Levels and Their Role in Sports

Nowadays sports are competitive, they need professional trainers, sports psychologists, dietitians, etc. Higher SES families can manage their sports needs like good equipment, proper training facilities, and infrastructure for better performance. Players from higher SES can afford personal trainers for special training to achieve higher performance. (Gulhane, A.v.2008)

Cricket

Cricket is a bat-and-ball game played between two teams of eleven players on a cricket field, at the Centre of which is a rectangular 22-yard-long pitch with a wicket, a set of three wooden stumps sited at each end. One team, designated the batting team, attempts to score as many runs as possible, whilst their opponents' field. Each phase of play is called an innings. After either ten batsmen have been dismissed or a set number of overs have been completed, the innings ends, and the two teams then swap roles. The winning team is the one that scores the most runs.

The International Cricket Council is responsible for maintaining cricket's rules. There are three formats of cricket ranging from Twenty20, played over a few hours with each team having a single inning of 20 overs, Test cricket, played over five days with unlimited overs and the teams playing two innings. Traditionally, cricketers play in all white kit but in limited overs cricket, they wear team

colours dress. In addition, players wear use protective gear to prevent injury caused by the ball, which is a hard, solid object made of compressed leather weighing range between 155.9 grams to 163 grams.

Although cricket's origins are uncertain, it was first recorded in south-east England in the 16th century. It spread globally with the expansion of the British Empire, leading to the first international matches in the mid-19th century. Cricket is the second most popular sport in the world ., after football, and is followed primarily in Australia, Asia, Great Britain and Ireland, the Indian subcontinent, southern Africa and the West Indies.

The game of cricket has a known history beginning in the late 16th century. Having originated in south-east England, it became the country's national sport in the 18th century and has developed globally in the 19th and 20th centuries. Since 1844, international matches have been played, although international Test cricket began, retrospectively recognized, in 1877. Additionally, cricket is also the second most spectator sport in the world after football.

1.1 Statement of problem

The impact of socio-economic status on Cricket player's performance in Manipur.

1.2 Purpose of the study

1. To identify the socio-economic background of the player
2. To examine the relationship between socio-economic status and player performance

2. Methodology

2.1 Selection of Subject

For the study, 100 men's cricketers were selected from the elite club of the Manipur Cricket Association

2.2. Selection of Variables:

After the discussion with the expert, the researcher chose the socio-economic factors:

1. Occupation
2. Education
3. Income

2.3 Selection of tools:

Kuppuswamy's Socio-economic Status Scale (Kuppuswamy's, Revised 2024)

Education of the Head of the family

S.no.		Score
1	Professional Degree	7
2	Graduate	6
3	Intermediate/ diploma	5
4	High school	4
5	Middle school	3
6	Primary school	2
7	Illiterate	1

Occupation of the Head of the family

Income of the Head of the Family

s.no		Score
1	≥ 135169	12
2	67587-135168	10
3	50560-67586	6
4	33793-50559	4
5	20274-33792	3
6	6768-20273	2
7	≤ 6767	1

Socio-economic Class

S.no		Score
1	Legislators, senior officials, managers	10
2	Professional	9
3	Technicians/associate professionals	8
4	Clerk	7
5	Skilled worker, shop and market sales workers	6
6	Skilled agricultural and fishery workers	5
7	Craft and related trade workers	4
8	Plant and machine operators and assemblers	3
9	Elementary occupation	2
10	Unemployed	1

2.4
Test

administration:

The researcher has given verbal instructions for filling up the questionnaire. As per the guidelines given in the manual of SES, the test administration was done.

3. Discussion and Finding:

After a systematic data collection process, statistical analysis was carried out. Following data collection, a relationship between socioeconomic status and cricket players' performance was investigated by applying descriptive statistics, chi-square, and Spearman correlation.

Table 3.1

Raw score value of SES scale and player participation at State and National Level.

s.no	Socio-economic class	Score
1	Upper (I)	26-29
2	Upper Middle (II)	16-25
3	Lower Middle (III)	11-15
4	Upper Lower (IV)	5-10
5	Lower (V)	<5

Income status	frequency	Participation			
		State	State %	National	National %
Lower	15	13	86.66	2	13.33
Upper lower	21	12	57.14	9	42.85
Lower middle	25	11	44	14	56
Upper middle	23	9	39.13	14	60.86
Upper	16	5	31.25	11	68.75

Interpretation Table: 3.1 A Structured questionnaire (Kuppuswamy's, Revised 2024) was used to know the SES scales of the family (n = 100). Table 3.1 shows the basics of this scale, 15 subjects were from lower SES, and among 15 subjects 13 subjects were participants at the state level and 2 subjects were participants at the national and their percentages were 86.66% in state and 13.33% in national respectively. 21 subjects were from Upper Lower among that 12 subjects were participants at the state level (57.14%) and 9 subjects were participants at the National (42.85). 25 subjects were from the Lower middle among that 11 subjects were participants at the state level (44%) and 14 subjects were participants at national level (56%). 23 subjects were from the Upper middle among that 9 subjects were participants at state level (39.13%) and 14 subjects were participants at the national level (60.86%).lastly in upper class 16 subjects from that 5 subjects were participants at state level (31.25%) and 11 subjects were participants at the national level (68.75). Graphically represented was shown in figure 3.1.

Fig. 3.1

Diagram representation of % value of participants according to their SES

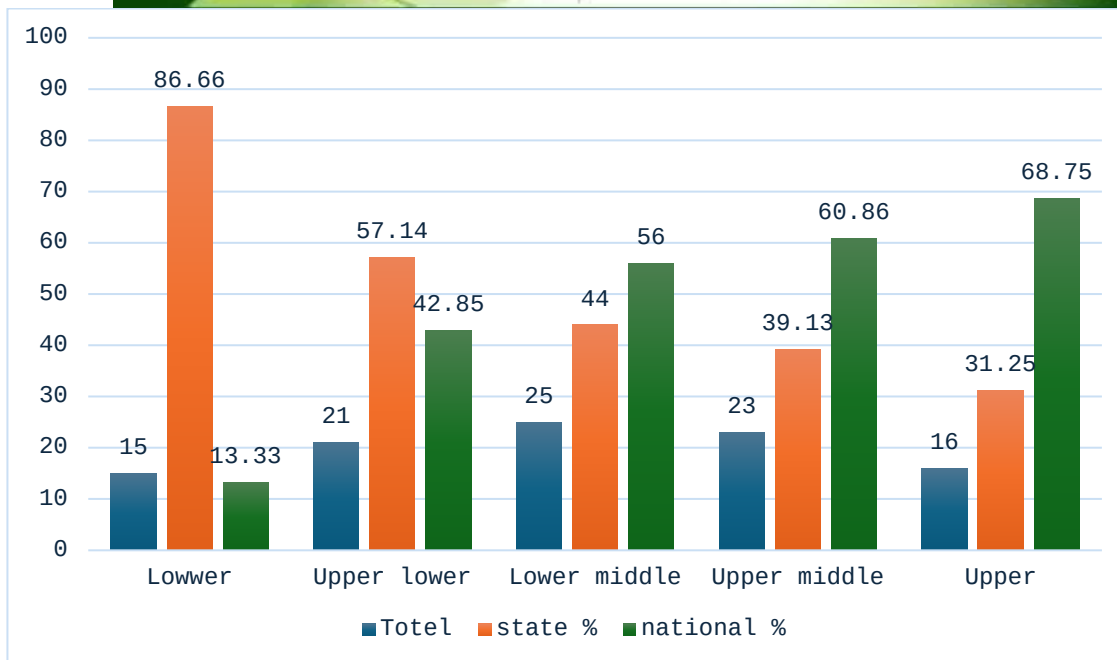


Table 3.2

Chi-square and Spearman correlation between the SES and participation

Interpretation: Table 3.2 shows the chi-square value between the SES and player participants was 12.192 and $P < 0.05$. It means that the income status of the households of the players can influence their participation in State and National tournaments.

Income status	frequency	Participation		Chi-square	p-value	Spearman r
		State	National			
Lower	15	13	2	12.192	0.016	.0319
Upper lower	21	12	9			
Lower middle	25	11	14			
Upper middle	23	9	14			
Upper	16	5	11			

Spearman correlation value 0.0319 shows a positive association between SES and participation was present, as an increase in the SES, and higher participation in national level tournaments.

4. Result:

After the observation in Table 3.1, the total number of players, $N=100$, and players present in their socio-economic class were $n=15$ in lower SES, $n=21$ in upper lower SES, $n=25$ in lower middle SES, $n=23$ in upper middle SES, and $n=16$ in upper SES. The percentage of participants at the national level was 13.33 % in lower SES, 42.85% in upper lower SES, 56%

in Lower middle SES, 60.86% in upper middle SES, and 68.75% in upper SES. Increase in the SES class of the player, the level of national participation is also increasing.

From Table no.3.2, the SES and participation were significant, the value of chi-square= 12.192, and the P value is 0.016 which is less than 0.05 ($p < 0.05$).

The value of Spearman correlation, $s_p r = 0.0319$, shows that increase the SES and more participants at the national level.

5. Conclusion:

The research found that higher SES of households have more participation in national tournaments as compared to players with Lower SES. Players with Upper SES have proper facilities of training with high-tech equipment, they can afford personal trainers to enhance their performance. The player with higher SES can manage dietary factors to increase their strength, endurance, and muscle recovery which affects in performance.

Players from low SES face many difficulties in daily practice due to financial conditions, they do not have proper equipment and cannot participate regularly in coaching. Players with low SES struggle to maintain their balanced diet, they have less time to practice and rest to balance sports with work of family responsibilities. Socioeconomic status is related to the performance of the player.

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