



THE IMPACT OF SOCIO-ECONOMIC STATUS IN PHYSICAL EDUCATION AND THREE DISCIPLINES- A COMPARATIVE STUDY

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KEYWORDS :

Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. For a civilized and socialized society, education is the only means. Its goal is to make an individual perfect. Every society gives importance to education because it is a panacea for all evils. It is the key to solve the various problems of life.

- Education has been described as a process of waking up to life.
- Waking up to life and its mysteries, its solvable problems and the ways to solve the problems and celebrate the mysteries of life.
- Waking up to the inter-dependencies of all things, to the threat to our global village, to the power within the human race to create alternatives, to the obstacles entrenched in economic, social and political structures that prevent our waking up.
- Education in the broadest sense of the term is meant to aid the human being in his/her pursuit of wholeness. Wholeness implies the harmonious development of all the potentialities God has given to a human person.
- True education is the harmonious development of the physical, mental, moral (spiritual), and social faculties, the four dimensions of life, for a life of dedicated service.

Aims give direction to activities. Aims of education are formulated keeping in view the needs of situation. Human nature is multisided with multiple needs, which are related to life. Educational aims are correlated to ideals of life.

The goal of education should be the full flowering of the human on this earth. According to a UNESCO study, "the physical, intellectual, emotional and ethical integration of the individual into a complete man/woman is the fundamental aim of education."

The goal of education is also to form children into human persons committed to work for the creation of human communities of love, fellowship, freedom, justice and harmony. Students are to be moulded only by making them experience the significance of these values in the school itself. Teachers could achieve this only by the lived example of their lives manifested in hundreds of small and big transactions with students in word and deed.

The supporters believe that society or state is supreme or real. The individual is only a means. The progress of the society is the aim of education. Education is for the society and of the society. The function of education is for the welfare of the state. The state will make the individual as it desires. It prepares the individual to play different roles in society. Individuality has no value, and personality is meaningless apart from society. If society will develop individual will develop automatically. Here society plays an important role.

Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since Independence. The number of Universities has increased 34 times from 20 in 1950 to 677 in 2014. The sector boasts of 45 Central Universities of which 40 are under the purview of Ministry of Human Resource Development, 318 State Universities, 185 State Private Universities, 129 Deemed to be Universities, 51 Institutions of National Importance (established under Acts of Parliament) under MHRD (IITs - 16, NITs - 30 and IISERs - 5) and four Institutions (established under various State legislations). The number of colleges

has also registered manifold increase of 74 times with just 500 in 1950 growing to 37,204, as on 31st March, 2013.

REVIEW OF LITERATURE

Tseng M.S. (2005) made an attempt to study on vocational aspiration of the contemporary Tibetan youth. The main objective of this study was to find out the sex differences in the vocational aspiration. The sample comprised of 180 student i.e., 90 boys 90 girls between classes IX to XII. Survey method was employed by using questionnaire developed by the researcher. Findings: The findings revealed that there was considerable sex difference in the student's vocational aspiration. The boys had a greater range of vocational choice compared to the girls.

Indowu and Dere (2007) Conducted a study on vocational aspiration of high school seniors in Nigeria in relation to their socio-economic status and showed that higher the socio-economic status higher would be the aspiration level of subjects.

Marjoribanks (2008) collected data from Australian children at age 11 and again at age 16 from 5122 subjects to examine occupational aspiration in relation to their social status. The findings suggested that social status acted as an allocation factor such that low social inhibited associations between early school attitudes and later aspiration.

Kumar, G., (2010) Socio Economic Status of Women Farmers: The socio-economic status of women farmers is low because of inherent social hierarchy and economic deprivation. The main objective of the study is to find out the socio-economic status of women farmers and to investigate this different research tools is applied mainly interview schedule. The study reveals that although women's agricultural labor force is high but there has not been any significant change in the status of women farmers.

Sharma, J.L. (2011), A study into Growth Analysis of Public Investment in Agriculture Sector of Punjab, to meet the more diverse and difficult challenges in agriculture, adequate financial support is required, but it is much below that required level. Therefore, Govt. has to create a favorable policy and development support environment for private to fill the investment gap in agriculture sector.

Rhee, Ock, Stein (2011) described the vocational aspiration of Korean female adolescent. The purpose of the study was to determine the family background variables of Korean female if adolescents in relation to traditional versus non-traditional occupational aspiration. The sample comprised at 1,320 junior and senior high school girls in Seoul, Korea. The findings revealed that socio-economic status of the family was a variable related to the vocational aspiration of female adolescents.

STATEMENT OF THE PROBLEM

"The Impact of Socio-Economic Status in Physical Education and three Disciplines-A comparative studies"

OBJECTIVE OF THE STUDY

The objectives of the present research are as follows:

1. To compare the socio-economic status between physical education students and M.B.A. students.
2. To compare the socio-economic status between physical education students and M.C.A. department students.

3. To compare the socio-economic status between physical education students and History department students.

TOOLS AND TECHNIQUES

In the line with objective with the study and item, a self-made questionnaire was prepared to conduct. Data will be collected randomly from four disciplines through questionnaire. They were requested not to consult each other and tick the suitable answer threw their understanding. They were provided possible support to give explanation to the items but due care was taken for not influencing their opinion. They were also assured that the data will be kept confidential

ANALYSIS AND INTERPRETATION

Table: 1

Socio factors influence the individual

Sr. No.	Disciplines	N	Score
1	Physical Education	15	25
2	M.Sc.	15	25
3	MBA	15	32
4	History	15	45

The analytical Table 1 showed that socio factor influences the individual. Table 2 revealed that History students affected most again regarding factor. It means that according to the score of History (45) students the socio factors influence the individual. The second highest score was MBA. The third lowest score was M. Sc and physical education students.

Table: 2

Economic Factor Influenced the Individual

Sr. No.	Disciplines	N	Score
1	Physical Education	15	40
2	M.Sc.	15	20
3	MBA	15	32
4	History	15	35

Table 2 examined that economic factors influenced the individual. Table 3 exposed that physical education students affected most regarding factor. It means that according to the score (40) of physical education students economic factors influenced the individual. It means that the economic status of physical education students have lower that the students of other disciplines. The second high score (35) was History students. There was a slightly difference in the score of History and physical education students. It means History students have also same opinion towards factor. The third lowest score was MBA and lowest score was MBA.

Table 3

Higher Education Prepares an Individual to Face the Challenges of Life Effectively and Adjustment in Society

Sr. No.	Disciplines	N	Score
1	Physical Education	15	35
2	M.Sc.	15	20
3	MBA	15	28
4	History	15	40

The analytical Table 3 inspected that the educational level of parents is a determine factor for higher education for their children. Table 8 exposed that History students affected most regarding factor. The second high score (35) was physical education students. MBA students have the third highest and the M.Sc. students have the lowest score regarding factor.

CONCLUSIONS

Majority of History students' academic status influence the individual life. The second high score was physical education students. Most of History (45) students the socio factors influence the individual. The second highest score was MBA. The economic status of physical education students has lower that the students of other disciplines. History has the third highest and the physical education students have the lowest score regarding statement. The parents of physical education students have lower educational level. History students affected most regarding statement. MBA, History and physical education students have approximately same. It means that they have same opinion towards statement. Physical education students affected most regarding statement. Physical education students affected most regarding statement. The second high score was M.Sc. and History

students. The MBA students have the lowest score in all disciplines.

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