

# A Comparative Study of Socio Economic Status of Self Concept and Attitude of State Level Players of Team and Individual Sports

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## ABSTRACT

On the basis of the integrative concept of self-esteem discussed in sport-related literature, various studies refer to its importance in the context of sports activities. Self-esteem is often understood as a personality trait because it tends to be durable and stable. No accurate description is available regarding the types of sports in which subjects participated. The main purpose of the research was to identify and compare the levels of self-esteem and self-confidence of players practicing individual and team sports. The self-esteem and self-confidence levels were measured by the Rosenberg Self-Esteem Scale and the Self-Confidence Test. All participants were both males and females. Subjects were divided into two categories: 40 for individual sports and 40 for team sports. There were two evaluation periods: P1, the beginning of the preparation period, and P2, the beginning of the competition period. There were statistically significant differences for P1 ( $p < 0.002$ ) and P2 ( $p < 0.003$ ). The differences between the average values of the two periods were 5.8 points and 3.8 points, both favorable to the group of players who practiced individual sports. There were significant differences between the individual and team players in self-esteem level. Individual players presented a higher level of self-esteem.

**KEYWORDS:** self-concept and attitude, socioeconomic status, team, players, sports, state level

## INTRODUCTION

There are specific guidelines regarding the level of physical activity (PA) required to provide health benefits. However, the research underpinning these PA guidelines does not address the element of social health. Furthermore, there is insufficient evidence about the levels or types of PA associated specifically with psychological health. This paper first presents the results of a systematic review of the psychological and social health benefits of participation by sport players. Secondly, the information arising from the systematic review has been used to develop a conceptual model.[1,2]

Sport psychology is an important factor in sport which may mark an player performance, and even their psychological well-being, either an individual performance or a team performance due to be uncovered that the right support can be put in place

for players where necessary. The progressively competitive nature of sport self-esteem, play an energetic role in the achievement of player and the upkeep of their psychological well-being. Positive performance has been exposed through extensive research in the field of performance psychology. Constructive connection between self-esteem and sports participation is expected due to the positive health and social appearances associated with existence involved in sport like the increase in body image and physical competence. The most imperative zeal of sports should lies in the heart and minds of the nations to have a healthy physical structure and improve mentally psychologically which learn and develop the skills and leadership abilities. Self-esteem is a basic human need or motivation.[3,4]

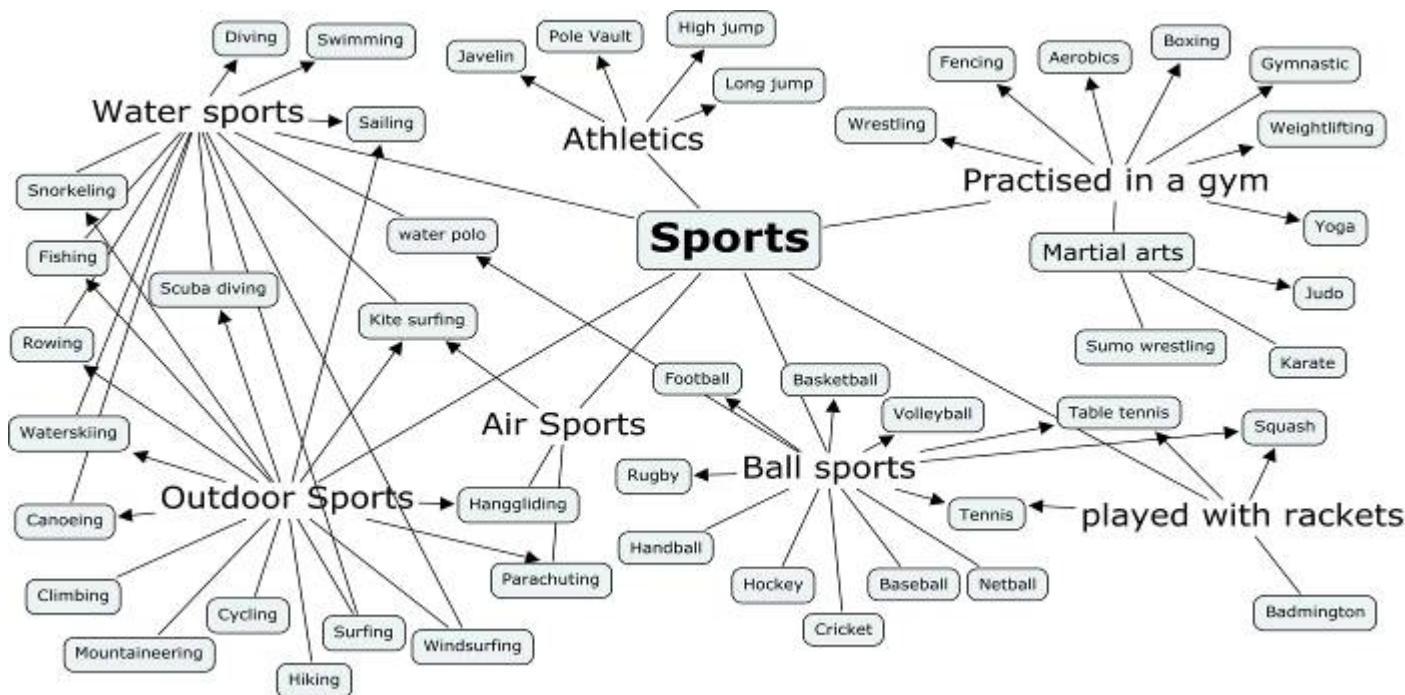
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**DISCUSSION**

The physical benefits of sport and activity are well documented in the media and elsewhere. The World Health Organisation states that the Benefits of Physical Activity for Young People include maintaining a healthy body weight and development of a healthy cardiovascular system leading to increased wellness. Importantly, contemporary studies also suggest that sport can also have a huge impact on the psychological and social well-being of a person as well as teaching them some extremely valuable life skills too. [5,6]

**1. Camaraderie**

Joining a sports team gives players a sense of belonging and the opportunity to make new friends. Some may even become buddies for life! Getting involved in a sport also gives players another social circle outside of school. With some sources reporting one in four players being bullied at school, joining a sports team could be a vital and much-needed source of social support.

**2. Learning to Lose**

And learning to do it graciously. Bad sportsmanship is an ugly thing. No one likes a sore loser. Of course, there is no harm in being competitive and expressing frustration in a non-aggressive manner. However, losing with integrity to a better opponent is a lot more honourable than throwing tantrums as regularly displayed by certain young Australian tennis players. Which leads us on to the next point quite nicely...



**3. Respecting Authority**

Does your player need the occasional extra dose of discipline? Sign them up for a sport. Following set rules, taking direction and accepting decisions is a large part of playing competitive sport and players are often

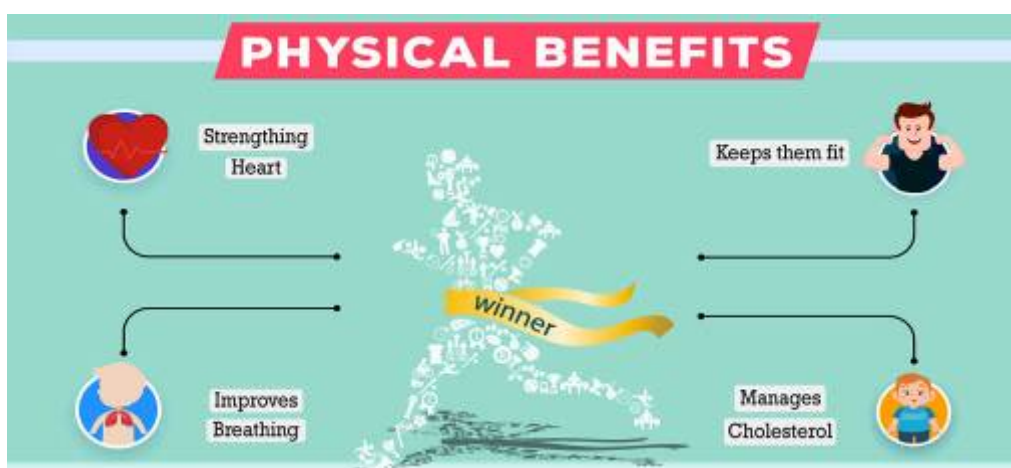
penalised for bad behaviour. With regular interaction with coaches, referees and other players, respecting their elders and listening to their peers is an important skill players can take from the court or pitch.

#### 4. Controlling Emotions

As players grow up, we expect them to learn to control their emotions. Especially the negative ones. In sport, emotions can run high and learning to channel them the right way can be tough for youngsters. A good coach understands that negative emotional stress hurts performance. However, once this piece of wisdom is ingrained, your player will be better equipped to tackle a whole range of other life challenges.

#### 5. Self-esteem

Many studies suggest that sport and other physical activities can contribute to the development of self-esteem in players. A pat on the back, a high-five from a friend, or a handshake with an opponent at the end of a match (even if they lost), is all character building for your player. The difficulty however, is to not let their self-esteem become inextricably linked to winning or losing. Instead, the development of self-worth should be calibrated to focus on their effort and enjoyment of the sport. The supportive relationships of coaches and teammates, plus encouragement from parents, can all positively affect the self-esteem of a player. So next time your player plays a game — of anything — ask: “how it did it go?” rather than “did you win?” Even better still ask: “did you enjoy it?”



#### 6. Patience

For all players, even those who are extremely gifted, practice plays a large role in whatever sport or activity one is involved in. If the adage of practice makes perfect is true, then perfect takes patience. Of course, we should not encourage our players to judge themselves against perfection, however the message should be: “if you want to get better at something, it is going to take time.” Patience is certainly a worthwhile lesson for players to learn.

#### 7. Dedication

Similar to patience, the discipline of training and the commitment it takes to pursue a sport is a trait transferrable to many other aspects of life. It is no coincidence that participation in sport is linked to higher academic achievement in school. If your players put time and effort into getting better at something, and see the results, maybe — just maybe — they will put the same amount of dedication into their studies. No promises there though...

#### 8. Working Together

“There is no I in team.” “Teamwork makes the dream work.” Whichever clichéd phrase coaches choose to roll out to their teams means nothing unless the team members buy in to it. A team cannot succeed without working together. No matter how good the individual players may be. Communication is key and learning to be part of a team is synonymous with learning to value the effectiveness of teamwork. A useful lesson for players to carry into adulthood and their future careers.

#### 9. Less Selfish

Closely tied to teamwork, sports (particularly team sports) are a great platform to teach players to be less selfish. In sport, players need to think about what is best for the team. Not themselves. You see it all the time in football among many other sports. A player so often has the opportunity to pass to a teammate for a certain goal, but instead makes the decision to go for personal glory and misses. Egos are not good for team morale or performance. Coaching players to understand that they can achieve more by being less selfish, is one of the great takeaways of team sport.[7,8]

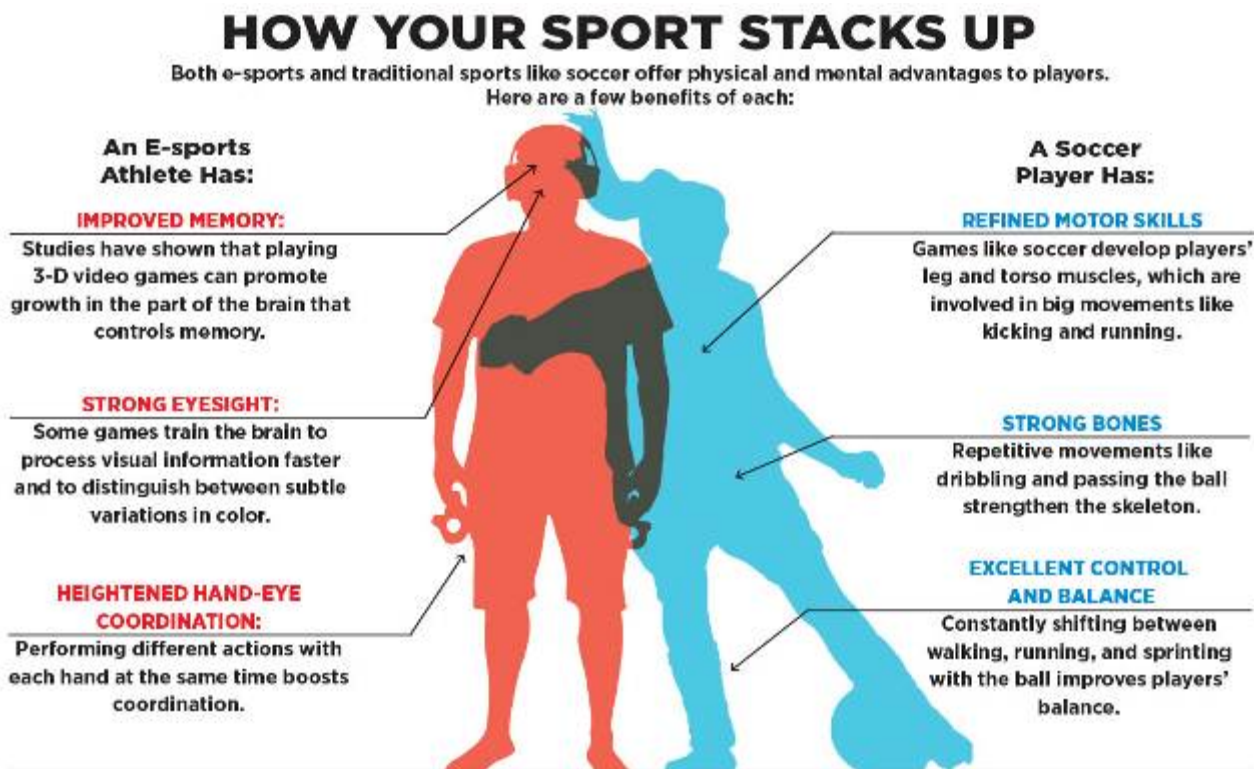


## 10. Resilience

➤ The highs. The lows. The wins. The losses. Sport can often be a bit of an emotional rollercoaster.

### One study

➤ found that youngsters who are highly involved in sport are more ‘psychologically resilient’. This is not surprising when sport teaches players to pick themselves up after a hard tackle or hold their head up high after losing badly and get right back out there next week. Sport is about bouncing back and learning from mistakes. The earlier players can learn these skills the better.



Overall, the psychological and social benefits of playing sport can help players become well-rounded, mature adults. So whether it is a team sport or an individual sport like tennis, what your players can learn goes undoubtedly beyond the physical. There are many avenues to junior sport through the club systems and other providers where players can develop the above skills and attributes. All of these opportunities undoubtedly have a positive impact on the adult they become.

Australian Sports Camps are one of Australia's most experienced and professional sport camp providers for players aged 6-16. Their nationwide camps and sports programs are held every school holidays across most capital cities.[9,10] With programs delivered by expert coaches and special celebrity guests they have programs for most popular sports including:

- Basketball
- Cricket
- AFL
- Rugby League
- Rugby Union
- Hockey
- Netball
- Soccer
- Tennis

## RESULTS

Development from sport goes beyond learning new physical skills. Sport helps develop better ways to cope with the highs and lows of life. When they're playing sport, players learn to lose. Being a good loser takes maturity and practice. Losing teaches players to bounce back from disappointment, cope with unpleasant experiences and is an important part of becoming resilient. Playing sport helps learn to control their emotions and channel negative feelings in a positive way. It also helps players to develop patience and understand that it can take a lot of practice to improve both their physical skills and what they do in school /college or further as career.

# Benefits of practicing sports

By Mathias Chávez, Piero Ramírez,



## 1. What happens to your body when you exercise?



A healthy life requires of physical activities, those provides the organs and tissues oxygen and more blood than a resting routine, also gives better resistances and strength

## 2. Examples of most popular sports

The most popular sports have in common that are easy to practice and don't need lots of tools to practice, For example:

- Running
- Riding a bike
- Yoga
- Football



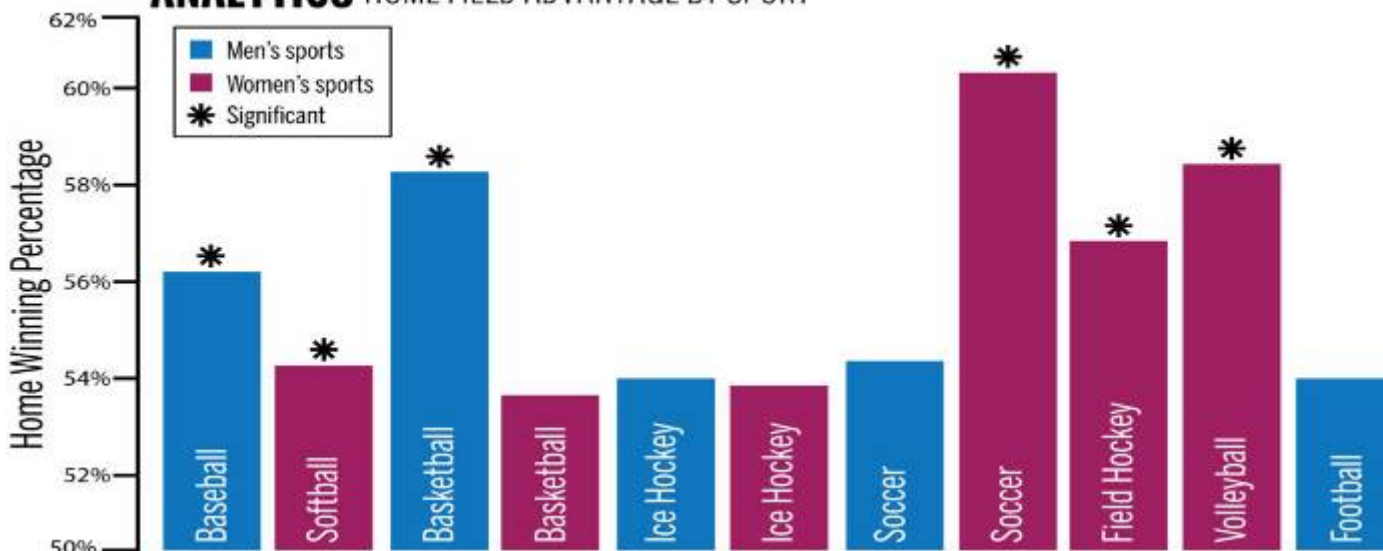
## 3. Tips for beginners

- 1 to 1 and a half hour per day of sports is enough.
- Organize your sleep time can be helpful to have the necessary time to do sports



Young people generally are often portrayed as being full of ambitions and hopes for the world and, therefore, important drivers of cultural change. The United Nations Population Fund describes well this expectation on young people as shapers of the culture of the future: As they grow through adolescence, young people develop their identity and become autonomous individuals. Young people do not share their elders' experiences and memories. They develop their own ways of perceiving, appreciating, classifying and distinguishing issues, and the codes, symbols and language in which to express them. Young people's responses to the changing world, and their unique ways of explaining and communicating their experience, can help transform their cultures and ready their societies to meet new challenges. ... Their dynamism can change some of the archaic and harmful aspects of their cultures that older generations take to be immutable.[11,12]

## ANALYTICS HOME FIELD ADVANTAGE BY SPORT



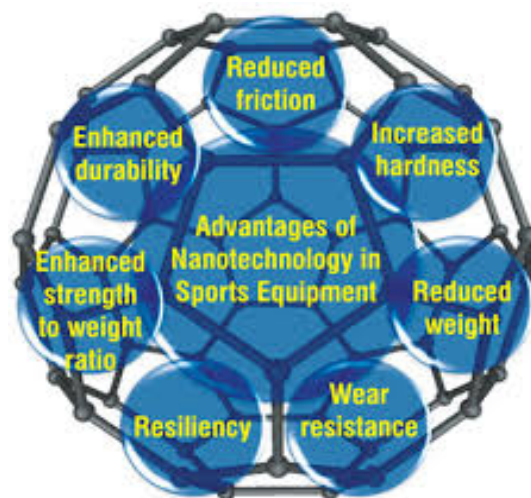
Sport is a universal element in all cultures and therefore we have chosen to include it as a theme for Compass. Sport is popular particularly with young people; statistics show that 61% of young people aged between 15 and 24 participate regularly (at least once a week) in sporting activities in the EU2<sup>2</sup>. Another reason for including sport is that sports provide young people with opportunities for social interaction through which they can develop the knowledge, skills and attitudes necessary for their full participation in civil society.

Culture and sport are both human rights and related to various other human rights. They are also the grounds on which human rights are often challenged and abused, including those of young people.

Sports, and especially team games, are an important part of our lives, whether we are spectators or participants. For many, football is a never-ending source of conversation, fans feel a deep affinity with their team, and star players are given the status of heroes. The current fashion for people to want to look good, youthful, athletic and healthy is manifested by the number of fitness clubs opening up and the quantity of magazines published about slimming, while parks are filled with joggers. Other activities which involve mental rather than physical exertion, such as chess, are also considered sports. There are sports to suit all tastes and temperaments and thus sport can truly be closely linked to our identity and culture at some point in our life. If we look deeper into the underlying value and purpose of sports and games – and this includes the play of young children – it becomes apparent that all sports, whether football, spear throwing or yoga, have developed as a means of teaching necessary life skills, which is why sports are seen as an important part of the educational curriculum, both formal and non-formal.

## CONCLUSIONS

Pierre de Coubertin – “father” of the modern Olympic Games – believed that sports events in general and international ones in particular were important tools for the promotion of human rights: sports should have the explicit function to encourage active peace, international understanding in a spirit of mutual respect between people from different origins, ideologies and creeds.



No human rights declarations or covenants contain a specific mention of sport. Nonetheless, the International Olympic Committee (IOC) stated in its Olympic Charter that the “practice of sport is a human right. Every individual must have the possibility of practising sport, without discrimination of any kind and in the Olympic spirit”. [13,14]

Participation in sport can promote human rights through generating shared interests and values and teaching social skills that are necessary for democratic citizenship. Sport enhances social and cultural life by bringing together individuals and communities. Sports can help to overcome difference and encourages dialogue, and thereby helps to break down prejudice, stereotypes, cultural differences, ignorance, intolerance and discrimination.

Sport is often used as a first step to engage vulnerable and marginalised groups. Street football is used in many inner city areas as a way for youth workers to make contact with alienated young people. The Homeless World Cup is an international football tournament where teams are made up entirely of homeless people. The event has been held annually since 2003. On the official website of the organisation we can read that “... the research into the impact of the Copenhagen 2007 Homeless World Cup once again demonstrates significant change in the lives of the players - 71% of players came off drugs and alcohol, moving into jobs, homes, training, education, repairing relationships all whilst continuing to play football”.



Sportsmen and sportswomen are often admired for their status, achievements, and sometimes for their inspiring journey to success. Many young people look up to them for their efforts to fight for social justice and human rights. For example, Lilian Thuram is the most capped player in the history of the French National football team and known for his fight against racism and defence of young people. Eric Cantona is also a famous former footballer. He came from a poor immigrant family and is now well known for acting, and his support for the homeless.

The UN relies on some prominent personalities from the world of art, music, film, literature and sport to draw attention to its activities and promote the mission of the organisation. Examples include the following: footballer Leo Messi, Goodwill Ambassador for UNICEF; tennis star Maria Sharapova, Goodwill Ambassador for the UN Development Programme (UNDP) and singer Céline Dion, UNESCO Artist for Peace

TRANS INCLUSION CHART for Scholastic & Non-Scholastic Competition	SEX STATUS OF TRANS GIRL/WOMAN		
	Athlete has not experienced (any stage of) male puberty	Athlete has experienced some or all of male puberty & is not on hormones or has not mitigated their legacy advantage	Athlete has experienced some or all of male puberty & is on hormones and has mitigated their legacy advantage
Non-Contact Sports Competition	Included without condition (no different requirements)	Included but no head-to-head competition	Included consistent with international rules e.g., NCAA rule
Contact Sports Competition	Included without condition (no different requirements)	Included but no head-to-head competition	Included consistent with international rules e.g., NCAA rule

The use of performance enhancing drugs is probably the most well known abuse of human dignity and health. There are also controversial issues of hormone treatment and sex-testing of women athletes that have to do with respect, human dignity and the right to privacy. Sponsors can exploit sportsmen and women, and ambitious parents can exploit children who demonstrate precocious ability. Intensive training and pressure to compete can lead to sports injuries and be a risk to mental well-being.

Sporting opportunities are not always inclusive and there are often elements of discrimination against women, religious or cultural minorities or other groups in access to sports facilities, for instance, football classes offered only for boys at school. Commercial pressures and interests may lead to human rights abuses that undermine dignity and respect for others. For instance, some players accept bribes to commit “professional fouls” in soccer or to fix matches in cricket. Some human rights abuses are associated with the globalisation of the sporting goods industry. For example, sportswear and equipment suppliers have been criticised for

contracting with factories where child labour is used. The most common human rights challenge related to sport is equality and non-discrimination.

The effective exercise of equality in access to sport is faced with various economic, social and logistical barriers: existence of sport facilities, being able to access them and to afford them, being admitted to sports clubs and facilities, accessibility of the facilities, and so on. Despite the widely recognised integration role of sport, in most countries many young people are de facto deprived from access to sport.[15]

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