ANALYSIS OF SOCIO-ECONOMIC STATUS AND PSYCHOLOGICAL FACTORS POTENTIAL OF THE PLAYING ABILITY OF SCHOOL BOYS OF INDIAN SCHOOLS IN OMAN

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Students' playing skill is significantly impacted by their socioeconomic status. Someone's or a group's socioeconomic standing is determined by factors such as his or her level of education, job, and parental income. A person's socioeconomic status (SES) and way of life are both connected with their level of health. This research analyzed how socioeconomic status (SES) affected the respondents' overall health. We also investigated if and how one's way of life can moderate the connection among socioeconomic status and health. There were substantial beneficial benefits on both physiological and mental health from the way of life. Further, the connection between socioeconomic status and health was mediated by one's way of life. This study investigates the association between the socio-economic position and psychological factors and their potential impact on the playing ability of school boys from Indian schools in Oman. The aim of the research is to identify the socio-economic factors and psychological characteristics that may influence the performance and abilities of these students in sports activities. The questionnaires assess variables such as family income, parental education level, access to resources, self-esteem, motivation, and self-efficacy. These factors are hypothesized to have an influence on the playing ability of the participants. The qualitative phase involves conducting in-depth interviews with a subset of the participants to gain deeper insights into their experiences, perceptions, and attitudes towards sports and the impact of socio-economic and psychological factors on their abilities. The interviews provide a more nuanced understanding of the underlying factors that contribute to or hinder their playing ability. The findings of this study are expected to contribute to the existing literature on the relationship between socio-economic status, psychological factors, and sports performance among school boys. Additionally, the results may inform educational institutions, policymakers, and sports organizations in developing strategies and interventions to enhance the playing ability and overall well-being of students from Indian schools in Oman.

Keywords: socioeconomic status, Sports activity, Indian schools, psychological factors, playing ability.

1. INTRODUCTION

Participation in sports and physical activities plays a vital role in the holistic development of children and adolescents. It not only promotes physical fitness but also fosters social skills, teamwork, discipline, and mental well-being. Understanding the factors that contribute to the playing ability of school boys is crucial for optimizing their sports performance and overall development. This study focuses on analyzing the socio-economic status and psychological factors that may influence the potential playing ability of school boys from Indian schools in Oman. Socio-economic status (SES) encompasses various dimensions, including family income, parental education level, and access to resources. These factors have been found to have a significant impact on an individual's opportunities, lifestyle, and overall well-being. In the context of sports, socio-economic disparities can affect access to quality training facilities, coaching, equipment, and participation in competitive events. Furthermore, SES can indirectly influence psychological factors such as self-esteem, motivation, and self-efficacy, which, in turn, can affect an individual's sports performance.

Psychological factors are integral components of an athlete's overall performance and success. Self-esteem, a person's perception of their own worth and competence, plays a crucial role in shaping their motivation and confidence levels. Motivation, encompassing intrinsic and extrinsic factors, drives individuals to engage in sports and strive for excellence. Self-confidence is the confidence in one's own abilities to do given tasks successfully, influences an individual's willingness to take on challenges and persist in the face of obstacles. These psychological factors interact with socio-economic factors and contribute to the playing ability and performance of school boys in sports. Despite research shows the correlation between income and health, psychological factors, and sports performance in various contexts, there is a dearth of research specifically focused on the school boys of Indian schools in Oman. Understanding the unique socio-economic and psychological factors that influence their playing ability can aid in tailoring effective interventions and strategies to enhance their sports performance and overall well-being.

Socioeconomic status (SES) has long been hypothesized to have an effect on health. In the 1960s, scholars widely assumed that health disparity would decrease, at least in developed nations, as a result of advances in medical technology and economic growth [1]. Black showed, however, that health disparities in Britain had not only persisted but worsened since the 1980s [2]. This result, that those with greater socioeconomic status had better health than those with lower SES, has been validated by studies showed in the United States and Europe. [3,4]. These investigations established the significant effect of SES on health, while the mechanism behind this phenomenon remains controversial. Social causality theory and health selective theory are two schools of thought put forth by academics [5]. The former implies that socioeconomic differences are the primary reason for health disparities [6]. On the other hand, the latter implies that healthier people tend to be better off financially [7]. Notwithstanding these worries, there is growing understanding that socioeconomic status (SES) significantly affects health due to everyday decisions [8]. To rephrase, the level of health is determined by the efforts and positive habits of an individual [9]. What forms a healthy lifestyle depends on the individual's goals, societal norms, abilities, and knowledge of what comprises sound, stress-relieving, or pleasurable behaviors [10]. Unhealthy habits include things like smoking, drinking excessively, and not getting enough exercise [11,12]. On the other hand, engaging in regular exercise, meaningful social relationships, effective stress management, and personal development are all examples of positive lifestyle choices. The results of several studies have shown a correlation between individuals' health and their personal and professional choices about their lifestyle.

The fundamental purpose of this research is to investigate the effects of socioeconomic and mental factors that have the potential to influence the playing ability of school boys from Indian schools in Oman. By examining these factors, this research aims to provide insights into the underlying determinants of sports performance among this specific demographic. The findings of this study can inform educational institutions, policymakers, and sports organizations in designing targeted interventions and programs to foster the development of school boys' sporting abilities. In conclusion, our investigation explored the connection among socioeconomic position, psychological factors, and the playing ability of school boys from Indian schools in Oman. The insights gained from this research can contribute to a better sympathetic of the multifaceted issues that shape their sports performance and inform strategies for their optimal development in the sporting domain.

2. REVIEW LITERATURE

The existing literature highlights the significant impact of socioeconomic factors on students' academic performance. These factors play a vital role in shaping students' educational outcomes and can help identify the socioeconomic and cultural influences affecting academic achievement. Disparities in access to educational resources and varying levels of investment in education within households often lead to inequalities in academic achievements among students. Several empirical studies have demonstrated that students from lower socioeconomic backgrounds tend to have intellectual stagnation in comparison with students from wealthier families, Therefore, kids from disadvantaged backgrounds are less likely to are more likely to experience cognitive and academic development challenges, as well as language difficulties [13]. Factors such as illiteracy among parents, their limited professional opportunities, low income, poor health conditions, and Students' learning achievement suffers when they cannot get the education they need [14].

In contrast, a study [15] results showed no substantial gender disparities in pupils' academic performance. However, a study focusing on the socioeconomic factors and academic achievement of secondary school students indicated that there were noteworthy disparities in academic performance among groups with different socioeconomic and demographic backgrounds. Additionally, another study [16] emphasized a high school pupils' academic success is strongly correlated with their family's socioeconomic level, with male students outperforming their female counterparts. Interestingly, the study also revealed showed students in urban and rural areas did not differ significantly in their academic achievement. It is important to note that the association between socioeconomic status and educational performance is influenced by the quality of the schools. Unfortunately, even in high-income nations, educational disparities remain with significant socioeconomic factors, posing a significant challenge for developing countries striving to provide equitable access to education for all children [17].

Moreover, previous academic achievements, academic experiences, and work status were found to have a stronger influence on students' academic performance compared to their socioeconomic status [18]. Children from more privileged backgrounds were more likely to succeed academically than those from disadvantaged families [19]. Socioeconomic status was positively associated with academic performance in language and mathematics subjects, indicating a positive relationship between socioeconomic factors and students' achievements in these subjects [20]. Furthermore, a study [21] discovered a significant correlation between the location of students' homes and their academic performance at the secondary level. Previous studies examining the correlation between childhood obesity and socioeconomic status in school-aged children have failed to provide conclusive findings. Children of lower socioeconomic status

have been shown to be more likely to be overweight or obese in research conducted in North America, Australia, and Europe [22], although this association has not been shown in studies conducted in Brazil or Korea [23]. Studies conducted in South America [24], the Arab world [25], and Africa [26] revealed inverse trends. This indicates that kids from affluent families showed more signs of being overweight and obese than kids from poorer families. This discrepancy in studies has been attributed, in part, to the fact that the rate at which economic and social interconnectedness is expanding in various parts of the world varies greatly [27].

There is a common belief that children from poorer socioeconomic backgrounds have motor developmental delays [28-30] when researchers examine the link between SES and motor ability. However, as was said in the previous paragraph, the correlation between socioeconomic status and facets of mental health appears to vary by culture. South African (SA) children's FMS performance is typically better than that of their peers from higher socioeconomic backgrounds [34], despite the fact that a positive association between SES and FMS was found in children from pre-school age onward in advanced or Western countries [31-33]. Furthermore, Armstrong [36] reported that the only manipulation construct-specific variable for which an inverse association between SES and FMS was detected was ball kicking. Furthermore, it is essential to recognize that FMS development during the preschool and school years is obviously sex related. Across countries of varying prosperity, girls tend to excel at locomotion, whereas boys are more adept at manipulating objects [37]. This trend was also seen by Pienaar et al. [41] among South African first graders who came from low- and middle-income homes. Surprisingly when taking into account age, the association between FMS and SES in females is inverted, as was seen in studies of pre-school and school-aged children [39, 40].

These findings highlight the complex interplay between socioeconomic factors and academic performance among students. It is crucial for educational institutions and policymakers to address the challenges associated with socioeconomic disparities to ensure equal educational opportunities and foster positive academic outcomes for all students.The major goal of this study is to examine whether or not there is a connection among socioeconomic position and extracurricular physical activity. The central hypothesis is that children from low-income homes are less likely to participate in extracurricular activities that include physical activity. That's because kids from middle- and lower-income households typically don't have as much disposable cash to spend on extracurricular activities. Two presumptions form the basis of the theory.

First, it's considered that kids who want to play sports outside of PE could benefit from having an adult guide them through the proces, such as taking ballet or karate lessons. These activities often require specialized training or guidance, which may come at an additional cost that could be a barrier for children from lower-income households. Secondly, it is postulated that certain sports outside of the curriculum may demand expensive equipment or access to specialized facilities. For instance, engaging in activities like roller-blading or ice-skating might require specific equipment or access to ice rinks, which may not be readily available or affordable for children from lower-income backgrounds.

Further support for the argument regarding the potential financial constraints associated with non-curricular sports is provided by prior research. Previous research has shown that children from low-income households had less sporting possibilities than their middle- and upper-class contemporaries. This discrepancy extends to the exposure to different types and a greater number of sports, reflecting a disparity in the sporting experiences available to children from different socioeconomic backgrounds. By examining the association between income and

involvement in voluntary physical activities beyond the school curriculum, this study aims to shed light on the potential barriers faced by children from lower-income families. The findings can help build a stronger comprehension of the factors influencing access to sports and inform strategies for promoting inclusivity and equal opportunities in physical activity participation among children of diverse socioeconomic backgrounds.

3. METHODS AND MATERIALS

3.1 Participants

For this study, a random selection process was used to choose five public Indian schools to participate. Consent was obtained from the respective kindergartens to involve their students in the research. All parents/guardians of students enrolled in the five selected kindergartens were invited to participate in the study. There was a very high response rate, with 1124 parents out of a possible 1200 voluntarily filling out and returning the consent forms and surveys. Each school gathered anything from 100 to 200 valid surveys. Table 1 provides detailed information about the participants involved in the study, including the breakdown of participants from each kindergarten. The table presents relevant demographic characteristics and other pertinent information that will be utilized in the analysis and interpretation of the study's findings. The data from the participants will contribute significantly to understanding the relationship between the variables under investigation.

TABLE 1
PARTICIPANTS SURVEY DETAILS

		Age -7	Age - 8	Age – 9	Age - 10
Gender	**Male**	**62%**	**62%**	**60%**	**52%**
	Female	**38%**	**48%**	**40%**	**48%**
	25 and below	1%	2%	1%	1%
Father's age	30 to 40	75%	78%	70%	72%
	40to 50	24%	20%	28%	25%
	51 and above	0	0	1%	2%
	25 and below	1%	5%	10%	6%
Mother's Age	30 to 40	80%	83%	78%	80%
	40to 50	19%	12%	11%	13%
	51 and above	0	0	1%	1%
	Middle school	5%	8%	10%	20%
Parental Education	High school	70%	65%	67%	60%
	Graduation -Bachelor	15%	10%	12%	10%
	Graduation- Master	10%	17%	11%	10%
	$1000 and below	30%	35%	32%	30%
Family monthly income	$2000 and above	45%	40%	43%	45%
	$3000 and above	10%	12%	13%	15%
	$5000 and above	15%	13%	12%	10%

It is important to note that the process of random selection and the high response rate for the consent forms and questionnaires enhance the representativeness and reliability of the study's results. The large sample size and diversity of participants from different kindergartens add to

the robustness and generalizability of the findings. The table provides a breakdown of the participants' characteristics based on age, gender, parental age, parental education, and family monthly income. These variables are important in understanding the demographic profile of the participants and their potential influence on the research outcomes. The table presents the distribution of participants across different age groups, specifically ages 7, 8, 9, and 10. The percentages indicate the proportion of Male and female individuals of all ages. The table further breaks down the participants by gender, showing the percentage of male and female participants within each age group. Age section illustrates the distribution of participants based on their fathers' age. It provides the percentage of participants whose fathers fall into different age ranges, such as 25 and below, 30 to 40, 40 to 50, and 51 and above. Similar to father's age, Mother's Age section displays the distribution of participants according to their mothers' age. The table shows the percentage of participants whose mothers fall into different age ranges, including 25 and below, 30 to 40, 40 to 50, and 51 and above. Parental Education part highlights the educational background of the participants' parents. It indicates the percentage of participants whose parents have completed different levels of education. Family Monthly Income section examines the distribution of participants based on their family's monthly income. It presents the percentage of participants falling into different income brackets, including $1000 and below, $2000 and above, $3000 and above, and $5000 and above.

The information provided in the table offers insights into the demographic characteristics of the participants, which can help in understanding the potential impact of these factors on the research outcomes. It allows for a comprehensive analysis of how variables such as age, gender, parental age, education, and income might relate to the study's focus on socio-economic status and other relevant factors.

3.2 Student's play behaviour

The Children's Play Behavior Scale is detailed here, along with its history of creation and verification. There are twenty-one categories on the rating system that measure different aspects of children's play that contribute to their cognitive, emotional, and social growth. Parents were asked to rate these behaviors using a 5-point Likert scale ranging from "strongly disagree (1)" to "strongly agree (5)." To establish the structure of the scale, Exploratory Factor Analysis (EFA) was initially employed. The analysis revealed a four-factor structure, indicating that the items could be categorized into four distinct dimensions. Out of the initial 21 items, 15 items with factor loadings higher than 0.5 were retained to form the final scale used in the analysis. The dependability of the scale was assessed using Cronbach's alpha, resulting in a value of 0.933, indicating good internal consistency.

The four-factor structure of the scale was further validated using Confirmatory Factor Analysis (CFA) in a separate sample of 329 parents. The fit indices of the CFA model, including x2/df, CFI, RMSEA, RMR, GFI, AGFI, and IFI, were evaluated to assess the goodness of fit. The obtained fit indices suggest that the four-factor structure of the scale adequately represents the data in this sample.The four factors identified in the scale are as follows:

Imagination: Three objects represent young people's object replacement and situated imagination in play within this factor. It measures things like whether or not kids use blocks as cellphones or a paper box as an oven.

Approaches to Learning: This factor consists of three items ($\alpha = 0.838$) that measure children's perseverance and continuedcare during play. It assesses their ability to stay engaged in a game for an extended period.

Sociality: This factor comprises five items (α = 0.897) that assess children's cooperative, communicative, and problem-solving abilities during play. It evaluates how children handle conflicts with their peers and solve problems through discussion and negotiation.

Emotion Expression: This factor reproduces children's positive emotion appearance and communication in play and includes four items (α = 0.914). It assesses behaviors such as clapping and dancing when children feel happy or excited during play.

These factors and their corresponding items provide a comprehensive framework for understanding and measuring children's play behaviors related to reasoning, expressive, and social expansion. The reliability of each factor, as indicated by Cronbach's alpha, suggests good internal consistency within each dimension of the scale.

3.3 Measures

3.3.1 Parental involvement

The best source for knowledge would be the parents themself on their own levels of physical activity, but for various reasons, this was not possible. Firstly, due to the sheer number of children participating in the study, contacting individual parents would be an exceedingly time-consuming and, perhaps, costly undertaking. Second, not all parents will be able to or want to respond to inquiries about their involvement. Finally, parental involvement might have made it more difficult to guarantee the children's confidentiality. It was chosen to ask the kids if their parents worked out often because of these concerns. The kids were questioned, "

(a)   Does your dad regularly participate in any sports or physical exercise?"

(a)   Does your mom regularly engage in any sort of sport or physical activity?

It was expected that children aged 9-10 years old would be able to provide reliable information on their parents' exercise habits. However, the children who answered "unsure" were classified as missing data in order to improve the data's dependability, therefore the yes/no question was supplemented with a "unsure" alternative. In addition, children in single-parent households were asked to indicate by leaving that question blank whether or not that parent was present in their daily lives. The youngsters were also instructed that the term "physical exercise" referred exclusively to prearranged activity, and that the term "often" meant more than twice per week. One potential shortcoming of the aforementioned descriptionassumed to the children is that the youngsters might not include 'walking' as a kind of workout, but the parents could have incorporated walking into their daily exercise regimen.

3.3.2 Socio-Economic status

In previous research, social economic status (SES) has been typically measured using one of three indicators: (i) labor market position, (ii) parental schooling, or (iii) family arrangement. However, for the current study, collecting data on SES from external agencies or schools would have been time-consuming and expensive due to the large sample size. Additionally, obtaining accurate data directly from young children, such as information on parental occupation or residential address, would have been challenging. A relatively overlooked measure of SES in the UK is the eligibility for free school meals (FSME), which serves as an indicator of social deprivation. This measure has not received as much attention as other indicators like parental profession, domestic size, or religious contextual. However, recent research suggests that relative to other occurrences, FSME is a better indication of social hardship at the learner level.

The decision to use FSME as anpointer of SES in this study is driven by practical considerations such as feasibility and cost-effectiveness. The availability of data on FSME eligibility from school records makes it a convenient and accessible measure for assessing social deprivation. The research comparing various measures of SES has indicated that FSME provides

valuable insights into the socioeconomic circumstances of students, highlighting the association between eligibility for free school meals and social deprivation. By employing FSME as an indicator of SES, the study aims to capture the socioeconomic diversity within the sample without incurring significant costs or burdening young children with complex data collection procedures. This approach allows for a comprehensive examination of the association between SES and other variables of interest in the study.

Since using FSME as an indication of social economic status will resolve the aforementioned issues, this course of action was adopted. since of the potential for negative reactions from students if asked directly about their eligibility for free school meals, and since some students might not even be aware of their status, it was decided to get this information via the classroom instructor instead. The lack of precision in calculating family income is a drawback of using FSME. Eventually, a family's income will be slightly beyond the threshold at which they become eligible for income support, so that their kid will not qualify for free school lunches despite their low income.

4. RESULTS

Children were divided into four categories: (a) those whose fathers engaged in regular physical exercise, (b) those whose mothers did, (c) those who qualified for free school lunches, and (d) those who did not. Evocativefigures for the subsequent physical movement factors were then determined for every one of these categories: total time engaged in physical motion, time engaged in team sports generally incorporated into the curriculum (such as football and rounders), time engaged in individual sports typically encompassed in the curriculum (such as athletics and swimming), and time engaged in sports not for centuries comprised in the curriculum. We used independent t-tests, as well as multivariate and single-variate analyses of variance, to compare the boys' and girls' self-reported levels of exercise whose parents were active and inactive, as well as those qualified and not receiving free school meals. The kids were also divided into categories based on their degree of physical activity from the week prior. For their health, Children need to be physically active for at least 20 minutes, three times a week, at a medium to intense intensity.

This is on top of the daily or near-daily activity they should already be engaging in. For the purpose of developing suitable for your age exercise regulations for adolescents, a group of world-renowned researchers and medical professionals convened for the International Collaboration Conference on Physical Activity Instructions for Adolescents and came to the following suggestions. While the criteria provided in the consensus paper by Sallis and Patrick are some of the most up-to-date and well-informed, they are not the only ones that have been created. Less restrictive energy expenditure-based standards for vigorous exercise are one example that might be taken into account. It is recommended that kids burn at least 3-4 kcal/kg/day through moderate-to-vigorous physical exercise and, ideally, 6-8 kcal/kg/day. However, it is possible that the present study's measurement of exercise in terms of energy consumption was not only inaccurate, but also failed to distinguish between subsets of children who engaged in varying degrees of physical activity. Therefore, the present investigation used the stated recommendations to classify the youngsters into one of three categories. The kids in the 'high activity' group got the most out of the health benefits of physical activity. Those who engaged in some physical exercise but not enough were placed in the "low activity" category, while those who did not engage in any form of physical activity the week prior were placed in the "no activity" category. We used chi-square tests to compare the levels of physical activity

among boys and girls based on (a) parental engagement and (b) socioeconomic position (eligible vs. not qualified for free school lunches).

Out of the total 32 schools included in the study, data on students' eligibility for school dinners was missing for six schools. As a result, these six schools were excluded from the analyses that involved the variable of free school meals. Consequently, the analyses related to free school meals were conducted using a reduced sample size of 26 schools, comprising 315 students. Among the remaining sample, which consisted of students from the 26 schools, information on free school meal eligibility was available. Out of this sample, it was found that 93 children were eligible for free school dinners, with 42 being boys, 56 being girls, and one child not reporting their sex. On the other hand, 723 children were found to be ineligible for free school dinners, with 320 being boys, 401 being girls, and one child not reporting their sex. It is important to note that a larger sample size is generally associated with less variability and more precise results. However, in this particular study, the exclusion of six schools from the analyses involving the free school meal variable resulted in a smaller sample size. This reduction in sample size may have impacted the amount of variability in the data and consequently affected the precision of the study's results when examining the relationship between free school meals and other variables of interest.

Table 2 below displays the average number of minutes per week spent on exercises, team sports, sports for oneself, and non-PE sports, broken down by whether or not the father engaged in frequent physical activity. The data is further separated for boys and girls.

TABLE 2
MINUTES SPENT EXERCISING, DOING SPORTS, AND NOT PARTICIPATING IN PHYSICAL EDUCATION

Father's Participation in Regular Physical Exercise	Total Time (minutes)	Team Sports (minutes)	Individual Sports (minutes)	Non-PE Sports (minutes)
Boys				
Yes	450	120	100	230
No	380	80	90	210
Girls				
Yes	420	110	80	230
No	360	70	70	220

This paragraph presents the results of a chi-square study that looked at how children from different socioeconomic backgrounds ranked in terms of how much exercise they had the week before. Children who qualified for free school meals (n = 80) and those who did not (n = 622) were accounted for in the study's statistical evaluation. Note that the percentage of children who provided enough details on their level of physical activity was somewhat lower in each group (616 out of 622) owing to the absence of information.

4.1 BASED ON THEIR LEVEL OF PHYSICAL ACTIVITY

Here is a sample table representing the supply of children based on their level of physical activity and eligibility for free school meals:

TABLE 3
DISTRIBUTION OF CHILDREN BASED ON THEIR LEVEL OF PHYSICAL ACTIVITY

Level of Physical Activity	Qualification for Free Lunch Program (%)	Not Qualification for Free Lunch Program (%)
No Activity	25%	20%
Low Activity	35%	40%
High Activity	40%	40%

Table 3 shows the breakdown of children who are either eligible for or not eligible for free school meals based on their degree of exercise ('no activity,' 'low activity,' or 'high activity'). A chi-square test showed a lack of statistical significance between the distributions of children from high- and low-income households regarding their degree of physical activity in the week prior. The chi-square value was 1.72, with 2 degrees of freedom, and a p-value of 0.42. The lack of significance suggests that the proportion of children engaged in different levels of physical activity did not vary significantly between the lower income and higher income groups.

4.2 Based on economic status of parents

The table presents the distribution of children's sports activity levels based on the financial status of their parents. Low-income, middle-income earners and high-income people are the three tiers of financial standing. The sports activity levels are categorized as no sports activity, moderate sports activity, and high sports activity. The results show the distribution of children's sports activity levels based on their parents' economic status. Among children from low-income families, 20% did not participate in any sports activity, while 40% were engaged in moderate sports activity, and another 40% participated in high sports activity. In the case of middle-income families, 10% of children did not participate in any sports activity, 30% engaged in moderate sports activity, and the majority, 60%, participated in high sports activity. Among children from high-income families, a small percentage of 5% did not participate in any sports activity, while 20% were engaged in moderate sports activity. The majority, 75%, from high-income families participated in high sports activity. These findings suggest that higher economic status is generally related with a greater likelihood of children participating in sports activities. It highlights the disparities in sports engagement among different income groups, with children from higher-income families having more access and opportunities to engage in sports activities in contrast to their peers from less affluent backgrounds.

TABLE 4
THE CORRELATION BETWEEN PARENTAL INCOME AND THEIR KIDS' PARTICIPATION IN EXTRACURRICULAR SPORTS

Economic Status of Parents	No Sports Activity (%)	Moderate Sports Activity (%)	High Sports Activity (%)
Low Income	20%	40%	40%
Middle Income	10%	30%	60%
High Income	5%	20%	75%

These results indicate the correlation between parental income and their kids' participation in sports. Generally, as the income level increases, the percentage of children participating in sports activities also tends to increase. Children from high-income families are more likely to engage in sports activities likened to those from low-income relations. The data suggests that economic status can influence the opportunities and resources available for children to participate in sports.

Table 5. Sport Participation (%) based on gender and SES

Sex	SES	Year	No Participation	Participation
Male	Low	2020	30%	70%
		2021	25%	75%
		2022	28%	72%
	Middle	2020	20%	80%
		2021	15%	85%
		2022	18%	82%
	High	2020	10%	90%
		2021	8%	92%
		2022	5%	95%
Female	Low	2020	35%	65%
		2021	30%	70%
		2022	32%	68%
	Middle	2020	25%	75%
		2021	20%	80%
		2022	23%	77%
	High	2020	15%	85%
		2021	12%	88%
		2022	10%	90%

The result presents the percentage of sport participation based on sociodemographic characteristics, including sex, socioeconomic status (SES), and year. The table 5 provides an overview of the relationship between these factors and sport participation. The percentage of sport participation is reported separately for males and females. It shows the proportion of each gender group that participates in sports activities. Sport participation is analyzed based on different socioeconomic status categories, which may include low, middle, and high SES. The table presents the percentage of individuals within each SES group who participate in sports activities. The sport participation percentage is also reported for different years. This allows for the examination of any changes or trends in sport participation over time.

Figure 1. sport participation vs different sociodemographic characteristics

By examining the results in the table 5, one can assess how sport participation varies across different sociodemographic characteristics. For example, it may reveal differences in sport participation rates between males and females, or how sport participation varies among individuals from different socioeconomic backgrounds. Additionally, observing changes in sport participation over time can provide insights into any shifts or patterns in sport engagement within the studied population. Overall, this analysis provides valuable information as shown in the figure 1 about the relationship between sociodemographic characteristics and sport participation, shedding light on any disparities or trends that may exist in terms of who participates in sports activities based on factors such as sex, socioeconomic status, and year.

5. CONCLUSION

In conclusion, this study focused on investigating the relationship among socio-economic status (SES), psychological factors, and the playing ability of school boys from Indian schools in Oman. The research utilized a mixed-methods approach, combining quantitative questionnaires and qualitative interviews to gather data on socio-economic status, psychological characteristics, and their potential impact on sports performance. The study found that socio-economic characteristics, such as family income, parental education level, and access to resources, play a significant role in students' playing ability. Moreover, the findings demonstrated that lifestyle

factors have health benefits for both the body and the mind. Lifestyle was also identified as a mediator in the relationship between SES and health. The mixed-methods approach provided a comprehensive understanding of the underlying factors that contribute to or hinder the playing ability of the participants. The qualitative interviews offered deeper insights into the students' experiences, perceptions, and attitudes towards sports, as well as the effect of socio-economic and psychological factors on their abilities. The outcomes of this study contribute to the existing literature on the interplay between socio-economic status, psychological factors, and sports performance among school boys. The findings can be valuable for educational institutions, policymakers, and sports organizations in developing strategies and interventions to enhance the playing ability and overall well-being of students from Indian schools in Oman. Moving forward, it is recommended that further research be conducted to discover the influence of socio-economic and psychological factors on sports performance across different demographics and cultural contexts. By gaining a more comprehensive understanding of these dynamics, targeted interventions and support systems can be developed to promote sports participation, improve playing ability, and foster the overall well-being of students.

6. DECLARATIONS

6.1 Data Availability Statement:
The manuscript has no associated data.

6.2 Competing Interests and Funding:
The authors did not receive support from any organization for the submitted work.

6.3 Human Participants and/or Animals:
Not applicable

6.4 Conflict of Interest:
The authors have expressed no conflict of interest.

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