

# Perception of Community about the Role of Sports in Social Training of Youth

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## **Abstract**

A research study was conducted to examine the perception of community about role of sports in social training of youth. The community comprised of Parents, Teachers, Students and Alumni. A structured questionnaire on three point Likert scale was developed and utilized for collection of data from 426 respondents selected through stratified sampling and random sampling technique in D.I.Khan Division of Pakistan's during the year 2011. The result of the study indicated majority of community members have a very significant knowledge of the role of sports in social training of youth.

**Key words:** Social training, perception, community, sports, parents, teachers, students, alumni

## **Introduction**

There are so many institutions that play significant role in socialization process and sports activities are also excellent vehicle for it. These activities are considered as strong socializing agent and proponents of sports claim that these activities humanize and socialize children, create and develop traits like leadership, tolerance, boldness, self confidence, self control, self discipline, self expression and cooperation etc. Csikszentmihalyi (1982) an Italian educator and psychologist said that children and youth receive four benefits as a result of participation in sports. Two benefits are at individual level and two are at community level. Two individual level benefits are personal growth and personal enjoyment, while two community level benefits are social harmony or integration and social growth or change. According to Lumpkin et al. (2003)

sports develop two very important types of character values---- social and moral character values. Society gives great respect and esteem to social character values as well as moral character value due to their importance. Devotion, dedication, good citizenship, team work, sacrifice and loyalty are the important social character values developed through sports. On the other hand tolerance, sense of responsibility, fair play, honesty, fairness and justice are the important moral character values developed through sports.

Sports activities create sense of community; provide opportunities for collaboration, unification and such interaction which is beneficial for social and personal development of students as well as their learning (Dalgarn, 2001). These activities improve social cohesion and reduce self harm (Cameron & MacDougall, 2001; Cairnduff, 2001; Walker & Oxenham, 2001). Through participation in sports students play together as members of team which develop social group bonding and social integration (Barcelona, 2002). Students are unable to achieve social interaction themselves but these activities create and promote social interaction among them (Chen, 2002). Participation in these activities improves and promotes general health, self esteem, confidence, quality of life, social inclusion and diminishes the antisocial behavior (Sport Scotland, 2003). These activities reduces stress (Kanters, 2000), develop sense of community and students interaction (Belch et al., 2001), help to increase self esteem (Kanters & Forrester, 1997; Haines, 2001; Collins et al., 2001), increase the level of Grade Point Average (Bryant & Bradley, 1993; Bryant et al 1994; Belch et al, 2001), helpful in social integration of its participants (Christie & Dinham, 1991) , develop the sense of trust, commitment and good relationship among peoples (Kanters, 2000). There are three core values of sports i.e. excellence, friendship and respect. During the sports competition, a player tries to give best performance on playground. Sport is the best source for mutual understanding, friendship, and respect for others and for the rules and regulation of the games as well as of a country and build character. It plays an important role for peaceful and safer society and reinforces social integration (IOC, 2009).

Sports activities are also beneficial for children. Expert says that these activities are the best source for social interaction of children with supportive and caring adults. This social interaction is helpful for children to solve conflicts, overcome the depression, improve the self esteem, keep company with their peers, talk effectively with their peers and learn life skills (Harrison & Naraya, 2003). Through participation in these activities children, youth and adults learn many useful skills such as competition and its healthy aspects. These skills are useful in all field of life including academics and job (Yan & McCullagh, 2004). Through sports children learns cooperation with their peers in young age (Nonis, 2005). Children who participate in these activities develop good physical health as compared to children who do not participate in these activities. Moreover these activities are best source for proper use of leisure time of children (Piko & Keresztes, 2006).

Keeping in view the role and importance of sports activities in overall development of its participants it deems important for the promotion of sports to know the perception of the community regarding effectiveness of sports in the social development of youth, because

approval of community is quite essential for promotion of sports activities resulting in ultimate melioration of desirable social traits among the youth.

## **Methodology Of The Study**

### **Population of the study**

The population is any group of individual that have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type, or a more restricted part of that group (Best & Kahn, 1986). The population for this particular study comprised of the Parents, Teachers, Students and Alumni. All the four strata constituted a large group of population, which was named as the community, who, one way or the other, having concerns and vested interest in sports and social impacts of sports participation.

### **Sampling Technique**

A sample is a sub-set of objects, things, units taken from the population (complete set) for observation and study (Gay & Airasian, 2003). It is a process of taking a subset of subjects taken from the population (complete set) which represents the entire population. Practically it is not possible to test each and every individual in the population because it is impossible to contact every individual in the population. Moreover this process requires lot of time, money and efforts. Therefore volume of the population is minimized through sampling (Joan Joseph Castillo, 2009).

The population of this study consisted of Parents, Teachers, Students and alumni, forming four strata from within the community on the principle of stratified sampling technique. Teachers and students were selected through random sampling technique as accurate listing of the aforementioned strata was manageable for the researcher. Exercise of simple random sampling technique was nonetheless not practicable for the selection of sample out of the remaining two strata i.e. Parents and Alumni, because accurate and valid listing of the same was not possible for the researcher within a stipulated time period. Hence a sample from the mentioned strata was taken through convenient sampling technique.

### **Sample Size**

The sample size is determined by the requirement of the study for obtaining accurate and authentic findings for reaching at ultimate conclusions (Fink, 1995). The sample size depends upon the purpose of the study and the nature of the population under scrutiny (Cohen et al., 2000). The sample size must be sufficient for statistical analysis (Joan Joseph Castillo, 2009).

In present study a total of 543 questionnaires were distributed among parents (130), Teachers (144), Students (144) and Alumni (125) while 474 were received back. 48 spoiled and partially filled questionnaires were rejected and 426 valid questionnaires were used in this study for the purpose of analysis.

### **Data Collection Instrument**

To determine the perception of community about the role of sports in social training of the youth a structured questionnaire was prepared for collection of data. Data was collected from Dera Ismail .Khan Division of Pakistan's province of Khyber Pakhtunkhwa.

### **Measuring Scale**

To measure the opinion of the respondents a three point Likert scale was used ranging from "Disagree" to "Agree"

### **Analysis of Data**

The collected data was arranged, coded and processed through statistical package for social sciences (SPSS). Percentage, mean score, independent sample t-test, ANOVA, Chi-Square and Pearson correlation was used for analysis of data.

### **Major Research Inquiries**

The following were the major research inquiries of this study.

1. There is no significant difference between the awareness levels of community members regarding role of sports in social training of the youth.
2. There is no significant difference between the awareness level of males and females respondents regarding role of sports in social training of youth.
3. There is no significant difference between the awareness levels of Teachers and Students regarding role of sports in developing social consciousness among youth.
4. There is no significant impact of respondent's qualification on their perception regarding the role of sports in developing a sense of cooperation among youth.
5. The respondents perceive a significant role of sports in developing community solidarity and racial equity among youth.
6. There is no significant correlation between good citizenship qualities and sense of co-operation gained through sports participation.

### **Results And Discussion**

Perception of community members were measured through ten questions related to social training through sports participation. Almost all the respondents were found having very positive attitude regarding role of sports in social training of youth. The results are presented in Table-1. According to analyzed data 80 % respondents considered that participation in sports develop equity. Almost similar finding was reported by the Swinney and Horne (2005) who found that sports develop equity especially racial equity among its participants. Other study conducted by Garland and Rowe (2001; 1999) found that participation in sports activities

develop equity among youth. Majority of the respondents (78.9 %) admitted the role of sports in developing good citizenship qualities among its participants. Almost similar findings have been reported by Wright & Cote (2003) who found that participation in sports and athletics foster good citizenship and leadership skills. Other studies conducted by Elley and Kirk (2002), Breithaupt (1996), Gerber (1996) and Klesse (1994) found that sports participation develop good citizenship. It was view point of the 77.5 % of the stakeholders that sports develop a sense of cooperation among the youth. Similar conclusion was drawn by the Cote (2002) who concluded that participation in sports develops cooperation and self control. Majority of the respondents (79.8 %) conceived positive role of sports in developing social consciousness among youth. This is in line with the findings of DeSensi and Rosenberg (2003) who found that sports participation develops social consciousness. Most of the respondents (73.2 %) believe that participation in sports develop an understanding of the feelings of other among youth. This is almost in line with the findings of Davis (2002) who found that participation in sports develops and improves an understanding and respect of the feelings of the others. This was the views of 67.8 % respondents that participation in sports develops a respect of the rights of others among youth. This is exactly similar with the findings of the Hellison and Walsh (2002) who found that sports activities develop respect for the rights of other. Role of sports in developing community solidarity among the youth was acknowledged by majority of the respondents (75.4 %) which is almost in line with the research study of Cox (2006) who concluded that participation in sports activities create sense of unity, community solidarity and cohesiveness among youth. Similar findings were also reported by the Zillmann et al (1989) who found that sports participation develop community solidarity, unity and enable the team to function smoothly. Most of the respondents (78.4 %) confirmed that sports activities develop racial equality among youth. Almost similar findings have been reported by Reid et al. (1994) who found that sports activities develop racial equality by providing opportunity for racial integration. Role of sports in developing tolerance among the youth was admitted by 75.8 % respondents. This is almost in line with findings of Prokop (2000) who found that sportsman has a high level of tolerance than non-sportsman. Other studies conducted by Whitmarsh & Alderman (1993) and Ellison & Freishlag (1975) found that sports and athletics participation develop tolerance. Vast majority of respondents (92 %) recognized the role of sports in developing the ability to work within a team among youth. Almost similar finding was reported by the Darlison (1998) who found that participation in sports develop such skills as work within a team and leadership etc.

Table-1 is showing question wise percentage of responses within category of community members and mean scores regarding social training through sports participation.

Table. 1: Showing Question Wise Percentage of Responses and Mean Score regarding Social Training through Sports Participation

Question No	Agree	%	Not Sure	%	Dis-agree	%	Mean
<b>Sports participation develops:</b>							
- 1. Equity	341	80.0	42	9.9	43	10.1	2.70
2. Good Citizenship qualities	336	78.9	52	12.2	38	8.9	2.70
3. A sense of co-operation	330	77.5	41	9.6	55	12.9	2.65
4. Social Consciousness	340	79.8	43	10.1	43	10.1	2.70
5. Understanding of the feeling of others	312	73.2	69	16.2	45	10.6	2.63
6.A respect of the rights of Others.	289	67.8	86	20.2	51	12.0	2.56
7.Community Solidarity	321	75.4	52	12.2	53	12.4	2.63
8.Racial equality	334	78.4	56	13.1	36	8.5	2.70
9. Tolerance	323	75.8	46	10.8	57	13.4	2.62
10. Ability to work within a team	392	92.0	15	3.5	19	4.5	2.88

### Inferences

1. *There is no significant difference between the awareness levels of community members regarding role of sports in social training of the youth.*

ANOVA was applied to know the difference between levels of awareness of community members regarding role of sports in social training of the youth, the results of which have been given below in the in Table- 2. According to this result mean scores of parents, teachers, students and alumni are 2.7284, 2.5709, 2.7036 & 2.7146 respectively. Moreover F value is 4.885 and table value is 1.960. The F value 4.885 is greater than table value 1.960, with a p value of .000 which asserts rejection of hypothesis and indicates that awareness level of community members regarding the role of sports in social training of the youth is significantly differs.

Table – 2: ANOVA Results

Categorical Variables	Groups	N	Mean	SD	df	F-value	Tabl e value	P-value
Community Members	Parents	102	2.7284	.30324	3	4.885	1.960	.002
	Teachers	117	2.5709	.38283	42			
	Students	111	2.7036	.30628				
	Alumni	96	2.7146	.39999	2			

2. *There is no significant difference between the awareness level of males and females respondents regarding role of sports in social training of youth.*

Independent sample t-test was applied to test the hypothetical assumption made by the researcher. The results of t-test are given below in table-3. According to these results mean scores of males and females are 2.65 and 2.70 while standard deviation is .38569 and .28933 respectively. The calculated t value -1.333 is lesser than the tabulated t-value 1.960; therefore hypothesis made by the researcher has been accepted. The acceptance of hypothesis confirms that awareness level of males and females regarding the role of sports in social training of the youth is not significantly differs.

Table-3: Independent sample t-test Results

Test variable	Grouping Variable	Definition Of Group	N	Mean	Std Dev	Calculated t-value	Tabulated t-values	P-Value
Social training of youth	Gender	Males	276	2.65	.38569	-1.333	1.960	.183
		Females	150	2.70	.28933			

3. *There is no significant difference between the awareness levels of Teachers and Students regarding role of sports in developing social consciousness among youth.*

The t- test result shown below in table- 4 support the hypothetical assumption made by the researcher. Mean scores and standard deviation are 2.43, 2.68 and .834, .660 respectively for teachers and students. The calculated t-value -2.575 stated in the table is lesser than the tabulated t-value of 1.960; hence hypothesis made by the researcher has been accepted that confirms that there is no significant difference between the awareness levels of Teachers and Students regarding role of sports in developing social consciousness among youth.



Table-4: Independent sample t-test Results

Test variable	Grouping Variable	Definition Of Group	N	Mean	Std Dev	Calculated t-value	Tabulated t-values	P-Value
Social consciousness among youth	Community Members	Teachers	117	2.43	.834	-2.575	1.960	.011
		Students	111	2.68	.660			

4. *There is no significant impact of respondent's qualification on their perception regarding the role of sports in developing a sense of cooperation among youth.*

It was assumed that there is no significant impact of respondent's qualification on their perception regarding the role of sports in developing a sense of cooperation among youth. ANOVA was applied to test the hypothetical assumption. The result of ANOVA results are shown below in table-5. A significant different of mean scores was noted as mean scores of matriculates, intermediates, graduates, masters and above were noted as 2.62, 2.60, 2.83 and 2.58 respectively. F value 3.157 is greater than table value 1.960 with a p value of .025; therefore hypothetical assumption made by the researcher has not been accepted. The rejection of hypothesis confirms that there is significant impact of qualification on the perception of respondents regarding role of sports in developing a sense of cooperation among youth.

Table-5: ANOVA Results

Categorical Variables	Groups	N	Mean	SD	df	F-value	Table value	P-value
Educational qualification	Matriculates	13	2.62	.650	3	3.157	1.960	.025
	Intermediates	121	2.60	.770				
	Graduates	104	2.83	.428				
	Master and Above	188	2.58	.759	422			

5. *The respondents perceive a significant role of sports in developing community solidarity and racial equity among youth.*

To determine the significant role of sports in developing community solidarity and racial equity among youth, chi-square test was applied. The results of chi-square test is given below in table-



6 expose a level of significance at .000 which indicates that sports activities play a significant role in the development of community solidarity and social equity among youth.

Table-6: Chi-Square Test Results

	<b>Value</b>	<b>Df</b>	<b>Asymp.Sig (2-sided)</b>
Pearson Chi-Square	94.403 (a)	4	.000
Likelihood Ratio	70.788	4	.000
Linear-by-Linear Association	78.983	1	.000
N of Valid Cases	426		

6. *There is no significant correlation between good citizenship qualities and sense of co-operation gained through sports participation.*

To test the hypothetical assumption made by the researcher Pearson Correlation test was applied, the results of which are given below in table-7. The analyzed data showed .381 correlations at 0.01 levels (2-tailed) which confirm the hypothetical assumption that good citizenship qualities and sense of co-operation gained through sports participation are not significantly interrelated.

Table-7: Pearson Correlation Coefficient

		<b>Good Citizenship</b>	<b>Sense of co-operation</b>
Good Citizenship	Pearson Correlation	1	.381
	(2-tailed)		.000
	N	426	426
Sense of co-operation	Pearson Correlation	.381	1
	(2-tailed)	.000	
	N	426	426

\*\* Correlation is significant at the 0.01 level (2-tailed)

## Conclusion

It has been concluded that community members have a very significant knowledge of the role of sports in social training of the youth. Sports are considered as an effective tool that develops equity and good citizenship qualities. Majority of the community members believe that participation in sports develop a sense of cooperation, social consciousness, an understanding of the feelings of other and respect of the rights of others. Most of the respondents confirm that sports develop community solidarity, racial equality, tolerance and ability to work within a team.

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