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Abstract: Sports have long been recognized as a powerful tool for developing not only physical fitness but also social values and psychological well-being. For university athletes, participation in competitive sports provides an important platform for building character, enhancing self-perception, and encouraging prosocial behaviour. So, the present study was designed to examine the mediating role of self-perception in the relationship between sports participation and prosocial behaviour among university athletes. The objectives of the study were: to investigate the relationship between sports participation and prosocial behaviour, to assess the association between sports participation and self-perception, and finally to test the mediating role of self-perception between sports participation and prosocial behaviour. A descriptive survey research design with a cross-sectional approach was used to collect data within a specific time frame. The participants included 731 university athletes drawn from both public and private institutions who had actively participated in football, hockey, basketball, cricket, rugby, and badminton. A proportionate sampling technique was applied, selecting 10% of the athletes from a total population of 7,300. In conclusion, the study emphasizes that sports participation contributes to the psychological and social development of athletes by enhancing their self-perception and encouraging prosocial behaviours. It highlights the important role of sports in shaping positive self-image and fostering social well-being among university athletes.

Introduction

Sports participation may enhance health-related quality of life in adults as well as in children and adolescents. Health-related quality of life is a broadly defined construct evaluating the health status from the person's perspective covering physical, emotional, mental, social and functional domains and has been used in evaluations of sport and exercise intervention. (Marquez et al., 2020). Playing in a

team helps children to develop many of the social skills they need in life. It teaches them to cooperate, to be less selfish, and to listen to other children. It also gives children a sense of belonging. It helps them make new friends and builds their social circle outside college or university. The manifest functions of sport in a society are represented by physical fitness and the socialization of individuals to the value of hard work, team work (cooperation) and competition (Pomohaci & Sopa 2016).

Latent functions include character development from participation in Sport and an emotional release from the physical activity. Sport participation is therefore often viewed as an instrument for the moral and social development of children and adolescents. Sports participation provides opportunities for social interaction, companionship and may therefore have greater benefits for social and mental well-being than other domains of Sports activity (White et al., 2017). Furthermore, Sports participation may enhance health-related quality of life in adults as well as in children and adolescents.

Prosocial Sports can help students grow physically, cognitively, and emotionally. Socialization through sport is about learning general attitudes, values and skills (fair play, team spirit or aggressive behaviour) which are acquired during sport (Li & Shao, 2022). It also involves considering how socialization agents, the organizational structure, the philosophy of sports programs, the family and the coach's guidance and behaviour can impact the sports experience and the orientation of children's values. How the interaction between the socializing person, socialization agents and social contexts is constructed.

Hence, sport is a neutral environment for socialization where the determining factors in the socialization process are: 1) socialization agents (parents, coaches and organizers of sports competitions); and 2) the various socializing situations in children's sport, i.e., time, place, person, circumstances and consequences. Social behaviour involves acting with humanity, while the inhibitory aspect represents antisocial behaviour. For example, verbally encouraging a teammate and physically intimidating an opponent are prosocial and antisocial behaviours in sport, respectively. In terms of education, it would be preferable for college sport to encourage prosocial behaviour. Both person (goal orientations) and contextual (motivational climate) variables should be considered with respect to prosocial and antisocial behaviours in sport (Pomohaci & Sopa 2016).

In addition, while Prosocial Sports activity has always played an integral part in our societies, including for ceremonial, entertainment, purposes, a prosocial approach to Sports may be a crucial key to building a more peaceful and flourishing Society. For example, prosocial sports provide students with many opportunities to practice the Spirit of friendship, cooperation, respect, and humility all qualities that help build a better world (Li & Shao, 2022).

As it is an appropriate means for achieving personal and social development values, a desire for self-improvement, integration, respect for others, tolerance, acceptance of rules, perseverance, teamwork, overcoming limits, self-discipline, etc. points out the Socializing power of sport and as a tool for integrating immigrant groups, teaching responsibility to young people at risk, preventing, social recovery of disadvantaged neighbourhoods, furthering the socialization of the elderly (García et al., 2020). Task orientation and mastery climate are positive predictors of prosocial behaviour, while ego orientation and performance climate are positive predictors (De Dreu, 2009). Accordingly, there is a significant and positive relationship between the highest levels of self-determination, i.e., of intrinsic motivation, which involves an athlete's commitment to an activity due to the pleasure, enjoyment and satisfaction it yields for them and the emergence of prosocial behaviours and intentions.

Playing in a team helps children to develop many of the social skills they need for life. It teaches them to cooperate, to be less selfish, and to listen to other children. It also gives children a sense of belonging. It helps them make new friends and builds their social circle outside. In spite of the fact that social

activities can give sensational recollections that can last in your tyke a lifetime, they are likewise an instructing device for the improvement of essential social aptitudes. Games make the participants focused, yet reasonable and legitimate. Figuring out how to consolidate intensity with respectability offer your Coach some assistance with cultivating significant connections as he advances through college, and in addition all through his grown-up life (Baup et al., 2022).

These social abilities advancements areas are; Teamwork Skills Development By playing wears, your coach discovers that you don't work alone; However, there is a piece of a gathering that should coordinate to accomplish a typical objective. As the American Academy of Paediatrics Says, Sports show youngsters such abilities as taking after set up principles for the purpose of everybody. Surely, these abilities offer your kid some assistance with getting along with individuals to become more established, whether in own connections or those are constructed in the working environment. Another impact of Social Behaviour in the improvement of youth is the building of character (García et al., 2020).

Self-perception is defined as an individual's perception of himself or herself in aspects of Sports domains such as strength, endurance, Sport ability, and appearance (Baup et al., 2022). Self-Perception is the view we have about ourselves, our characteristics, and the judgments we make about the traits we have. Self-perception includes our self-concept (the image we have in our heads of who we are) and our Self-esteem (How we judge the characteristics we possess). Self-perspective is a term that has the same meaning as self-perception (Morina, 2021).

Objectives of the study

1. To examine the relationship between sports participation and prosocial behaviour among athletes.
2. To determine the relationship between self-perception and prosocial behaviour among athletes.
3. To examine the mediating role of self-perception in the relationship between sports participation and prosocial behaviour.

Hypotheses of the study

HA1 There is a significant associate between sports participation and prosocial behaviour among universities athletes.

HA2 There is a significant association between self-perception and prosocial behaviour Among universities athletes.

HA3 There is a significant mediating role of self-perception in the relationship between sports Participation and prosocial behaviour among universities athletes.

Methodology

Research Design

The researcher used descriptive survey research design to outreach the desired group of participants during stipulated period of time. While cross-sectional design used to collect the data in a single period throughout the investigation

Participants

All the Universities' athletes who participated in sports events Football, Hockey, Basketball, Cricket, Rugby and Badminton, were named as participants of the study. A Universities athlete is defined as students who took part in various competitive sports that is annually organized by Director of sports. For this purpose, a complete list of the athletes was obtained by the respective universities. The detail description of the universities and athletes are given in the table below.

Sr. No.	Universities	Athletes	Sample Size Ratio	Sample	Total
1	Public	4096	10%	409	731
2	Private	3204	10%	421	

Results

H1: There is a positive and significant association in sport participation, prosocial behaviours and self-perceptions among universities athletes.

Descriptive Statistics

	Mean	Std. Deviation	n
Sorts_Participation	2.610	.351	731
ProSocial_Behavior	2.993	.455	731
Self_Perception	2.942	.455	731

Descriptive statistics were calculated for three variables: sports participation, prosocial behavior, and self-perception. The mean score for sports participation was 2.610 (SD = 0.351), indicating moderate levels of participation. Prosocial behavior had a higher mean of 2.993 (SD = 0.455), suggesting relatively positive prosocial tendencies among participants. Self-perception yielded a mean of 2.942 (SD = 0.455), reflecting a favorable self-view. All analyses were based on a total sample size of 731 participants.

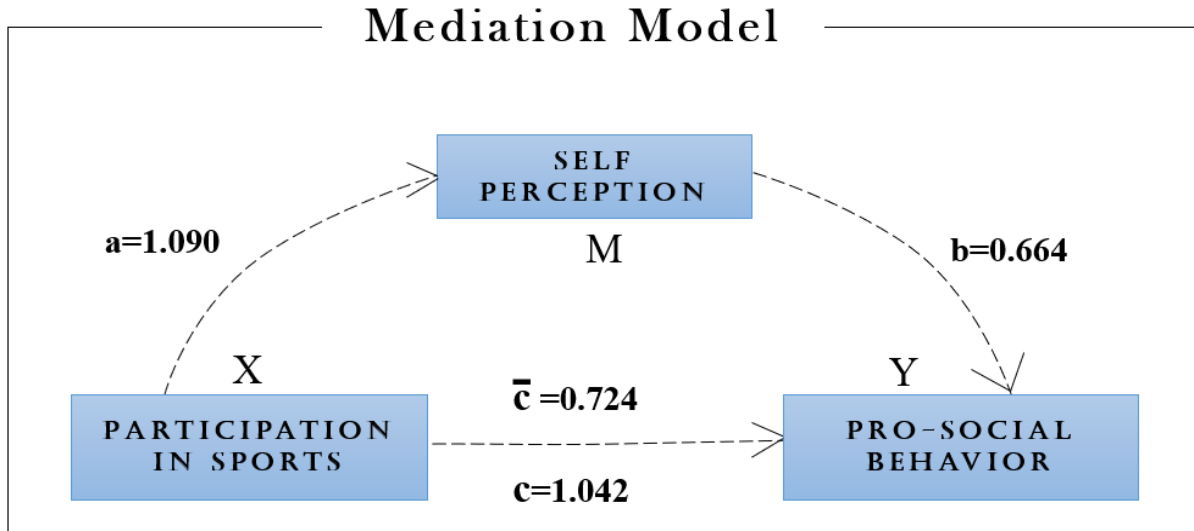
Correlations

		Sorts_ Participation	ProSocial_ Behavior	Self_ Perception
Sorts_Participation	Pearson Correlation	1	.805**	.842**
	Sig. (2-tailed)		.000	.000
	N	731	731	731
ProSocial_Behavior	Pearson Correlation	.805**	1	.665**
	Sig. (2-tailed)	.000		.000
	N	731	731	731
Self_Perception	Pearson Correlation	.842**	.665**	1
	Sig. (2-tailed)	.000	.000	
	N	731	731	731

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

The correlation analysis revealed significant positive relationships between the variables at the 0.01 level (2-tailed). Sports participation was strongly correlated with prosocial behavior ($r = .805, p < .001$) and self-perception ($r = .842, p < .001$). Similarly, prosocial behavior showed a significant positive correlation with self-perception ($r = .665, p < .001$). These findings indicate that higher levels of sports participation are associated with greater prosocial behavior and more positive self-perception among participants. The analyses were conducted with a sample size of 731.

Section Mediating Analysis



H2: There is a significant mediating role of self-perception in relationship between sport participation and prosocial behavior among university athletes.

Model Summary

Pash	R	R ²	Ad R ²	B	Sig
A	0.842 ^a	0.708	0.708	1.090	.000
B	0.665 ^a	0.442	0.441	0.664	.000
c	0.805 ^a	0.648	0.647	1.042	.000
\bar{c}	1.042	1.042	1.042	1.089	.000
C				-.043	.288

Findings

The analysis revealed a positive and significant association between sport participation, prosocial behavior, and self-perceptions among university athletes (N=731). This indicates that greater involvement in sports is linked to higher prosocial behavior and enhanced self-perceptions. These findings highlight the beneficial impact of sports on athletes' social and psychological well-being.

The findings demonstrate a significant mediating role of self-perception in the relationship between sport participation and prosocial behavior among university athletes (N=731). This suggests that participation in sports enhances self-perception, which, in turn, fosters prosocial behavior. These results emphasize the importance of self-perception as a pathway linking sports engagement to positive social outcomes.

Conclusion

The study examined the relationships between sport participation, prosocial behavior, and self-perception among university athletes, revealing several key findings. A positive and significant association was found between increased sport participation, enhanced self-perception, and prosocial behavior, suggesting that engagement in sports fosters both psychological and social benefits. The study also highlighted that self-perception plays a significant mediating role in linking sport participation to prosocial behavior, emphasizing the importance of self-image in promoting positive social behaviors. These results suggest that sports participation not only improves self-perception but also contributes to the development of prosocial behaviors, thereby enhancing athletes' social well-being.

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