

Sports Participation and Social Development of Student-athletes and Non-athletes at University Level Khyber Pakhtunkhwa, Pakistan

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Key Words

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Abstract: Participation in sports is one of the elements that influence socialization and the improvement of interpersonal abilities, which begin at birth. The main purpose of the study is to determine the association between sports activities and social development of the athletes and non-athletes. A descriptive research approach was adopted with the sample size of 200 students (athletes: 100 and non-athletes: 100), who were randomly selected from the Benazir Bhutto University, Sheringal, Dir Upper, Khyber Pakhtunkhwa Pakistan. For evaluation of social development, the Wditzman's questionnaire was used and for sports participation, the scale of Diani De Gill was used. Both descriptive and inferential statistics and SPSS-26 version was applied for the analysis of data. The results of the analyzed data indicated that sports activities positively influence social development of the athletes with the significance level ($P > 0.05$). The finding of the study demonstrated that social skill of the student-athletes was higher than non-athletes.

Introduction

Participation in organized sports has grown significantly in the lives of kids and teenagers in the past few decades, and it has produced far too many benefits (Park & Kwon, 2018). Sports are organized physical activities with rules, official practices, and contests under the supervision of adult or young leaders. Club and school sports are covered under this criteria (McKenzie & Van Der Mars, 2015). It is believed that participation in sports grow physical, mental, spiritual and emotional health of players (Molanorouzi, Khoo & Morris, 2015). While, for both adults and children, a major contributing factor to overweight and obesity, which can lead to a number of chronic diseases, is thought to be an insufficient amount of physical activity (PA) (GBD 2015 Collaborators, 2016; Hallal et al., 2012). There are numbers of scientific precedents of sports involvement on the healthy lifestyles of the participants. Regular participation in sports can help avoid cardiac disease, hypertension, diabetes, cancer, obesity, nervousness, and osteoarthritis, among other chronic disorders (DeNicola, Aburizaiza, Siddique, Khwaja & Carpenter, 2015). The Inter-Agency Task Force on Sports for Development and Peace report from the United Nations states, regular sport involvement helps youth through promoting bone development, healthy pulmonary as well as heart function, improved motor abilities, and mental capacity (Singh & Kumar, 2013).

Research has demonstrated a substantial correlation between the inclusionary role of sport and the development of social capital and social cohesiveness among youth and adults in societies. Physical exercise fosters productive relationships among young people, and one important way that

physical activity may support young people's social inclusion is through coaching (Kim et al., 2021). A person's ability to connect successfully with others, respond favorably, and refrain from actions that might have unfavorable effects is known as social development. It is a well-rounded collection of social skills and taught adaptive behaviors. Social development is said to include collaboration, duty, compassion, self-control, and independence (Huitt & Dawson, 2011). It's considered that kids who don't have the necessary social skills and development won't be able to carry out their responsibilities around other people (Aduen et al., 2018). Aghdasi (2014) found students who participate in athletics see a good improvement in their leadership and social abilities.

Participation in sports is one of the elements that influence socialization and the improvement of interpersonal abilities, which begin at birth. A functional and fundamental infrastructure that has a substantial impact on social groupings, the connections between individuals, and the overall structure of society is the social role of sports in the growth and consolidation of social ties (Baciu & Baciu, 2015). Playing sports promotes interpersonal ability in kids, which is important for their positive interaction with the environment around them and helps them acquire acceptable traits (Horgan et al., 2017). Children who do not have physical experiences, on the other hand, are unable to acquire social skills. Therefore, if they are not given the chance to practice and gain expertise, they would probably lose interest and grow aloof (Kle mfuss & Olaguez, 2020).

Physical activity and sports are essential to children's and young people's early development, and the skills acquired via physical education, and sports support young people's overall growth (Howie et al., 2020). Young individuals who play sports get an understanding of the significance of fundamental principles including integrity, cooperation, fair play, respect for others and themselves, and rule compliance. Additionally, it gives young people a platform to practice coping with rivalry and with both winning and losing. These educational components emphasize how athletics affects a child's moral and social growth in addition to their physical talents and aptitudes (Mortimer et al., 2021).

The role of sports in society is not only measured by TV ratings or stadium attendance. In 2003, the UN defined sport, for the purpose of development, as "all forms of physical activity that contribute to physical fitness, mental well-being and social interaction, such as play, recreation, organized or competitive sport, and indigenous sports and games (Papaioannou et al., 2020). Enwereuzor & Ugwu, (2021) indicated that social development is an ability to easily interpret and understand the moods, feelings, and ideas of others. A socially stable people with social ability is proficient of maintaining cooperation and discovering positive interactions within a group and underlining differences among individuals (Palumbo et al., 2017). A research study has found that People with high social aptitude may be leaders or followers, interact well, and sympathize with others with ease. They also frequently love debate and discussion (Lumpkin & Achen, 2018). Gardner argues that positions in sales, politics, religion, management, education, lecturing, counselling, and social work are ideal for those with strong social skill (Ahmad & Dzulkarnain, 2020).

A study assessed that One of the most frequently mentioned benefits of organized sports is social contact, which brings together individuals from various cultures who may not otherwise get together. It has been found that Youth sports participation is thought to benefit children from low-income families by helping them make new friends and teach them social skills and cohesion (Vierimaa, Turnnidge, Bruner & Cote, 2017). Participation in organized sports has been linked to a particularly positive effect on shy children, according to a study done on elementary school students. The study also found that participation in sports activities had a favorable relationship with social integration and that those who participated experienced substantial reductions in anxiety about social situations over time (Ooi, Rose-Krasnor, Shapira & Coplan, 2020). In the same way, another researcher found that after entering high school, people who have been active in sports for a long time make more colleagues, and female athletes feel less alone and dissatisfied with society in this period (Schinke et al., 2020).

Objectives of the Study

This study was carried out with the following objectives;

1. To analyze the association between participation in sports and social development
2. To determine the influence of sports participation on development of social ability
3. To know the mean variance between athletes and non-athletes regarding social development through sports activities

Methodology

The aim of the current research work is to analyze the effects of sports participation on social development of athletes as well as non-athletes of Benazir Bhattu University Shringal Lower Dir Khyber Pakhtunkhwa (KP) Pakistan. The nature of the study is quantitative, therefore a descriptive research design is deemed for this study. The population of the study is student-athletes and non-athletes. There were 200 subjects (100 athletes & 100 non-athletes) randomly selected from Benazir Bhattu University Shringal Lower Dir Kp Pakistan. The study consist of two variable, sports participation and social development, therefore two different questionnaires were used. For evaluation of sports participation assessment of sports Activity Level questionnaire (APALQ) was used (McKenzie & Van Der Mars, 2015). While, for evaluating social skill, Multiple Intelligence social skill questionnaire, developed by Mckenzie was used (Ghamrawi, 2014). For checking the validity of the scales, both questionnaires were administrated among the experts of sports sciences department of Gomal University Dera Ismail Khan (D.I.K). The Cronbach alpha for APALQ is as 0.74 and for social development scale was 0.821. The researcher has personally visited to Benazir Bhattu University Shringal Lower Dir KP Pakistan for conducting survey. After getting the permission from the concerned authority of the University, the researcher has conducted survey and during survey, he distributed both questionnaire among subjects and also guided them in filling questionnaires. After filling the questionnaires by subjects, the researcher has recollected and put them in computer for data analysis. The researcher has used SPSS-26 version for data analysis. The descriptive statistic (percentage, frequency, average and standard deviation) and inferential statistics (correlation, regression and T-test) were used for data analysis.

Descriptive Results

Table 1: This table show descriptive statistics results of the study.

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Sports Participation	200	11.00	22.00	3277.00		16.3850
					2.97169	
Social Development	200	21.00	31.00	5264.00		26.3200
					2.69889	
Valid N (listwise)	200					

Testing Hypothesis

1. There is positive and strong correlation between sports participation and social development of athletes.

Table 2: This table show correlation between social development and sports participation of athletes and non-athletes.

		SD	SP
Social Development	Pearson Correlation	1	.886**
	Sig (2-tailed)		.000
	N	200	200
Sport Participation	Pearson Correlation	.886**	1
	Sig (2-tailed)	.0000	
	N	200	200

The above output show positive correlation between both variable. Pearson correlation was applied to show association between social development and participation in sports. The examined

data indicated that there is positive and strong association between two quantitative variables. The P value between two quantitative variable is 0.886 at 0.01 level (2-tailed).

Table 3: This table show output of regression results about the effects of participation in sports on the development of social ability of the athletes and non-athletes.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.886 ^a		.784	.783

1.25694

a. Predictors: (Constant), Sports participation

b. Dependent Variable: Social Development

ANOVA^a

Model	Sum of Square	Df	Mean Square	F	Sig
Regression	1136.701	1	1136.701	719.478	.000 ^b
Residual	312.819	198	1.580		
Total	1449.520	199			

a. Dependent Variable: Social Development

b. Predictors: (Constant), Sports participation

Coefficients^a

Model	Unstandardized Coefficients			Standardized Coefficients		
	B	Std.Error	Beta	t	Sig	
1 (constant)	13.142	.499		26.324	.000	
SP	.804	.030	.886	26.823	.000	

a. Dependent Variable: Social Development

H²: The independent variable (sports participation) has significant impact on output variable (social development). Linear regression was used to show the effects of participation in sports on the development of social ability. The result of the model showed indicated 88% variation in social development through sports participation. The model is significant when the standardized coefficient beat (b) is .886. The t-value for sports participation is 26.823 and P-value is 0.000 indicated that predictor variable of sport participation is statistically significant.

Table 4: This table show mean difference of the athlete and non-athlete in term of sports participation and social development.

Testing Variable	Categorical Group	N	F	Sig	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error
Sports Participation	Athletes	100	15.952	.000	16.91	92.498	.000	118	.000
	Non-athletes	100							
Social Development	Athletes	100	6.377	.013	10.342	111.852	.000	118	.000
	Non-athletes	100							

Significant at 0.05

The output of the above table show significant group mean difference between athletes and non-athletes in term research variable (sports participation and social development). The analyzed data displayed that subjects with to athlete and non-athletes have significant group mean differences in sports participation and social development.

Discussion

The aim of the current research work is to examine the influence of athletic engagement on the development of social ability. The study's findings revealed significant impacts of sports engagement on the social development of athletes and non-athletes. Another hopeful finding was a statistically significant positive and robust link between sport engagement and social development in both players and non-athletes.

When the viewpoint of the participants (athlete & non-athletes) were analyzed through some questions like a) I can sense the moods and feelings of others. b) I work best when interacting with people c) I enjoy team sport rather than individual sport. d) I can sort out arguments between different cultures. e) I enjoy social events like parties. f) Do you take part in competitive sport? All the participants have realized that sports participation has significant and positive impacts on social development of the athletes.

The independent variable (sports activity) had important effects on the outcome variable (social development) in the current study. This has resulted in a variance of 88% in the dependent variable (social development). The findings are consistent with those of Ooi, Rose-Krasnor, Shapira, and Coplan (2020), who discovered that participation in organized sports has a significantly positive impact on shy people. Additionally, the study discovered a strong correlation between sports activity and social adjustments with players experiencing longer-lasting decreases in stress issues. Another study discovered that persons who participate in physical sports after high school are happier, and female athletes suffer reduced social separation and discontent through this period (Schinke et al., 2020). As a result, efforts must be made to include all student-athletes to some extent, which will aid in promoting the players' social abilities. It was discovered that sporting activities bring individuals together from varied backgrounds who would not otherwise meet. Participating in youth sports from low-income households promotes interpersonal growth through getting together with novel colleagues (Vierimaa, Turnnidge, Bruner, & Cote, 2017).

Murat (2015) discovered that Taekwondo training for 12 weeks had a statistically important effect on the development of overall cognition as well as levels of physical and social intelligence. In line with prior research, the current study found that involvement in sports display prominent influence in positive growth of participants' social abilities. This study found that participation in sports has a favorable and high link with the social development of student-athletes. As a result, educational institutions, parents, and policymakers must create a flexible environment to ensure students engagement in sports activities for their overall development.

The study's findings demonstrated substantial variations in the independent variable (sport involvement) and the dependent variable (social development) between athletes and non-athletes. As a result, it is obvious that both groups (athletes and non-athletes) recognize the importance of sport involvement in the good development of participants' social abilities. The current study found that involvement in sports activities improves the participant's social ability. Kiremitci and Canpolat (2014) discovered that Participation in secondary school athletics has been linked to increased socialization among students and may foster confidence, self-worth, emotional expressiveness, and stress and anxiety reduction.

Conclusion

The finding of the study has found that sport participation has significant influence on social development of the athlete and non-athletes. It was also realized by the both group (athletes & non-athletes) that sport participation has positive and strong association with the social development of the participants. The evaluated data has indicated significant variances in subjects (athletes & non-athletes) in term of sports participation and social development. This study will assist to uphold the social ability of the participants on mother land nation of Pakistan by providing statistical fact to the policy makers, educational institutions and parents regarding the productive role and influence of sport participation in the positive growth of social ability of the student-athletes.

Recommendations

1. It is also stated that educational institutions in Pakistan benefit from the critical effect of sport involvement in the beneficial development of students' social capacities.

2. Parents should be encouraged to join in their children's academic and co-curricular activities in order to further improve their intellectual talents and skills.
3. The research findings enable instructors and trainers to consider the MI elements of their pupils while educating and training them.
4. The educational institution should provide a flexible timetable that allows every student to engage in sports activities.

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