

PERCEPTION OF STAKEHOLDERS REGARDING THE ROLE OF SPORTS IN THE DEVELOPMENT OF SOCIAL TRAINING OF ADULTS

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Abstract

This study aimed to investigate the views of stakeholders, including parents, teachers, and students, regarding the role of sports in the social training and development of adults at Sarhad University in Peshawar District. A total of 429 questionnaires were distributed, and all were returned and included in the analysis. Random sampling was used to select teachers and students, while parents were selected through a convenient sampling technique. The results of this study indicate that the community members have a significant understanding of the role of sports in the social training of adults. The majority of the participants believe that participation in sports develops a sense of cooperation, social consciousness, understanding of others' feelings, and respect for others' rights. These qualities are essential for good citizenship and equity development. The study recommends that policies be redesigned to eliminate all forms of financial exploitation in sports by defining the parameters for private sector participation. Furthermore, the community members' positive views regarding sports' role in social training suggest the need for more sports activities in society. The study provides valuable insights into the views of stakeholders regarding the importance of sports in the social training and development of adults. The findings can guide policymakers in developing effective policies and programs to promote sports participation and its positive impact on society.

Keywords: Perception; Role of Sports; Social Training; Parents; Teachers; Students.

Introduction

In a variety of industries, including business, education, agriculture, and sports,

the word "stakeholder" is employed. Stakeholders are those organizations and individuals whose support ensures the

existence and success of the organization (de Freitas Langrafe et al., 2020). A person, people group, or organization that has a direct or indirect connection to and is impacted by actions, products, goals, and effects of activities as well as some development has also been defined as them. They are also the individuals, groups, and communities that are affected by institutional and organizational objectives (Belias & Koustelios, 2014). A society is formed by a variety of stakeholders in every civilization. For the advancement of the society in which they reside, each of these stakeholders must fulfill a particular function (Arif, 2019). The stakeholders, who include doctors, engineers, teachers, and athletes, are significant societal groups. On the other hand, taking part in different sporting activities helps people acquire important life values, including dedication, reliability, honesty, and hard work. Due to the significance of both moral and social character characteristics, society accords each of them a great deal of respect and admiration. Sports have a significant role in the development of essential social characters characteristics such as loyalty, sacrifice, and good citizenship. On the other side, significant moral character characteristics acquired via athletics are tolerance,

responsibility, fair play, honesty, fairness, and justice (Arif et al., 2019).

Young football players who participate in sports have a variety of benefits, including making friends, developing new talents and mastering existing ones, having supportive coaches, and working together with teammates. Participating in sports increases one's sense of empathy and social responsibility (Brunelle et al., 2018). Sense of belonging skill produced through sports participation among adults (Certo et al., 2003). Some life skills, goal setting, stress management, and communication, can be directly transferred to other settings of life and remains long-lasting (Gould & Carson, 2008). The study found that sports participation developed a variety of life skills such as health and fitness habits, academic achievement, emotional and psychosocial characteristics like teamwork, optimism, and leadership, as well as self-esteem and self-confidence that were then transferred to other aspects of people's lives.

Social interaction is helpful for children to solve conflicts, overcome depression, improve self-esteem, keep company with their peers, talk effectively with them, and learn life skills (Hartup, 2021). Through participation in these

activities, children, adults, and adults learn many useful skills, such as competition and its healthy aspects. These skills are useful in all fields of life, including academics and jobs (Yan & McCullagh, 2004). Through sports, children learn to cooperate with their peers at a young age (Holt et al., 2008). 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 the best source for proper use of the leisure time children (Kanagasabai et al., 2018).

Given the role and significance of sports activities in the overall development of their participants, it is crucial for the promotion of sports to understand how the community views sports' contribution to the social growth of adults. Community support is vital for promoting sports activities, which in turn leads to the improvement of desirable social traits in adults. The present study aims to determine stakeholders' perceptions regarding the role of sports in the development of social training. The stakeholders were comprised of the Parents, Teachers, and Students of District Bannu, Pakistan. All possible efforts were made to achieve the set objectives of the study.

Objectives

1. To find out the significant difference between the awareness levels of stakeholders regarding the role of sports in the social training of adults.
2. To evaluate the significant difference between the awareness level of male and female respondents regarding the role of sports in the social training of adults.
3. To determine the significant difference between the awareness levels of Teachers and Students regarding the role of sports in developing social consciousness among adults.
4. To assess the impact of respondents' qualifications on their perception regarding the role of sports in developing a sense of cooperation among adults.
5. To determine the respondents' perception of the role of sports in developing community solidarity and racial equity among adults.
6. To determine the correlation between good citizenship qualities and a sense of cooperation gained through sports participation.

Materials and Methods

In this specific research, parents, teachers, and students made up the population. All three socioeconomic strata

together made up a sizable portion of the population known as the stakeholders, who, in one way or another, were interested in sports and the social effects of participating in them. A sample is a subset of items, entities, or units selected for examination and research from the population (the entire set) (Denscombe, 2017). It involves selecting a comprehensive collection of individuals from the population to represent the entire population. Realistically, examining every member of the population is not feasible since it is not feasible to get in touch with every person. Completing this procedure also takes a lot of time, money, and effort. Hence, sampling is used to reduce the size of the population (Fricker, 2008). The population of this study consisted of Parents, Teachers, and Students forming three strata from within the community on the principle of stratified sampling technique. Teachers and students were selected through a random sampling technique whereas parents were taken through a convenient sampling technique.

The sample size is determined by the requirement of the study to obtain accurate and authentic findings for reaching ultimate conclusions (Wolf et al., 2013). The sample size depends upon the purpose of the study and the nature of the population under

scrutiny (Chimhutu et al., 2015). In the present study, a total of 429 questionnaires were distributed among Parents (117), Teachers (129), and Students (183), while 429 were received back. An appropriate sample was selected to get the required information.

A structured questionnaire was prepared to collect data to determine the community's perception of the role of sports in the social training of adults. Data was collected from Sarhad University of Science & IT, Peshawar, KP, and Pakistan and as well as from Peshawar city. A five-point Likert scale was used to measure the respondents' opinion, ranging from "Strongly Agree, Agree, Strongly Disagree, and undecided." To check the reliability and validity of the content, the questionnaire was sent to different experts in the field for pre-testing to evaluate its validity and reliability before it is used for data collection. Cronbach's Alpha was used to determine its reliability. Cronbach's Alpha was found as .753. To test the hypothesis, the researcher set an Alfa level of 0.05. The collected data will then be arranged, coded, and processed through the statistical package for social sciences (SPSS). An Inferential statistic was used for the analysis of data.

Formation of Hypothesis

1. There is no significant difference between the awareness levels of stakeholders' members regarding the role of sports in the social training of adults.
2. There is no significant difference between the awareness level of male and female respondents regarding the role of sports in the social training of adults.
3. There is no significant difference between the awareness levels of teachers and students regarding the role of sports in developing social consciousness among adults.

4. There is a significant impact of respondents' qualifications on their perception regarding the role of sports in developing a sense of cooperation among adults.
5. The respondents perceive a significant role of sports in developing community solidarity and racial equity among adults.
6. A significant correlation exists between good citizenship qualities and a sense of cooperation gained through sports participation.

Results

Table 1. Awareness levels of stakeholders regarding the role of sports in the social training of adults.

Testing Variable	Groups	n	M	SD	df	F	Sig.
Awareness levels of stakeholders' members regarding the role of sports in the social training of adults	Parents	117	3.0625	1.04100	(2, 426)	1.006	.370
	Teachers	129	3.3230	1.27763			
	Students	183	3.0473	1.08393			

$\alpha = .05$, $M = \text{Mean}$ and $SD = \text{Standard deviation}$

One-way ANOVA was applied to explore the awareness levels of stakeholders members regarding the role of sports in the social training of adults. The respondents were divided into three categories. There were no significant differences were found at the $p > 0.05$ level between the awareness levels of stakeholders' members regarding the role of sports in the social training of adults, F

$(2,426) = 1.006$ conditions; the p-value is also greater than the alpha level ($.370 > 0.05$). The data also indicated that the mean score for Parents ($M = 3.0625$, $SD = 1.04100$, $n = 69$) was no significant difference from Teachers ($M = 3.3230$, $SD = 1.27763$, $n = 3$) and Students ($M = 3.0473$, $SD = 1.08393$, $n = 13$), it is stated that no significant differences were found in this table.

Table 2: Difference between the awareness level of male and female respondents regarding the role of sports in the social training of adults

Testing Variable	Groups	N	M	SD	df	t	Sig.
The awareness level of male and female respondents regarding the role of sports in the social training of adults.	Male	253	3.1118	1.07477	427	.329	.364
	Female	176	3.0257	.92766			

$\alpha = .05$, $M = \text{Mean}$ and $SD = \text{Standard deviation}$

As predicted, results from an independent samples t-Test indicated no significant mean differences between the mean scores of the respondents by their gender-wise of male and female respondents regarding the role of sports in the social training of adults. The

mean scores of Male ($M = 3.1118$, $SD = 1.07477$, $n = 253$) and Female ($M = 3.0257$, $SD = .92766$, $n = 176$) conditions; $t(427) = .329$, $p = .364$, which is less than the alpha level ($.364 > .05$, which means that there was no significant difference.

Table 3: Difference between the awareness levels of Teachers and Students regarding the role of sports in developing social consciousness among adults.

Testing Variable	Groups	N	M	SD	df	t	Sig.
The awareness levels of Teachers and Students regarding the role of sports in developing social consciousness among adults.	Teachers	129	3.3230	1.27763	427	.722	.221
	Students	183	3.0473	1.08393			

$\alpha = .05$, $M = \text{Mean}$ and $SD = \text{Standard deviation}$

As predicted, results from an independent samples t-Test indicated no significant mean differences between the mean scores of the respondents by their teachers and students wise respondents regarding the role of sports in developing social consciousness among

adults. The mean scores of Teachers ($M = 3.3230$, $SD = 1.27763$, $n = 129$) and Students ($M = 3.0473$, $SD = 1.08393$, $n = 183$) conditions; $t(312) = .722$, $p = .221$, which is less than the alpha level ($.221 > .05$, which means that there was no significant difference.

Table 4: Significant impact of respondents' qualifications on their perception regarding the role of sports in developing a sense of cooperation among adults.

Testing Variable	Qualifications	n	M	SD	df	F	Sig.
No significant impact of respondents' qualifications on their perception regarding the role of sports in developing a sense of cooperation among adults	Bachelors	187	3.0354	.90208	(2, 426)	71.823	.024
	Masters	153	3.5485	1.09556			
	M.Phil. and above	89	3.9508	1.05237			

$\alpha = .05$, $M = \text{Mean}$ and $SD = \text{Standard deviation}$

One-way ANOVA was applied to explore the impact of respondents' qualifications on their perception regarding the role of sports in developing a sense of cooperation among adults. There are significant differences were found at the $p < 0.05$ level on the impact of respondents' qualifications on their perception regarding the role of sports in developing a sense of cooperation among adults $F(2, 426) = 71.823$ conditions; the p-

value is also less than to the alpha level ($.024 < 0.05$). The data also indicated that the mean score for bachelor's respondents ($M = 3.0354$, $SD = .90208$, $n = 187$) was significant difference from Master ($M = 3.5485$, $SD = 1.09556$, $n = 153$) and M.Phil. and above ($M = 3.7508$, $SD = 1.05237$, $n = 89$), it is stated that significant differences were found in table 5.

Table 5: Role of sports in developing community solidarity and racial equity among adults.

		Role of sports in developing community solidarity	Racial equity among adults
Role of sports in developing community solidarity	Pearson-Correlation (2-tailed)	1	
	N	429	
Racial equity among adults	Pearson-Correlation (2-tailed)	.831**	.831**
	N	429	429

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

The Pearson correlation revealed that there is a significant role of sports in developing community solidarity and racial equity among adults. It is also endorsing from the correlation table that there is a strong positive connection between the role of sports in

developing community solidarity and racial equity among adults ($r = .831$) at a significant level is also in the range ($P = .000 < .01$), which is less than the alpha level. Hence, therefore, the above hypothesis is hereby accepted at a significant level of 0.01.

Table 6: Correlation between good citizenship qualities and a sense of cooperation gained through sports participation.

		Good citizenship qualities	Sense of cooperation gained through sports participation.
Good citizenship qualities	Pearson-Correlation (2-tailed)	1	
	N	429	
Sense of cooperation gained through sports participation.	Pearson-Correlation (2-tailed)	.779**	.779**
	N	429	429

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

The Pearson correlation revealed that there is a significant correlation between good citizenship qualities and a sense of cooperation gained through sports participation. It is also confirmed from table no 6 that there is a strong positive connection between good citizenship qualities and a sense of cooperation gained through sports participation ($r = .779$) at a significant level is also in the range ($P = .000 < .01$) which is less than to the alpha level. Hence, therefore the above hypothesis is hereby accepted at a significant level of 0.01.

Discussion

The researcher revealed no significant difference between the awareness levels of stakeholders members regarding the role of sports in the social training of adults according to the respondents' perceptions. It means that all the respondents were found to have very positive attitudes regarding the role of sports in the social training of adults. The researcher also found no significant difference between the awareness level of male and female respondents regarding the role of sports in the social training of adults. Also found from the data that there is no significant difference between the awareness levels of teachers and students regarding the role of sports in developing social consciousness among adults, as well as there

is no significant impact of respondents' qualifications on their perception regarding the role of sports in creating a sense of cooperation among adults. The respondents perceive a substantial role of sports in developing community solidarity and racial equity among adults.

The researcher also concluded that there is a significant correlation between good citizenship qualities and a sense of cooperation gained through sports participation. Hargie, Mitchell, and Somerville made a nearly identical discovery when they discovered that sports fosters equity, particularly racial equity, among their participants (Kanan et al., 2022). The researcher found that youth sports participation fosters equity in their research (Wright & Coti, 2003). Participating in sports and athletics fosters good citizenship and leadership skills, consistent with our findings today (Wills et al., 2007). According to other studies, participating in sports fosters good citizenship (Savage & Savage, 2009); Shachar et al., 2016; Jordalen et al., 2018; & Osgood & Muraven, 2015). A Similar conclusion was drawn by Osgood and Muraven, who concluded that participation in sports develops cooperation and self-control (Castillo-Montoya et al., 2021). This is in line with the findings of Castillo-Montoya,

Zastoupil, and Newton, who found that sports participation develops social consciousness (Cronin & Allen, 2018). This is almost in line with the findings of Davis, who found that participation in sports develops and improves an understanding and respect for the feelings of others (Kaufman & Wolff, 2010). This is exactly in line with the findings of Kaufman and Wolff, who discovered that participating in sports fosters respect for other people's rights (Calzo et al., 2014). An almost identical study concluded that youth sports participation fosters a sense of community, cohesiveness, and unity (OSUOJI, 2019). Similar findings were also reported discovering that playing sports fosters teamwork and unity within the community (Perks, 2007). Almost identical results concluded that participation in sports fosters racial equality by fostering opportunities for racial integration (Babenko & Mosewich, 2017). This is nearly in agreement, which shows that athletes have higher tolerance levels than non-athletes. The results of additional studies show that engaging in sports and athletics fosters tolerance (OSUOJI, 2019); & Belias & Koustelios, 2019). A nearly identical finding was made by Cronin and Allen, who discovered that sports participation fosters the development of abilities like teamwork and leadership.

Conclusion

The study's main theme was to measure stakeholders' perceptions regarding the role of sports in the development of social training of adults. It is concluded that the role of sports in developing community solidarity and racial equity among adults is positively significant. A significant correlation exists between good citizenship qualities and a sense of cooperation gained through sports participation. It has been concluded that community members have very significant knowledge of the role of sports in the social training of the youth. Sports are considered an effective tool that develops equity and good citizenship qualities. The majority of community members believe that participation in sports develops a sense of cooperation, social consciousness, an understanding of the feelings of others, and respect for the rights of others. Most of the respondents confirm that sports develop community solidarity, racial equality, tolerance, and the ability to work within a team. It is generally concluded that the social nature of this participation is the factor mediating the relationship between participation and improved health. Furthermore, the concept of choice and fun seems to be a contributing factor to improved health. When youth play the sport they

choose, it is fun in the social context, and they are often intrinsically motivated to participate. In saying this, each individual needs to choose their sport so that it suits their preferences. Some individuals prefer to participate in sports in solitary modes, and this participation can enhance their social and mental health. This, in turn, can contribute to the development of future self-awareness and personal social growth, which is also significant for social health.

Recommendations

1. It is recommended that policy be redesigned to eliminate all forms of financial exploitation in sports by defining the parameters for private sector participation. Sports are considered an effective tool that develops equity and good citizenship qualities.
2. It is also recommended that the majority of the community members believe that participation in sports develops a sense of cooperation, social consciousness, an understanding of the feelings of others, and respect for the rights of others, such types of sports activity conducted in a society.
3. It is also considered and recommended to the governments that sports develop community solidarity, racial equality,

tolerance, and the ability to work within a team.

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