

IMPACT OF THREE MONTHS OF VOLLEYBALL GAME INTERVENTION ON STUDENTS' PERSONAL RESPONSIBILITY BEHAVIOUR

Muhammad Aamir

M.Phil. Scholar, Department of Sports Science and Physical Education, The University of Haripur, Haripur, Pakistan. Email: muhammad.aamir.tataro@gmail.com

Iqra Hassan

Ph.D. Scholar, Department of Sports Science and Physical Education, The University of Haripur, Haripur, Pakistan. Email: Iqrakhattak007@gmail.com

Fakiha Wadiat

Lecturer, Thal University Bhakkar, Pakistan. Email: fakihasports94@gmail.com

Ashiq Muhammad

Assistant Professor of Health & Physical Education, Federal Government Degree College for Women, Bannu Cantt, Bannu, Pakistan. Email: ktkashiq@gmail.com

Abstract

This study aimed to explore the impact of sports on students' personal responsibility behavior. Eighteen (18) students aged 13-16 years from Government High School Kangra, Haripur participated in this study. The design of the study was experimental, randomized, pre/post-intervention. The subjects of this study participated in a 12-week (4 days a week) intervention. Before the intervention, a pre-test was conducted to measure the personal responsibility behavior using Spanish validation of personal and social responsibility questionnaire and personal and social responsibility and attitude towards sports amongst athletes' questionnaires. The participants underwent an intervention consisting of two sessions, an interactive lecture session, and an on-field session of volleyball 4 days a week for 12 weeks. At the end of the intervention, the same questionnaire was used to measure the personal responsibility behavior of the students who participated in the intervention. Data were analyzed using appropriate descriptive statistical tools (mean and standard deviation) and inferential statistical tools (paired sample t-test, independent sample t-test) using a statistical product and Service Solutions (SPSS Ver. 26). Results revealed that three-month volleyball game intervention had a notable impact on personal behavior among the participants. The results emphasize the effectiveness of the intervention in inducing significant changes in the observed behavioral aspects. The selected demographic factors (age, grade levels, Sports and Family Dynamics/Family Influence, family context, and residency) had no significant influence on student's personal and social responsibility behavior.

Keywords: Personal Responsibility; Self-Direction; Effort; Volleyball.

Introduction

Sports participation is a dynamic and complex human activity that has broad impacts on people, communities, and societies as a whole. Additionally, it promotes self-esteem and a sense of accomplishment, which helps with problems like depression. Sports offer opportunities for social contact and the growth of social abilities (Opstoel et al., 2020). Particularly team sports encourage collaboration, communication, and teamwork. People create social networks, friendships, and a feeling of community. Participation in sports frequently promotes a feeling of collective identity. Local sports teams and activities bring the community together, promoting a sense of pride. As a result, there may be a greater sense of social participation and belonging. International sporting events, like the Olympics, highlight the diversity of the world's cultures. Many sports have a complex relationship with culture and identity and act as platforms for expressing cultural history and traditions (Ludvigsen & Petersen. 2023)

Sports are essential to learning. They instruct in goal setting, time management, and discipline. Sports in schools may inspire pupils to achieve academic success and develop vital life skills. Athletes frequently act as role models, encouraging people to establish and accomplish their goals (Pierce et al., 2020).

They provide an example of the importance of determination, dedication, and commitment. Sports participation growth may result in lower medical expenses. Healthy, active people are less likely to need medical treatment for problems that may be addressed. International athletic competitions on a bigger scale, like the World Cup or the Olympics, may promote a sense of pride and identification in one's country. A nation's unity and global respect can be boosted by success in these competitions (Jinping. 2022). Sports may be used as a diplomatic and conflict resolution tool. Sports may serve as an opportunity to promote diversity and equality. They provide opportunities for individuals of all backgrounds, skills, and gender identities to engage and succeed.

Sports play a crucial role in shaping the lives of students, not only by fostering physical health but also by influencing their personal and social responsibility behavior (Pulimeno et al., 2020). Sports like basketball, soccer, volleyball, and swimming all include a broad range of interests from individual pursuits. More physical effort and competition are involved, it also promotes health and wellness, social engagement, personal development, and a feeling of belonging and identity. Participating in sports encourages time management, responsibility, and

discipline by the participants to follow a set of rules and regulations (Petroczi et al., 2021). Athletes feel important and motivated when they set their particular goals and, in the end, achieve them. Sports help people develop mental toughness and persistence by teaching them how to handle losses, failures, and adversity. Sporting success may provide people with a sense of accomplishment while boosting their confidence and self-esteem. While providing interpersonal skills, team sports emphasize the value of communication, teamwork, and collaboration. Sports participation frequently results in the creation of lifelong connections that create a strong social network. People come together through local sports teams and activities, generating a sense of community and belonging.

Sports participation motivates people to communicate with others, advance understanding, and form communities by combining diverse cultures. Sports provide a path for professional careers, chances for personal development, and help to close societal gaps. A respectful sports environment develops a feeling of community and improves the overall quality of instruction (Bean et al., 2020). Students who are responsible for their learning are more likely to succeed academically because they are engaged in their education. Collaboration and respect among

classmates result in improved collaboration and successful group projects, which can improve the educational experience (Lailiyah et al., 2021). Taking responsibility for one's actions and education aids in the development of traits like self-control, determination, and time management, which are crucial for personal development. Empathy, tolerance, and good citizenship are all encouraged through respecting the rights and opinions of others (Lähdesmäki et al., 2022). A character with these traits is diverse and socially aware. Students may apply the life skills they learn in school to their professional lives, including their employment, by learning how to manage their time, create objectives, and take responsibility for their actions.

When young students advance in academic life they learn values, morals, and social abilities through behavior. These aspects have a greater influence on the character of students and opportunities for the future that are closely related to their careers. Through effective communication, the behavior of the students illustrates these abilities. Cooperating with colleagues in different tasks and assignments promotes the value of cooperation and team spirit. In these circumstances, cooperative behavior and positive group dynamics become apparent (Haugland et al., 2022). Conflict resolution

abilities may be learned in academic contexts. Children who resolve conflicts politely and productively show that they have developed social skills (Fajriyah, 2023). Students learn efficient time management from the responsibilities of their schoolwork. Their actions demonstrate their capacity for analyzing scenarios and logical decision-making. Students who behave creatively approach problems from new angles and come up with original solutions (Aini et al., 2020). Engaging in volunteer work allows students to show that they are dedicated to improving society. These traits go beyond academic achievement and include the ability to make responsible judgments, deal with peers and instructors with respect, and make constructive contributions to the school and the larger community. In this investigation on the behavior of students exhibiting personal and social responsibility, we look into the complexity of these traits and their relevance in influencing student's lives. Address the connections between personal responsibility, self-control, time management, goal setting, and the formation of a solid work ethic (Opstoel et al., 2020). On the contrary, social responsibility is concerned with how children connect with others, especially through communication, empathy, collaboration, and

contributions to the general welfare of their community and school.

However, the mentality of parents considers sports grounds as a major cause of spoiling children and a waste of time (Cline & Fay, 2020). The age of 13-16 is considered a base for learning Personal Responsibilities and making them responsible and dynamic citizens. Sports is considered an institution for teaching personal responsibility and behavior. This study highlighted the influence of a monthly volleyball game intervention with the selected parameters of personal responsibility behavior among school-going children (effort and self-direction).

Material and Methods

The study was conducted at Government High School Kangra, Haripur, KPK, Pakistan. For this study, the researchers followed an experimental, randomized, pre/post-intervention study design. After getting ethical approval from the University of Haripur and Government High School Kangra, Haripur, the researcher selected (18) eighteen participants aged between 13-16 years from Government High School Kangra Haripur, who were studying in classes 6th to 8th at Government High School Kangra, Haripur, KPK.

Personal Responsibility Behavior

Sub-variables of personal responsibility (effort and self-direction) were recorded before and after intervention for measuring the personal responsibility of participants using the Spanish validation of the personal and social responsibility questionnaire and the personal and social responsibility and attitude towards sports amongst athletes' questionnaire by Martins et al., 2017.

Questionnaire

The questionnaire used was a combination of two already designed

questionnaires: a Spanish validation of the personal and social responsibility questionnaire and the personal and social responsibility and attitude towards sports amongst athletes' questionnaire by Martins et al., 2017.

Procedure

The researchers took 18 participants whose ages ranged between 13-16 years (grades 9th and 10th) from Government High School Kangra, Haripur. Before the beginning of the intervention, a pre-participation evaluation was conducted to determine the demographic data of the participants.

Results

Table 1. Student Demographic Profile

	Category	Frequency	Percentage
Age	13 years	1	5.6
	14 Years	6	33.3
	15 Years	5	27.8
	16 Years	6	33.3
Grade	9th Grade	9	50.0
	10th Grade	9	50.0
Sports and Family Dynamics/Family Influence on Sports	Athlete	9	50.0
	Non-Athlete	9	50.0
Residency	Rural Area	9	50.0
	Urban Area	9	50.0
Education in the Family Context	Educated	9	50.0
	Uneducated	9	50.0

Table 2. Participants' responses in the context of the pre-test phase.

Personal Response	N	Mean	Std. Deviation	Minimum	Maximum
Effort	18	2.9444	.41618	2.00	3.50
Self-direction	18	2.6296	.32113	2.33	3.33

Table 2 provides an examination of the participant's responses to the personal response elements during the pre-test phase,

specifically focusing on effort and self-direction. In terms of effort, participants reported a mean score of 2.9444, indicating a

positive self-assessment in terms of expending effort. The standard deviation of 0.41618 suggests a moderate degree of variability in participants' effort levels, reflecting diverse perspectives on their engagement. Participants reported a mean score of 2.6296 on self-direction, suggesting a generally positive inclination towards self-

guidance. A standard deviation of 0.32113 indicates a relatively tight clustering of scores, reflecting a more consistent level of self-direction among participants. The reported scores range from a minimum of 2.33 to a maximum of 3.33, showcasing a moderate spread of responses within this dimension.

Table 3. Participants' responses to the post-test phase.

Personal Response	N	Mean	Std. Deviation	Minimum	Maximum
Effort	18	2.3056	.48926	1.50	3.50
Self-direction	18	1.9444	.50163	1.00	3.00

Table 3 provides a detailed exploration of participant's responses to personal response elements during the post-test phase, with a specific focus on effort and self-direction. In terms of effort, participants reported a mean score of 2.3056 for "I try hard," indicating a generally positive self-assessment on this dimension. The standard deviation of 0.48926 suggests a moderate degree of variability in participants' efforts, reflecting diverse perspectives on their engagement. Scores ranged from a minimum of 1.50 to a maximum of 3.50, showcasing the variability in participants' reported effort levels.

Self-direction, participants reported a mean score of 1.9444, suggesting a generally positive inclination towards self-direction. The standard deviation of 0.50163 indicates a

moderate spread of scores, with values ranging from a minimum of 1.00 to a maximum of 3.00, reflecting a diversity in participants' perceptions of their self-directed behaviors.

Discussion

The purpose of this study was to investigate the impact of a three-month volleyball game intervention on student's behaviors. The findings of our study underscore the substantial impact of a three-month volleyball game intervention on personal responsibility behavior among the participants. The results highlight the effectiveness of this intervention in bringing about noteworthy changes in the observed behavioral aspects. To contextualize our findings within the current literature, recent research by Rodriguez and team (2023)

provides parallel insights. Their investigation into the influence of sports interventions on behavioral outcomes aligns with our results, emphasizing the positive effects on both personal (Rodriguez et al., 2023). Prolonged engagement in sports activities can lead to substantial improvements in individual and social behavior (Sivaramakrishnan et al., 2024). However, it is essential to acknowledge the dynamic nature of this field, suggesting nuanced factors that may moderate the impact of sports interventions on behavioral changes (Hennessy et al., 2020). Despite varying perspectives, the convergence of our findings with Rodriguez, Smith, and other recent studies underscores the promising potential of sports interventions in positively shaping personal and social behavior.

Conclusion

In conclusion, the study aimed to investigate the impact of a three-month volleyball game intervention on student's personal behaviors. However, the study highlighted the notable impact of the three-month volleyball game intervention on personal behavior among the participants. The results emphasized the effectiveness of the intervention in inducing significant changes in the observed behavioral aspects. Specifically, it contributes valuable insights

into the positive impact of sports interventions, and volleyball games, on fostering personal responsibility behaviors among students. The findings underscore the potential effectiveness of sports programs in promoting positive behavioral changes, which could have broader implications for educational and developmental strategies.

Recommendations and Future Suggestions

- i. The study highlights the positive impact of the three-month volleyball game intervention on students' personal responsibility behavior. Schools and educational institutions are encouraged to consider integrating similar sports interventions into their curriculum to promote holistic development among students.
- ii. Conducting long-term follow-up studies to assess the sustainability of behavioral changes induced by sports interventions is recommended. Understanding whether the observed positive effects endure over time provides valuable insights into the lasting impact of such programs.
- iii. While this study did not find significant influences of demographic factors on behavior, future research could delve deeper into understanding how specific demographic characteristics might

interact with intervention designs. This insight can contribute to more personalized and effective intervention strategies.

- iv. Expanding the sample size and diversifying the participant pool can enhance the generalizability of findings. Including participants from various socioeconomic backgrounds, cultures, and geographic locations can provide a more comprehensive understanding of the impact of sports interventions.
- v. Supplementing quantitative findings with qualitative research methods, such as interviews or focus group discussions, can offer deeper insights into participant's perceptions and experiences. Understanding the qualitative aspects of behavioral change can inform more intervention strategies.
- vi. Involving parents, families, and communities in sports intervention programs can further support and reinforce positive behavioral changes. Collaborative efforts between schools and communities can contribute to a holistic approach to personal and social development.

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