

## **EXPLORING THE ASSOCIATION BETWEEN SPORTS PARTICIPATION AND DEVELOPMENT OF SOCIAL SKILLS AND SOCIAL WELL-BEING AMONG YOUTH**

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### **Abstract**

This study examined the association between sports participation and the development of social skills and social well-being among youth in the locality of Layyah District, Punjab. Teachers, parents, students, and alumni constituted the population of the study. All the said strata established a group of the populace, which was named the community. An appropriate sample comprised of n= 494 participated in the study. It is important to mention that after the elimination of forty-two (42) invalid and incomplete questionnaires, the researcher used 452 valid questionnaires in the data analysis processes. The viewpoint of the community members was ascertained with the help of a structured questionnaire, which was developed under the guidance of the research supervisor and related literature. Results of the study have asserted that the community members have a very encouraging stance regarding the importance of sports and perceived that sports activities are very helpful in the overall development of their participants. Participation in sports was perceived as an effective tool to promote social and moral character values one may take part in sports activities. Based on the findings of the study, the researcher recommended that different kinds of sports events may be conducted in collaboration with the local authorities. Similarly, the promotion of sports programs in educational institutions may be ensured by having a nursery of sports from the grass roots level. Community sports clubs may be encouraged by facilitating financial as well as other required facilities in order to get maximum sports participation.

**Keywords:** Sports Participation; Social Skills; Social Wellbeing.

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**Introduction**

Association between sports participation and developing social skills are constantly being seen in the perspective of sports as a socializing agent. Research has confirmed that sports and other recreational activities develop qualities like leadership, open-mindedness, self-confidence, and teamwork (Finkelstein et al., 2009). Participation in various sports activities provides an ample chance for making relations which are advantageous for communal and individual improvement of students. Bertman (2008) revealed that sports and refreshment activities increase social interconnection and diminish self-harm. Johns et al. (2014) has shown that sports give the platform to the students in which they can play together which in turn develop social attachment and social assimilation.

Training of social skill is a practice that helps individuals to develop communication, teamwork and works well among individuals (Reeves et al., 2011). Social well-being is the magnitude to which an individual textures a sense of being sensible and a helpful individual in society. Lee and Hudson (2017) are of the view that wellbeing has chief importance and is essential to the wholesome development of individual. The optimal level of well-being

empowers the persons to work effectively control the complications and hold the diverse state of affairs in proper perspectives.

The social skills prepare the individual to adjust and effectively contribute to the society. In this regard, Larson (2000) communicates that the activities in the physical education and sports program offer one of the best opportunities for making these adjustments, provided there is proper leadership. The author, therefore, proposed that physical educators should manage effective means through which they can modify and polish youth behaviour.

Sports and physical education that is being recognized as the need for each every individual to develop an appropriate self-concept. Participants need to develop the wholesome attitudes towards the well-being and social traits of open mindedness, confidence etc: as maturing persons (Coakley & Pike, 2009). Cockburn and Clarke (2002) have stated that during the various stages of physical growth through which young people go, they are often accepted or rejected by their fellows because of their physical characteristics. Therefore, it is important for individuals to develop themselves physically, not only for reasons of their own self-awareness, but also because of the

implications that their physique and physical skills have for their social image.

Each individual has certain basic social needs that must be met. These include a feeling of belonging, recognition, self-respect, and love. All human beings should experience success. This factor can be realized in play. Upon this notion, Rober et al. (2003) have revealed that through successful experience in play activities, persons develop self-confidence and find happiness in their achievements. Physical education can provide for this successful experience by offering a variety of activities and developing the necessary skills for success in these activities.

Sports contribute to the development of social skills and the acquisition of these skills through sports leads to a high level of proficiency (Little et al., 2002). A research study conducted by Bailey et al. (2009) has found that the development of social skill results in recognition, a feeling of belonging, achievement, and other psychological benefits for the participant. In addition, skill has proved to be a medium of upward social mobility for many minority groups. The playing field provides a laboratory for the individual to compete as well as to cooperate. An individual has to first compete with other

members of the team for a position, then must cooperate with teammates when they compete with other. Under the wise and effective leadership, sports leaders maintain, the playing field while provide a place for fairness, adherence to the rules, understanding and respect for others, and the ability to accept decisions and defeat.

The benefits of sports have been explored by many research studies and references in the professional literature. Smoll and Smith (2016) have indicated that sport are a source of fun and enjoyment and an acceptable outlet for excess energy. They provide a common bond for unifying a school and student body, keep students from dropping out of school, provide an opportunity to learn worthwhile skills, develop physical abilities and fitness, and test a broad range of physical, interpersonal, leadership, and intellectual skills. Furthermore, Slutzky and Simpkins (2009) have suggested that sports build confidence and improve self-concept. In a practical sense, it is pointed out, they provide opportunities for scholarships and success that lie outside the formal academic structure.

### **Objectives**

The study at hand pivot around the undermentioned objectives.

1. To survey the stance of respondents on various items of social skills developed through participation in sports activities.
2. To find out the significant difference between rural and urban respondents regarding the association of sports participation with the development of social skills.
3. To measure the significant difference among Teachers, Students, Parents and Alumni regarding the association of sports participation with the development of social skills.
4. To examine the stand of respondents on various items of social wellbeing developed through sports activities.
5. To find out the significant difference between rural and urban respondents regarding the association of sports participation with the development of various aspects of social well-being.
6. To examine the significant difference among Teachers, Students, Parents and Alumni regarding the association of sports participation with the development of social well-being.

### **Research Hypotheses**

Based on the personal observation, experiences and review of related literature, the following hypotheses were developed and then tested in the study.

H<sub>A</sub> 1 The respondents perceive a positive association of sports participation with the development of social and character moral values.

H<sub>A</sub> 2 The respondents perceive a positive association of sports participation with the development of unification and interaction.

H<sub>A</sub> 3 Development of learning skills is significantly associated with sports participation as perceived by respondents.

H<sub>A</sub> 4 There is significant difference between rural and urban respondents regarding the association of sports participation with the development of social skills.

H<sub>A</sub> 5 There is no significant difference among Teachers, Students, Parents and Alumni regarding the association of sports participation with the development of social skills.

H<sub>A</sub> 6 The respondents perceive a positive association of sports participation with the development of social cohesion.

H<sub>A</sub> 7 The respondents perceive a positive association of sports participation with the development of social acceptance.

H<sub>A</sub> 8 Development of self-actualization is significantly associated with sports participation as perceived by respondents.

H<sub>A9</sub> There is significant difference between rural and urban respondents regarding the association of sports participation with the development of various aspects of social well-being.

H<sub>A10</sub> There is no significant difference among Teachers, Students, Parents and Alumni regarding the association of sports participation with the development of social well-being.

### **Research Procedure**

#### **Population of the study**

Teachers, Parents, Students, and alumni constituted the population of the study. All the said strata established a group of the populace, which was named as the community.

#### **Sample and Sampling Procedure**

There are a massive number of college teachers while many of students are studying in these institutions. Similar is the situation as far as the parents are concerned. Due to some impediments like, finance, time constraints and duration of the study, it was difficult to contact the whole population. Obviously, the researcher selected a feasible sample from within the population for the purpose of data collection. Therefore, the size of the population was confined through the

process of sampling. Populace of the study comprised of teachers, parents, alumni and students, constructing four different strata. Therefore, the researcher adopted stratified sampling technique to take a sample from the whole population. In this context, random sampling technique was applied to select a sample from teachers and students, whereas convenience sampling technique was used for the collection of parents and alumni. Finally, a sample of n=297 from different categories of respondents i.e., teachers=61, students= 152, parents=60 and illumine=24 participated in the study.

#### **Instrument used for collection of Data**

The researcher developed a structured questionnaire for the collection of required data. The items of the questionnaire were developed on the basis of literature review, experts opinion and supervisor guidance. The developed questionnaire was then validated and made reliable through appropriate methods, i.e., content validity and pilot testing.

#### **Results**

As indicated in the title, this section of the research study describes the presentation and analyses of collected data. In order to meet the set objectives and to test the formulated hypotheses.

Table 1: Sports participation with the development of social and character moral value

Model	R	R <sup>2</sup>	B	Sig.
1	0.891	0.726	0.709	0.02

a. Predictors: (Constant), sports participation

b. Dependent Variable: development of social and character moral values

Significant at alpha level 0.05

Table 2: Sports participation with the development of unification and interaction

Model	R	R <sup>2</sup>	B	Sig.
1	0.808	0.692	0.745	0.02

a. Predictors: (Constant), sports participation

b. Dependent Variable: development of unification and interaction

Significant at alpha level 0.05

Table 3: Sports participation with the development of learning skills

Model	R	R <sup>2</sup>	B	Sig.
1	0.734	0.631	0.714	0.012

a. Predictors: (Constant), sports participation

b. Dependent Variable: development of social and character moral values

Significant at alpha level 0.05

Table 4: t-test - association of sports participation with the development of social skills.

#	Locality	N	M	SD	Df	T	Sig.
1.	Urban	152	4.21	.645	252	.6452	.032
2.	Rural	102	4.20	.667			

Significant at 0.05 level

Table 5: ANOVA

Category	n	Mean	Std. Deviation	F	Sig.
Teachers	51	2.7844	.46033	4.839	0.042
Students	142	3.0567	.25781		
Parents	37	2.8517	.56044		
Alumni	24	2.8517	.59602		

Total	254	3.0700	.59216
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*Significant at 0.05 level*

Table 6: Association of sports participation with the development of social cohesion

Model	R	R <sup>2</sup>	B	Sig.
1	0.782	0.696	0.609	0.03

*a. Predictors: (Constant), sports participation*

*b. Dependent Variable: development of social cohesion*

*Significant at alpha level 0.05*

Table. 7: Sports participation with the development of social acceptance

Model	R	R <sup>2</sup>	B	Sig.
1	0.826	0.769	0.759	0.01

*a. Predictors: (Constant), sports participation*

*b. Dependent Variable: development of social acceptance*

*Significant at alpha level 0.05*

Table 8: Sports participation with the development of self-actualization.

Model	R	R <sup>2</sup>	B	Sig.
1	0.867	0.759	0.721	0.011

*a. Predictors: (Constant), sports participation*

*b. Dependent Variable: development of self-actualization*

*Significant at alpha level 0.05*

Table 9: t-test - sports participation with the development of social well-being.

#	Locality	N	M	SD	Df	T	Sig.
1.	Urban	152	4.19	.621	252	.6346	.012
2.	Rural	102	4.09	.634			

*Significant at 0.05 level*

Table 10: ANOVA

Category	n	Mean	Std. Deviation	F	Sig.
Teachers	51	2.6733	.46033	4.749	0.031
Students	142	3.0487	.25781		
Parents	37	2.8517	.56044		

Alumni	24	3.8517	.23681
Total	254	3.0700	.59216

*Significant at alpha level 0.05*

## Findings

The following main study were drawn after analyses of the collected data.

1. The data revealed that the adjusted R square is .726 which mean that there is 72% role of sports participation in the development of social and character moral values among its participants. Similarly, the  $\beta = .709$  which specifies that one unit increase in sports participation will cause of .709 units in development of social and character/moral values. Henceforth, the alternate hypothesis is hereby accepted.
2. The data affirmed that there is a positive association of sports participation with the development of unification and interaction. According to the table, the adjusted R square is .692 which mean that there is 69% role of sports participation in the development of unification and interaction. Likewise, the  $\beta = .745$  which postulates that one (1) unit increase in sports participation will cause .745 units increase in development of unification and interaction. Hereafter, the alternate hypothesis is hereby accepted.
3. According to the analyzed data, the  $\beta = .714$  which specifies that one unit increase in sports participation will cause of .714 units increase in the development of learning skills. Therefore, the alternate hypothesis is hereby accepted.
4. The analyzed data revealed that the set hypothesis that there is significant difference between rural and urban respondents regarding the association of sports participation with the development of social skill is hereby accepted. The hypothetical supposition made by the researcher has not been accepted in the data analyses tested through ANOVA. The rejection of null hypothesis approves that there is no significant statistical difference among Teachers, Students, Parents and Alumni regarding the association of sports participation with the development of social skills. As shown in the data analyses, the adjusted R square is .696 which mean that there is 69% role of sports participation in the development of social cohesion among its participants. Similarly, the  $\beta = .609$  which specifies that one unit increase in sports

participation will cause of .609 units in development of social cohesion. Henceforth, the alternate hypothesis is hereby accepted. The analyzed data depicted that likewise, the  $\beta = .759$  which postulates that one (1) unit increase in sports participation will cause .759 units increase in development of social acceptance. Hereafter, the alternate hypothesis is hereby accepted.

5. According to the analyzed data, the  $\beta = .721$  which specifies that one unit increase in sports participation will cause of .721 units increase in the development of self-actualization. Therefore, the alternate hypothesis is hereby accepted. (Table 4.18).
6. The set hypothesis that there is significant difference between rural and urban respondents regarding the association of sports participation with the development of social well-being is hereby accepted. The acceptance of hypothesis affirmed that there is significant difference between rural and urban respondents regarding the association of sports participation with the development of social well-being. The p value of 0.031 is less than the common alpha level 0.05. As a result, hypothetical supposition made by the researcher has not been rejected. The

rejection of hypothesis approves that there is significant difference among Teachers, Students, Parents and Alumni regarding the association of sports participation with the development of social well-being.

### **Conclusion**

The study at hand was conducted to ascertain the standpoint of community members regarding the role of sports participation in the development of social skills training and social well-being among its participants. A difference among the perception of respondents, if so, considering locality and category of the community members was also measured.

Results of the study have asserted that the community members have a very encouraging stance regarding the importance of sports and perceived that sports activities are very helpful in the overall development of its participants. Participation in sports was perceived as effective tool to promote social and moral character values one may take part in sports activities. Inactiveness was considered as is a major contributor towards youth's involvement in immoral social and moral character. It has also been concluded that most of the community members agreed upon the statement that sports activities help in building social integration which is the

resultant of mutual interaction between communities. At the same time, they were of the opinion that Youth's involvement in sports activities reduces the feelings of loneliness and social interaction and unification gained through sports is helpful for youth/individuals to solve conflicts. A statistical significant difference was found based on the localities of the respondents; however, the rural respondents had better opinion than urban respondents regarding the association of sports participation with the development of social skills training. Likewise, no significant statistical difference among Teachers, Students, Parents and Alumni regarding the association of sports participation with the development of social skills training. However, the students' athlete had positive stance when compared with other categories of respondents like, teachers, parents and alumni about the role of sports in the development of social skills training.

Most of the stakeholders perceived sports as beneficial tool to develop social well-being among its participants. The data affirmed that majority of respondents perceived that sport plays a fundamental role in the development of social cohesion, encourage creativity and self-expression among youth and helps in creating better employment opportunities and earning

potential which, ultimately develop social cohesion. It was acknowledgement by majority of respondents that participation in sports enable the participants to tolerate diversity in people/groups, develop and enhance the quality of social actualization and more significantly pursuit of knowledge, and the desire to give to and/or positively transform society can be developed through sports. Statistical significant difference between rural and urban respondents regarding the association of sports participation with the development of social well-being was found and it was analyzed that the respondents from urban areas had responded better positive stances in comparison to those who belonged to rural areas. At the same time, the hypothetical supposition made by the researcher has been rejected. The rejection of hypothesis approves that there is significant difference among Teachers, Students, Parents and Alumni. The results declared that alumni perceived better stance than teachers, students, and parents regarding the association of sports participation with the development of social well-being.

### **Recommendations**

Based on the findings of the study, the researcher recommended that:

1. As the data revealed that sports is perceived as beneficial tool for the overall development of its participants; therefore, different kinds of sports events may be conducted in collaboration with the local authorities.
2. Similarly, promotion of sports programs in educational institutions may be ensured for having a nursery of sports from gross roots level.
3. Community sports clubs may be encouraged by facilitating financial as well as other required facilities in order to get maximum sports participation.

#### **Suggestions for future researchers**

1. The present study was conducted in the vicinity of district Layyah, another study may be conducted in other districts of the province.
2. The researcher disclosed the views of teachers, students, parents, and alumni; another stakeholders may be added in the sphere of research.
3. In this study, the views of community members regarding the role of sports in the development of social skill training and social well-being, same study may be conducted by adding some other variable.

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