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The correlation between sports and the social behavior of college students

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Abstract

Every individual is inherently woven into a complex social tapestry comprising familial ties, communal affiliations, socio-economic strata, linguistic nuances, religious inclinations, and eventually fosters a multitude of social connections. The fabric of a child's social milieu profoundly shapes their cognitive processes and behavioral patterns, encompassing modes of instruction, systems of reinforcement and discipline, and exemplars. This encompassing environment spans across the home, educational institutions, local community, and religious establishments, alongside legal frameworks. It is widely acknowledged that to effectuate a diminution in societal conduct and alleviate the apprehension of transgression, a convergence of multifaceted elements is imperative. In this realm, sports are acknowledged as wielding a pivotal role. Sporting activities and competitions, volunteerism in sports, leadership roles within sports, sports coaching, and vocational initiatives all contribute to the cultivation of individuals and communities. They not only foster healthier and more productive lifestyles but also cultivate inclusive societies and neighborhoods that foster a collective identity and a profound sense of belonging.

Keywords: Social manner, sports, students

Introduction

In the realms of human sciences and physiology, the process of socialization intricately weaves its threads among individuals within the same species. Practices such as predation, involving interactions across different species, fall outside the realm of social interaction. The comprehensive term 'manner sciences' is similarly employed to encompass scientific disciplines that scrutinize behavior. Specifically, behaviors characterized as distinctly social are oriented toward different individuals. Such conduct perceives others as sentient, deliberative, moral, intentional, and active beings; it contemplates the intended or rational significance of the other's range of expressions; it incorporates assumptions about the actions and deeds of others; and it manifests an intent to evoke a certain experience and intentions in another individual. What delineates social from non-social conduct, therefore, is whether another individual is considered in one's actions, behaviors, or practices. For instance, navigating through a crowd without regard for others is not considered social behavior; in these instances, others are regarded merely as physical entities, human obstacles governed by certain reflexes.

There exists no element of social conduct in a parade setting. Fellow marchers are perceived as physical entities with whom one coordinates movements. Similarly, a surgical operation lacks the essence of social conduct. In this scenario, the patient is viewed merely as a biophysical object with certain associated possibilities and dispositions. However, when an individual becomes intertwined with another's self – such as someone maneuvering through a crowd to meet a friend, a marcher suspecting another of trying to disrupt their rhythm, or a doctor operating on their child – the entire context of the situation undergoes a transformation. Social actions are thus directed toward fulfilling a social act. Because their impetus is a social deed, actions are deemed social whether involving other individuals or not, whether perceiving the actions, behaviors, or practices of another. This concept is found to be absent among diverse and heterogeneous spaces.

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The study of conduct falls within the domain of manner sciences. Conduct emerges due to specific intentions, personal comfort, environmental circumstances, and the satisfaction of species-specific elements. Conduct can be classified as either social or non-social. Social conduct is generally appealing, pleasant, stress-alleviating, and accommodating. On the other hand, non-social conduct may involve actions like making a path through a crowd or pushing others to carve out personal space. Research indicates that beyond physical health benefits, sports significantly contribute to the development of youth in terms of academic accomplishments and heightened self-esteem. Additionally, sports contribute to aspects such as competence, relationships, confidence, character, and compassion. Sports training fosters discipline, facilitates learning in team dynamics, cultivates leadership, and sharpens management skills. It can be argued that sports not only reveal character but also extend beyond its development. Those who engage in sports can be distinguished from those who abstain in terms of achievements, peer relations, interactions with parents, avoidance of risky behaviors, and involvement in volunteer work. Sports promote self-control, perseverance, and assuming responsibility by adapting sporting skills to real-life situations.

Sports equip individuals to navigate the ethical dichotomy between right and wrong through interactions with peers and adults. Sports foster peaceful living and enable others to live comfortably and joyfully. Given that sports encompass a spectrum of conduct, the conduct learned extends throughout one's lifetime. The quality of conduct is not static; certain elements of conduct render it enduring within one's attitude. Attitude represents the inclination or predisposition of the mind, shaped by exposure to experiences. Sports are not solely for competitive purposes; they serve as a medium for learning and sharing social behavior. Athletes are encouraged to express joy in victory and display resilience in defeat while striving for improvement. Group formation signifies leadership traits as well as social behavior that involves sacrificing personal interests for the collective good. These groups are encouraged to adhere to established standards.

Human conduct spans an individual's entire lifespan. It embodies how individuals respond to various factors such as genetics, societal norms, self-assurance, and mindset. Conduct is influenced by the distinct traits each individual possesses, which vary from person to person, shaping particular actions or behaviors. Social norms serve as the regulating framework for conduct to manifest. Due to the inherently imitative nature of human society, individuals are compelled to adhere to specific norms and exhibit certain behaviors in public, which shapes their conduct. Divergent behaviors are deemed acceptable or taboo in different social contexts and societies. Core determination can be observed through an individual's religious beliefs and philosophy, shaping their thoughts and perceptions of different human behaviors. Attitude can be defined as "the extent to which an individual holds a favorable or unfavorable evaluation of the behavior in question." One's perspective essentially reflects the manner in which they portray specific situations. Consequently, human conduct is greatly influenced by the perspectives employed in daily life. Social psychology delves into individuals' interactions with others, examining both positive and negative social behaviors. Compassion towards others and positive behaviors are crucial in each individual's life, eliciting positive emotions. Conversely, aggression and causing harm to others are considered unacceptable behaviors.

Factors Impacting Social Conduct

Genetic Factor

Language acquisition stands as one of the pivotal factors contributing to the intricate process of socialization. Mastery of language is integral to optimizing an individual's ability to socialize effectively. Research exploring twins and their interactions with unfamiliar social norms has unveiled fascinating insights. Twins often exhibit striking similarities in behavior, particularly when encountering unfamiliar social environments and norms. Their behaviors mirror those of their parents due to the inherent practices ingrained through environmental exposure, which significantly influence behavioral patterns. Regular social gatherings play a significant role in the development of behavioral patterns within specific environments. Individuals tend to seamlessly adopt the prevailing lifestyle, effortlessly aligning themselves with its practices. However, those unfamiliar with the environment might face challenges in adapting and learning the social norms prevalent in that particular setting. As a result, individuals often strive to emulate the desired cultural norms, investing effort to assimilate behaviors associated with dressing, eating, walking, talking, and interacting, all in a bid to seamlessly integrate into such social contexts.

Creativity

Innovation and creativity reside innately within individuals, pivotal elements that render existence in an era of constant advancement feasible. Imagination serves as the breeding ground for creativity, yet its transformation requires a gestation period as diverse segments of the mind align and become operational. A poignant illustration of this process unfolds in the evolution of the flying machine, which metamorphosed into an everyday instrument nearly five decades after the Wright brothers' initial experiments. Another poignant instance surfaces in the pursuit of alternative routes amidst tumultuous circumstances.

Core of Faith

The essence of faith encapsulates the fervor within religious individuals, grounded in their convictions based on ability and confidence. For many, there exists a belief in a higher power governing actions and deeds. Emotions entwined with ethics undergo a transformative journey when individuals encounter demonstrations and struggle to realign their desires. In moments of misstep, there's a tendency to attribute shifts in behavioral patterns to the influential environment. Such situations, while peculiar, enable individuals to assimilate into new cultures, albeit tethered to the outskirts of their deeply ingrained childhood culture.

Attitude

Attitudes evolve through exposure to knowledge, experience, and expertise, continuously shifting and adapting. Endearing qualities are learned and retained, while unconventional aspects are often molded into acceptable norms, assuaging discomfort and facilitating societal integration. A perspective signifies a stance of support or disdain toward a person, place, thing, or event. What's intriguing about perspectives is their individualized nature; each person harbors a unique viewpoint towards specific elements. Likes and dislikes act as guiding forces shaping these perspectives. The more affinity one holds towards something or someone, the more willing they are to engage and appreciate their contributions. Conversely, disinterest often leads to withdrawal and closure.

An illustration of how one's perspective influences behavior could be as straightforward as taking a child to an amusement park or to a doctor. Children anticipate enjoyment at the amusement park, fostering a positive attitude, whereas a visit to the doctor often elicits annoyance or discomfort, shaping their demeanor accordingly. Perspectives significantly influence personalities and our perceptions of ourselves. Individuals with similar attitudes tend to form bonds, often congregating around shared leisure activities or interests. This doesn't imply that individuals with differing perspectives don't collaborate; in fact, they do. However, specific perspectives have the power to unite people, such as in religious gatherings.

Attitudes are deeply intertwined with the human mind and profoundly impact behavior. How a person reacts to a situation and what they hope to derive from it heavily hinge on their perspective. Positive perspectives tend to yield better outcomes compared to negative ones, as hostility stemming from negative sentiments can be largely avoided. Individuals bear the responsibility of ensuring their attitudes mirror the behaviors they aim to exhibit. This necessitates a continual evaluation of their attitudes and a genuine display of these attitudes in public settings.

Social Development

Social development encompasses the evolution of social and emotional skills across a lifetime, with a particular emphasis on the formative years of youth and adolescence. A robust social progression equips us with the tools to forge meaningful relationships with family, peers, educators, and other individuals in our lives. As we mature, we acquire the ability to better comprehend and manage our emotions and desires, while also responding empathetically to the emotions and needs of others.

The trajectory of social development can be influenced by a youth's character, the opportunities they encounter for social interaction, behaviors learned from peers, and developmental challenges they face. For instance, a child who experiences irritability and witnesses violence may encounter difficulties in engaging positively with other children. Social progression lies at the heart of societal change, implying a need for developmental frameworks that prioritize individuals, especially those in vulnerable positions. Recognizing that people and their collective interactions in groups and society shape developmental frameworks underscores the consistent and methodical nature of change.

The Trans-theoretical Model (TTM), particularly its stages of change, delineates the process of long-term modifications in health behaviors. Some individuals might not initially be prepared to undergo changes, while others commence alterations in their smoking habits, diet, physical activity, and so forth. The concept of "stages of change" constitutes a fundamental aspect of the TTM, suggesting that individuals reside at varying stages of readiness to adopt healthy practices. This readiness to change has been studied extensively in behavioral research, offering insights into predicting and elucidating changes across diverse behaviors like smoking, exercise, and dietary habits. The TTM finds application in various settings, offering a framework for comprehending individuals' readiness for change.

The stages of change model, presenting a heuristic sequence for successful behavior modification, comprises distinct phases:

- Pre-contemplation;
- Contemplation;

- Preparation;
- Action;
- Maintenance.

This model aids in understanding why individuals at high risk for certain conditions might initially resist behavioral changes, while also enhancing the success of health interventions. Another application of this model involves organizations and groups, allowing them to categorize their members' readiness for change along the stages of progression continuum. The behavioral change stages are not always traversed in a linear fashion; individuals often cycle back or repeat certain stages based on their motivation levels and perceived self-efficacy.

Societal Impact of Sports

While team sports offer enduring memories that can resonate throughout your child's lifetime, they serve as an instructional platform for fundamental social skill development. Sports instill competitiveness within participants but also emphasize fairness and integrity. Learning to merge competitiveness with ethical conduct helps your child nurture meaningful relationships as they progress through school and into adulthood. These social skill advancements encompass several key areas:

Teamwork Skill Development

Engaging in sports teaches your child the essence of teamwork—understanding that success doesn't rely on individual efforts but rather on collaborative endeavors within a group striving for a common goal. According to the American Academy of Pediatrics, sports instill values like adhering to established rules for the collective good. These skills foster your child's ability to interact and collaborate with others as they grow older, be it in personal relationships or professional settings.

Commitment to Long-term Goals

The influence of sports in youth development extends to character-building. An integral facet of character development involves honoring long-term commitments, whether it's to a team or an extracurricular activity. This enduring trait cultivated through sports contributes positively in adulthood, aiding in career pursuits or sustaining long-term relationships. By participating in sports, children realize their responsibility to stand by their team through thick and thin.

Embracing Fair Play

Sports educationally instills the virtue of playing fairly. Games like kickball, softball, or baseball teach children the value of patience and waiting their turn. For instance, in softball, they learn the importance of waiting for their chance to bat and the necessity of supporting teammates in the interim.

Dealing with Victories and Losses

One significant attribute that sports offer to children's growth, as highlighted by sports and developmental experts, is the ability to graciously accept both victory and defeat. Competitive sports expose them to both outcomes, allowing them to witness how not to behave after a win. They observe the consequences of boastfulness and learn to respect the losing team. Additionally, they understand that sometimes, the opposing team may outperform theirs, teaching them humility in defeat.

Methodology

This study employed a quantitative approach, utilizing a survey method to collect data from respondents. The study's population encompassed all athletes and regular students enrolled at RTM Nagpur University, Nagpur, Maharashtra. The research included a sample of 50 students selected based on merit and an additional 50 students enrolled as professional athletes at RTM Nagpur University, Nagpur, Maharashtra.

For data collection, the research instrument employed was a rating scale consisting of 25 statements. This rating scale was

designed with statements presented on a Likert scale, ranging from 5 denoting "strongly disagree" to 1 indicating "strongly agree."

Validity and Reliability of Research Instrument

Ensuring the examination instrument's validity and reliability involved conducting pilot testing and seeking expert evaluation. To affirm the instrument's reliability, the Cronbach's alpha (reliability coefficient) analysis was performed using SPSS.

Table 1: Reliability Statistics

Cases	n	%	Cronbach's Alpha	Number of items
Valid	15	100.0	.913	25
Excluded	0	0		
Total	15	100.0		

Table 2: Mean \pm SD and t-values of Athletes and Regular Students about Effects of Sports on Social Manner

	Statements Athletes		Regular Students		t	
	P value		n = 50		n = 50	
	S	SD	S	SD		
I feel comfortable working with others.	2.62	1.244	2.66	1.319	.192	.662
I feel comfortable by developing authority by someone.	2.80	1.309	2.84	1.05	3.31	0.72
I usually go with others and refrain from making suggestions.	2.98	1.363	3.26	1.29	.025	.875
I take lead and let other do the same	3.28	1.44	3.08	1.44	.081	.777
I enjoy social gatherings just to be with people.	2.58	1.31	2.40	1.19	.69	.406
I feel to be a learner of skill	3.42	1.18	3.56	1.14	.370	.544

Table 1 displays the reliability value of the research tool. The pilot testing involved fifteen questionnaires, aiming to input the data into SPSS to derive the reliability coefficient, Cronbach's alpha, which stands at 0.913, indicating a highly reliable research tool.

In Table 2, the mean value for athletes regarding "I feel comfortable working with others" is 2.62, while for regular students, it stands at 2.66. The table also presents a significance value of 0.662, which is > 0.05 , suggesting no significant difference between athletes and regular students in their comfort level while working with others. However, the mean values imply that regular students typically feel more at ease working with others compared to athletes.

Similarly, for the statement "I feel comfortable developing authority by someone," the mean value for athletes is 2.80, and for regular students, it's 2.84. The computed P-value is 0.72 (>0.05), indicating no significant difference in this aspect between athletes and regular students. Nonetheless, the mean values suggest that regular students feel more comfortable being approached by someone in authority than athletes.

Furthermore, in Table 3, comparing the social manners of male and female students, the mean value for male students stands at 2.78, while for female students, it is also 2.78. The statistical values show a t-value of 1.01 and P-value of 0.317 (>0.05), indicating no significant difference between athletes and regular students based on their gender.

Conclusion

This study aimed to explore the impact of sports on the social behavior of both athletes and regular students. Based on the findings, the researcher concluded that the majority of respondents expressed confidence in their social capabilities. They strongly agreed that they actively strive to navigate challenging situations. Interestingly, demographic variables

among the students did not significantly influence their social behavior.

A comparison between athletes and regular students revealed that athletes typically derive enjoyment from social gatherings merely for the company of people. Conversely, regular students often perceive themselves as others perceive them. Regular students tend to enjoy being in front of large audiences.

Both athletes and regular students demonstrate a reluctance to take responsibility for others. Regular students, more so than athletes, view themselves as lacking in social skills. Moreover, regular students commonly encounter difficulty defending their opinions when faced with opposing views.

In summary, this analysis highlights differences in the social behavior of athletes and regular students. It becomes evident that in certain aspects, athletes exhibit greater sociability, while in other aspects, regular students demonstrate higher levels of social engagement.

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