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## Investigating the social implications of sports on university students

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### Abstract

Every individual is inherently immersed in a multifaceted social milieu comprising familial ties, group dynamics, social strata, linguistic affiliations, religious convictions, and eventually cultivating numerous social connections. The attributes of a child's social environment wield a profound impact on cognitive development, behavioral patterns, instructional methodologies, reinforcement and punitive measures, and role modeling. This encompassing milieu encompasses the realms of home, school, community, and religious institutions, all under the aegis of legal sanction.

It is widely acknowledged that achieving a reduction in societal misconduct and the apprehension of transgressions necessitates a confluence of diverse factors. Central to this paradigm is the acknowledgment of the pivotal role played by sports. Sporting activities, competitions, voluntary participation in sports, leadership within the realm of sports, sports education, and vocational initiatives collectively mold individuals and communities. They not only foster healthier and more productive lifestyles but also cultivate inclusive societies and communities that imbue a shared identity and a profound sense of belonging.

**Keywords:** Social manner, sports, students

### Introduction

In the realm of human science and physiology, the process of socialization intricately weaves itself among individuals of the same species. Practices such as predation, involving interactions across various species, are deemed non-social. The umbrella term "behavioral sciences" is also employed to denote sciences dedicated to the study of behavior. Behavior that is distinctly social is oriented towards diverse selves, perceiving others as sentient, thinking, moral, intentional, and acting individuals. It involves an understanding of the intended or meaningful expressions of others, incorporates assumptions about their actions, and manifests an intention to evoke a certain experience or response in another self.

The demarcation between social and non-social behavior lies in whether another self is considered in one's actions, activities, or practices. For instance, maneuvering through a crowd, a seemingly non-social behavior, does not take into account the others as individuals; they are merely perceived as physical obstacles with reflexes. The distinction becomes evident when a performer becomes entwined with another's self, such as navigating through a crowd with awareness of a companion, a marcher suspecting another is attempting to disrupt the rhythm, or a surgeon operating on a patient. In these instances, the entire context changes as social actions are directed towards fulfilling a social act.

The study of behavior falls under the purview of behavioural sciences, and behavior unfolds due to specific intents, personal gratification, environmental factors, and species-specific fulfilment. Behavior can be categorized as social or non-social, with social behaviours generally being attractive, pleasant, stress relieving, and beneficial. Non-social behaviors, on the other hand, may involve carving a path through a crowd or asserting personal space.

Research indicates that sports not only contribute to physical health but also play a crucial role in the holistic development of youth, fostering academic achievement and higher self-esteem. Beyond physical health, sports impact competence, connections, confidence, character, and compassion. Sports training instills discipline, fosters teamwork, develops leadership and management skills, and goes beyond mere character development.

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Sports serve as a conduit for individuals to navigate ethical dilemmas, teaching them to distinguish between right and wrong through interactions with peers and adults. The communal aspect of sports promotes peaceful coexistence, as individuals learn to live with comfort and joy. As sports activities form a compendium of conduct, they extend beyond the immediate moment and influence lifelong behaviors. The quality of behavior is dynamic, influenced by personal traits, experiences, and attitudes.

Human behavior permeates an individual's entire lifespan, shaped by factors such as genetics, social norms, self-esteem, and mind set. Social norms act as guiding principles, compelling individuals to adhere to certain rules and exhibit specific behaviors in public, thereby conditioning their conduct. Different behaviors are deemed acceptable or unacceptable in distinct social contexts and societies. Individual decisions are often influenced by personal beliefs and values, shaping how one perceives and interprets various human behaviors.

In essence, human behavior is profoundly influenced by the perspectives we employ daily. Social psychology delves into individuals' interactions, studying both positive and negative social behaviors. Positive emotions and behaviors towards others are integral to every individual's life, fostering positive emotional experiences. Conversely, aggression and harm towards others are considered unacceptable behaviors.

### **Factors influencing social behavior**

**Genetic Factor:** Among the myriad factors contributing to socialization, language acquisition stands out as a paramount influence. Proficiency in language is a prerequisite for individuals to navigate the intricacies of social interactions effectively. Studies involving twins have yielded intriguing insights, demonstrating that they exhibit similar behaviors, particularly in their interactions with individuals outside their immediate social circles and adherence to social norms. This similarity is attributed to the pervasive impact of parental influence, shaped by the practices inherent in the surrounding content and environment.

Frequent social gatherings play a pivotal role in the development of behavioral patterns within a specific environment. The establishment of a lifestyle within a community fosters a sense of conformity, as individuals readily align their behaviors with the established norms. Conversely, those unfamiliar with the prevailing lifestyle face challenges in their learning process, encountering difficulties in assimilating into the social fabric. Individuals aspire to emulate the desired cultural norms, investing significant effort in mastering the nuances of dressing, eating, walking, talking, and interacting to seamlessly integrate into these social contexts.

### **Creativity**

Innovation and creativity are something innate in the people without which living in a cutting edge era would not be possible. Imagination term into creativity but it takes some time as the various segment of the mind are to be operationalized, the example of the development of flying machine and turning it into an instrument of daily use took about 50 years after the first experiment by wright brothers. Instant example is that of seeking the root alternative to the one where there is turmoil.

### **Core of Faith**

The essence of faith lies in the fervor with which individuals

uphold their religious convictions, grounded in both capability and confidence. Many subscribe to the belief that there exists a higher power governing actions and deeds. The connection between ethics and emotions takes on various forms, especially when one is confronted with real-life situations, compelling individuals to grapple with the challenge of reshaping their desires. In instances where mistakes are made, individuals often attribute changes in their behavioral patterns to the compelling influence of their surroundings.

While such circumstances may appear unusual, they serve as crucibles that enable individuals to assimilate into new cultures. Simultaneously, however, individuals find themselves tethered to the periphery of the culture they were deeply ingrained in from childhood. This duality reflects the delicate balance between adapting to new environments and retaining a steadfast connection to one's foundational cultural upbringing.

### **Attitude**

Attitudes are acquired and undergo transformations through exposure to knowledge, experiences, and expertise. The endearing aspects are learned and retained, while the peculiar facets are molded into acceptable forms that are comforting and soothing. A perspective serves as an expression of approval or disapproval toward a person, place, thing, or event. What adds intrigue to perspectives is their inherent variability among individuals, with each person possessing a distinct outlook. Preferences and strong aversions serve as guiding factors shaping one's attitude.

The intensity of liking or disliking something influences one's willingness to engage and appreciate what it brings to the table. When one harbors affection for something or someone, they are more inclined to open up and embrace the experience. Conversely, when faced with dislike, individuals tend to become guarded and resistant. An illustrative example of how one's perspective influences human behavior can be as straightforward as taking a child to the amusement park or to the doctor. Children anticipate having a great time at the amusement park, fostering a positive and eager attitude, while a visit to the doctor may evoke resistance and irritation at the thought of potential discomfort.

Perspectives play a pivotal role in shaping identities and influencing how individuals perceive themselves. Shared attitudes often serve as a unifying factor, bringing people together based on common interests and hobbies. This doesn't imply that individuals with differing perspectives don't interact; indeed, they do. However, specific attitudes have the power to unite people, as seen in religious groups, where shared beliefs create a sense of community.

Attitudes are intricately linked to the mind, a connection that holds profound implications for human behavior. How individuals interpret situations and what they hope to derive from them is heavily dependent on their attitudes. Positive attitudes are generally preferable to negative ones, as hostility can trigger adverse emotions that are often avoidable. It is incumbent upon individuals to ensure that their attitudes align with the behaviors they wish to exhibit. This introspective process involves evaluating one's attitudes and authentically projecting them in the public domain.

### **Social Development**

Social development encompasses the nuanced process through which individuals acquire and refine social and emotional skills throughout their lives, with particular emphasis on childhood and adolescence. A robust social

development enables individuals to cultivate meaningful relationships with family, friends, teachers, and other significant figures in their lives. As individuals evolve, they learn to adeptly manage their own emotions and needs, responding appropriately to the emotions and needs of others. Social development can be influenced by various factors, including a person's temperament, the opportunities they have for social interaction, behaviors learned from role models, and developmental challenges.

For example, a child exhibiting irritability and exposed to violence may face challenges in learning how to interact positively with other children. Social development is a dynamic process that places individuals at the center of change. This underscores the imperative that developmental processes should be oriented toward the well-being of individuals, especially those facing economic hardships. It acknowledges that people, their interactions in groups and society, and the standards they adhere to in such interactions shape developmental processes, recognizing that change is a continuous and systematic phenomenon.

### **Trans-Theoretical Model/Stages of Change**

Long-term changes in health behavior involve a series of actions and adjustments over time. Some individuals may not be ready to embark on changes, while others may initiate alterations in their habits related to smoking, diet, physical activity, and more. The concept of the "stages of change" is a pivotal element of the Trans-Theoretical Model (TTM) of behavior change. This model suggests that individuals exist at different stages of readiness to adopt healthy behaviors. The concept of readiness to change, or stages of change, has been extensively researched in the field of health behavior, providing insights into predicting changes in various aspects such as smoking, physical activity, and dietary habits. The TTM has found application in diverse settings.

The stages of change serve as a heuristic model delineating a sequence of steps in successful behavior change:

- Pre-contemplation.
- Contemplation.
- Preparation.
- Action.
- Maintenance.

This model is invaluable for comprehending why individuals at high risk for conditions like diabetes may not be prepared to initiate behavioral changes. Additionally, it enhances the effectiveness of health interventions. In organizational and community settings, the stages of change model aids in conceptualizing groups along the continuum of change, considering the readiness for change among leaders and members (Employees). The behavior change stages and their characteristics include:

- **Pre-contemplation:** No recognition of the need for or interest in change at this stage (Within the next 6 months).
- **Contemplation:** Thinking about change (within the next six months).
- **Preparation:** Planning for change (Generally in the next month).
- **Action:** Adopting new habits (For no less than 6 months).
- **Maintenance:** Continuous practice of new, healthier behavior (Over 6 months, with few opportunities to return to old behavior).

Individuals may not progress through the stages of change linearly, often recycling and revisiting certain stages. For example, people may relapse and revert to an earlier stage based on their level of motivation and self-efficacy.

### **Social impacts of sports**

While engaging in team sports can create enduring memories that leave a lasting impression on your child's life, they also serve as a pedagogical tool for the cultivation of essential social skills. Sports instill in participants not only a sense of competitiveness but also a commitment to fairness and integrity. Learning to integrate competitiveness with integrity is instrumental in helping your child forge meaningful relationships as they progress through school and into adulthood. The developmental areas of these social skills are as follows:

#### **Teamwork Skills Development**

By engaging in sports, your child learns the invaluable lesson that one does not operate in isolation but is part of a collective that must collaborate to achieve a common goal. According to the American Academy of Pediatrics, sports impart skills such as adhering to established rules for the benefit of everyone. Undoubtedly, these skills will assist your child in building relationships as they grow older, whether in personal connections or those formed in the workplace.

#### **Long-term Commitments**

Another impact of sports on youth development is the nurturing of character. A facet of character development involves the ability to honor long-term commitments, whether to a team, school choir, or other endeavors. This positive quality will prove beneficial later in life, whether entering the job market or cultivating long-term relationships. Through sports, your child learns that they are part of a team relying on them to stand by through both good and challenging times.

#### **Fair Play**

Another social skill instilled by sports is the ability to play fairly. Games such as kickball, softball, or baseball, for instance, teach your child the importance of patience. In softball, for instance, they learn to wait for the coach to indicate it is their turn to bat. Until that moment, they must patiently observe their teammates at bat.

#### **Coping with Wins and Losses**

Another characteristic that will benefit your child as they mature, as suggested by sports and development experts, is the ability to gracefully accept a victory or defeat. Competitive sports expose them to both scenarios, offering the opportunity to witness how not to behave following a win. They observe the repercussions faced by children who boast to members of the losing team that they have emerged victorious. Simultaneously, they learn that there will be instances when the opposing team excels and prevails over their own squad.

#### **Methodology**

This research adopted a quantitative approach, utilizing the survey method for data collection from respondents. The study encompassed the entire population of athletes and regular students affiliated with Sant Gadge Baba Amravati University, situated in Amravati, Maharashtra. For the purpose of the study, the researcher selected a sample comprising 50 students admitted to the University based on

merit and an additional 50 students enrolled on sports scholarships, demonstrating their status as professional athletes.

To gather data for the study, the researcher employed survey methods. The primary instrument for data collection was a rating scale consisting of 25 statements. The design of the rating scale incorporated Likert scale ratings ranging from 5 for "strongly disagree" to 1 for "strongly agree." This instrument aimed to systematically gauge the perspectives and opinions of the selected students, providing a comprehensive and nuanced understanding of their experiences and perceptions related to the study's focus.

**Validity and Reliability of Research Instrument**

Ensuring the credibility and dependability of the research instrument involved the implementation of pilot testing and expert evaluation. To ascertain the instrument's reliability, the Cronbach's alpha, a reliability coefficient, was computed

using the statistical software SPSS. This rigorous process aimed to validate and establish the consistency of the research tool, bolstering the confidence in the accuracy and precision of the data collected.

**Table 1:** Reliability Statistics

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

Table 1 shows that reliability value of the research tool. Fifteen questionnaires, the purpose of pilot testing was to put the data into SPSS to reliability coefficient, that is, Cronbach's alpha which stands 0.913 mean, thereby a highly reliable researching tool.

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

S. No.	Statements	Athletes n = 50		Regular students n = 50		t	P value
		S	SD	S	SD		
1.	I feel comfortable working with others	2.62	1.244	2.66	1.319	.192	.662
2.	I feel comfortable by developing authority by someone	2.80	1.309	2.84	1.05	3.31	0.72
3.	I usually go with others and refrain from making suggestions	2.98	1.363	3.26	1.29	.025	.875
4.	I take lead and let other do the same	3.28	1.44	3.08	1.44	.081	.777
5.	I enjoy social gatherings just to be with people	2.58	1.31	2.40	1.19	.69	.406
6.	I feel to be a learner of skill	3.42	1.18	3.56	1.14	.370	.544

Table 2 presents a detailed analysis of the mean values concerning the statement "I feel comfortable working with others." The mean value for athletes is 2.62, while for regular students, it is 2.66. The statistical significance (p-value) is calculated at 0.662, which is greater than the threshold of 0.05. This result indicates a lack of significant difference between athletes and regular students regarding their comfort level while collaborating with others. However, the mean values suggest that, in comparison to athletes, regular students generally feel more at ease when working in a group setting.

Furthermore, the table delves into the mean values related to the statement "I feel comfortable developing authority by someone." For athletes, the mean is 2.80, and for regular students, it is 2.84. The computed p-value is 0.72, surpassing the significance threshold of 0.05. Consequently, no substantial difference is observed between athletes and regular students concerning their comfort level when approached by someone in a position of authority. The mean values indicate that, in contrast to athletes, regular students usually feel comfortable in such situations.

Table 2 also explores the mean values concerning the statement "While in a group of people, I usually go with others and refrain from making suggestions." Athletes exhibit a mean of 2.98, whereas regular students show a mean of 3.26. The p-value is calculated at 0.875, exceeding the significance level of 0.05. Therefore, no significant difference is discerned between athletes and regular students regarding their decision-making power within a group setting. Nevertheless, the mean values suggest that, compared to athletes, regular students tend to align their decisions with the preferences of others.

Additionally, the table investigates the mean values related to the statement "I take lead and let others do the same." Athletes have a mean of 3.28, while regular students exhibit a mean of 3.08. The calculated pvalue is 0.777, surpassing the significance threshold of 0.05. Consequently, no significant

difference is identified between athletes and regular students regarding this statement. The mean values indicate that, in contrast to regular students, athletes may feel some hesitation while initiating a conversation.

Moreover, the table analyzes the mean values pertaining to the statement "I enjoy social gatherings just to be with people." Athletes have a mean of 2.58, whereas regular students show a mean of 2.40. The p-value is calculated at 0.406, exceeding the significance level of 0.05. Hence, no significant difference is observed between athletes and regular students concerning their attitudes toward social gatherings. However, the mean values suggest that, compared to regular students, athletes tend to derive enjoyment from social gatherings primarily for the company of people.

Finally, the table explores the mean values related to the statement "I feel to be a learner of skill." Athletes exhibit a mean of 3.42, while regular students have a mean of 3.56. The p-value is calculated at 0.544, surpassing the significance threshold of 0.05. Consequently, no significant difference is identified between athletes and regular students regarding this statement. The mean values indicate that, in comparison to athletes, regular students typically describe themselves as skill learners.

Moving to Table 3, it focuses on the difference in social manner between athletes and regular students based on gender. The mean value for male students is 2.78, and for female students, it is also 2.78. The calculated t-value is 1.01, and the p-value is 0.317, which exceeds the significance threshold of 0.05. Therefore, no significant difference is discerned between athletes and regular students based on gender.

**Conclusion**

The primary objective of this study was to investigate the impact of sports on the social demeanor of both athletes and regular students. Based on the research findings, the

researcher has deduced that a majority of the respondents expressed agreement with the notion that they harbor no uncertainties regarding their social competence. Similarly, respondents strongly concurred that they perceive themselves as individuals who actively seek to confront and address various situations.

Analysis of demographic variables revealed that these factors do not wield a significant influence on the social demeanor of students. A comparative examination between athletes and regular students indicated that athletes derive enjoyment from social gatherings primarily for the camaraderie of people. In contrast to athletes, regular students typically perceive themselves based on how others perceive them. Regular students commonly find enjoyment in public settings and large audiences.

Furthermore, both athletes and regular students exhibit a tendency to avoid assuming responsibility for others. However, a notable distinction arises when comparing the self-perceived social skills of regular students and athletes. Regular students often describe themselves as socially unskilled in comparison to their athlete counterparts. Additionally, when confronted with differing opinions, regular students frequently find it challenging to defend their perspectives, a trend less prominent among athletes.

In summation, the study discerns a variance in the social demeanor between athletes and regular students. Upon meticulous examination, it becomes evident that, in certain instances, athletes display a more social disposition, while in other scenarios, regular students exhibit a higher degree of sociability. This nuanced understanding highlights the intricate interplay between sports participation and social behavior, shedding light on the multifaceted nature of individual interactions within these distinct groups.

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