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Role of sports programs! Inculcating socialization, and reduction of criminal behaviour among youth in Kashmir

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Abstract

Researchers have scrutinized sport participation as a means of socialization and play an important role in developing self-esteem. The research reviews the international body of literature on this subject from a social constructionist perspective. By exploring the idea of sport as a means of socialization, the research aims to develop classes and provide an analytical discussion of the findings. The descriptive analysis reveals that, although researchers are most notably critical of putting faith in sport for social objectives, there is research that affirms the role of sport in socialization and developing self-esteem. The discussion focuses primarily on how the principal social change-mode is expressed and how this social change becomes a meaningful concept as represented in speeches on individuality and transferability. The importance and potential consequences of framing crime as a social problem and of framing sport as a solution in response are also discussed. Finally, the article sets out the direction for further research on sport as a means of crime prevention. The research has been conducted in special reference with Kashmir in context sports is social development agent and it develops self-esteem among the participants.

Keywords: Positive youth development, socialization, self-esteem, sport

Introduction

Sport participation has been associated with improved life prospects such as academic performance and employability prospects. As such, promoting sport participation might be a way to increase life prospects, especially for socially vulnerable youth because they are less physically active than their peers. However, the evidence for the causal effect of sport participation on these outcomes is still limited and little is known about factors that play a role in this possible effect.

Sport participation has many positive outcomes and is advocated by health professionals and policy-makers to combat problems in various societal domains e.g. health, education and participation. Hence, physical activity and sport participation have been used since long for delimit social problems, particularly to improve life prospects of socially vulnerable youth. Scientific studies indeed show a positive relationship between sport participation and many beneficial outcomes, such as social inclusion, pro-social behaviour, academic achievement, and social and emotional well-being. This study aims to fill some of these knowledge gaps.

First, this study aims to address the causal effect of sport participation on life prospects. The evidence for the causal effect of sport on these domains varies, for example the effect of sport on physical outcomes is well established whereas the effect on cognitive outcomes is less researched. One interesting line of research is the idea that sport participation may contribute to skill development and that these skills can be transferred to other societal domains. This study aims to explore the positive effects of sport participation for socially vulnerable youth and the underlying mechanisms of sport for young people seems to suggest that youngsters can benefit from sport participation and that their life prospects may improve by engaging in sport and physical activity. However, to support the claim that sport participation leads to improved life prospects more research is warranted. Consequently, this study aims:

Objective

1. To provide insights into the causal relationship between sport participation and life prospects of socially vulnerable youth and the underlying mechanism by which sport can improve socialization.

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2. To examine the social conditions that may strengthen the positive effect of sport on life prospects.

Methods

The data for the present study was gathered from different areas of Kashmir valley and 300 subjects were given a questionnaire and interviewed for the research purpose. The subjects were youth who participated in different sports and cultural activities.

How sport can subsidize to positive development concerning crime prevention?

Though evidence is lacking, evaluations are problematic and no inherent essence in sport is identified, certain aspects in sport practices are highlighted as potentially mediating the relation with crime prevention. Two categories of crime prevention are discernible in the literature reviewed. They are presented here as two modes of prevention. First, the averting-mode stresses only the goal of averting antisocial involvement or crime and is defined by the absence of deviance. Second, the social change-mode stresses change in various circumstances that could cause criminality and is accordingly defined by the presence of progression (i.e. more than just averting a specific behaviour or activity).

The averting-mode

Two aspects focused on averting criminal or anti-social activities stand out. First, the literature reviewed stresses that participation in sport could constitute diversion for youth in two ways. In one sense, sport can physically divert young people from criminal or deviant activities: one cannot simultaneously be engaged in criminal activities outside the sport setting and perform sport activities. However, deviant behaviour is obviously possible within the sport setting. In the other sense, sport – being fun, exciting and entertaining – can divert attention from criminal environments and activities. Sport may also offer its participants structure and a framework and thus divert youth from restlessness.

The social change-mode

Four aspects focused on changing circumstances with regard to crime prevention emerged in the literature review. First, research suggests that voluntary participation in sport creates good conditions for contributing to the development of personal and social relations. This has been considered to constitute forms of social capital in sport (though not explicitly related to crime prevention). Sport is thus considered an arena where different youth of different social standings meet and interact.

Social change

Personal and social relations, empowerment, pro-social development, and education in non-violence and moral values are the four main categories that primarily constitute the social change-mode. These concepts are structured around concepts of individuality and transferability. This can be illustrated by the following quotations.

The success of utilizing sport and exercise, as a means of facilitating delinquent rehabilitation, lies particularly in the intricacies of the counseling; the provision of purposeful activities, and adoption of an individualistic approach, leading to the recognition of individual motivations.

Development of personal and social relations is described in relation to trustworthy, reciprocal relations between individuals contributing to community development. In that sense, the category requires a concept of individuality.

Moreover, it is a central aspect of personal and social relations that the benefits from these relations are also valid outside the sport setting. Relations that are only valid inside the sport setting would be of less use for crime prevention. Instead the point of social relations attained in the sport setting is the transference to broader society. In that respect, transferability is also an inevitable concept, given the understanding that personal and social relations are an aspect of social change in terms of sport as a means of crime prevention.

Empowering youth through sport to take on individual responsibility outside the sport setting is illustrated in the quotations below.

Sport also offers a very suitable medium for helping clients take responsibility: within the Summit programme the sports leader could gradually give the participants more responsibility for aspects of the activity. So sports-related contexts offer many opportunities to develop participants through a structured progression of taking greater responsibility

Pro-social development is described in relation to the individual's self-image, to life skills and to that person attaining good physical and mental health. This aspect of social change is perhaps most obviously inseparable from the concept of individuality. The individual is the object of development in all these aspects. In this respect, pro-social development can scarcely be grasped without a concept of individuality. Additionally, the developmental proceedings are not primarily emphasized to be recognized as skills within the sport setting. The skills should rather be grasped outside sport – more explicitly, in life. Although a better self-conception, self-esteem, self-confidence and self-control as well as reduced impulsivity and risk-taking are likely to enhance performances in sport, this is not the rationale in question. These skills presuppose a transfer from sport to other spheres in life, so the concept of transferability is vital.

While participation in sport will not curb all violence and deviant behaviour, it is a highly effective tool for teaching youth skills and values, helping children develop a positive sense of self, and providing a health-promoting alternative for youth who have nothing else to do

The four aspects of the dominant mode of prevention (social change) all presuppose and are structured around the concepts of individuality and transferability. It is therefore relevant to speak of discourses on individuality and transferability. The concepts can be viewed as central signs in a structure of meaning, constructing the idea of sport as a means of crime prevention through aspects of social change. These structures are discourses that bring order to a disparate body of knowledge.

Causal effect of sport participation

Research from a positive youth development perspective focuses on the internal assets (e.g. social skills and positive values) and external assets (e.g. the community, meaningful others, and school) that help young people to be well-prepared for a healthy life and social and emotional well-being during adulthood. Local sport clubs can be considered environments in which internal and external assets are built, and hence are environments for positive youth development. In this light, it has been hypothesized that sport participation may lead to increased assets that subsequently can be applied in other settings such as school. Although several studies suggest that certain skills accumulated in sport can be transferred to other domains, no study actually tested this idea. In this study, we

investigate the longitudinal effect of sport participation on self-regulations skills and sense of coherence (SOC), and the transfer of these skills to other societal domains.

Self-regulation skills

Self-regulation refers to “the processes by which the self-lters its own responses, including thoughts, emotions, and behaviours [27]”. It is considered to have a great influence on a person’s success [27], in the broadest sense of the word and in various domains such as in academics [28, 29] and in sport [15]. Jonker et al. identified six skills that are essential in self-regulatory processes: planning, monitoring, self-evaluation, effort, reflection and self-efficacy [30]. Self-regulatory learners score high on these dimensions and are, therefore, better able to acquire knowledge and skills in different domains [30]. From a positive youth development perspective, selfregulation skills can be considered an internal asset that can help young people to get prepared for a healthy and productive adulthood. According to Posner and Rothbart, self-regulation is shaped in childhood by both genes and the social environment; specific exercises in this period can improve self-regulation. The sport context may be an environment in which these exercises are practiced and as such may offer opportunities for children to acquire various self-regulatory skills, which subsequently can be used in other settings [17]. A cross sectional study conducted by Jonker et al. demonstrated that pre-university students that were elite athletes scored higher on planning, reflection and effort than their pre-university non-athletic peers [32]. In this study it is hypothesised that sport participation improves the self-regulatory skills of socially vulnerable youth and that this increase in self-regulatory skills translates to improved life prospects of these youngsters

Results

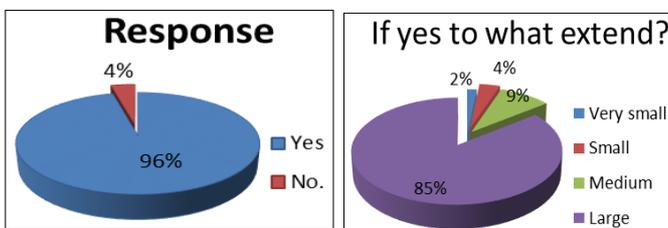


Fig 1

The figure.1 below shows the participation of youth in games and positive change in their behaviour.

The above figure shows that 96% respondent think that participating in games bring positive change in their behaviour while as 4% Respondents does not think so, further it reveals that 85% respondents believed it to a large extend while as 9% respondents believed intermediary, whereas, 4% of the respondents thinks it did to a small extend while as only 2% Respondents think that participating in games bring positive change in their behaviour to a very small extend.

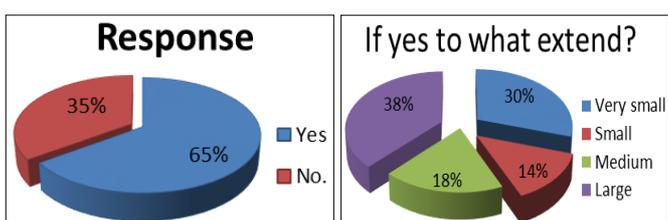


Fig 2

Figure2. Shows participation strengthen the positive effect of sport on life prospects.

The above figure shows that 65% respondent think that participation strengthen the positive effect of sport on life prospects while as 35% Respondents does not think so, further it reveals that 38% respondents believed it to a large extend while as 18% respondents believed intermediary, whereas, 14% of the respondents think to a small extend while as 30% Respondents believed to a very small extend

Conclusion

The findings in this article proceed from the aim of exploring the idea of sport as a means of crime prevention and its underlying assumptions by reviewing the scientific literature on this subject. Such implicit assumptions have been made explicit by exploring what research focuses on and how the descriptions are articulated. Although there is a heavy emphasis in the literature on researchers criticizing the notion that sport can contribute in substantial ways to preventing crime and delinquency, there are nonetheless ways in which sport is described and promoted as a means of crime prevention.

The central discussion suggests that the knowledge about sport as a means of crime prevention in the literature reviewed is dominated by the social change-mode and is further articulated through discourses on individuality and transferability. An examination is still needed of how these discourses are intertwined, what assumptions about the individual and society they are built upon and what ideological perspectives of sport or public policy these discourses are expressions of. Since questions like these are important for our understanding of sport and society, regarding our conceptions of sport both as sport and in society (or as a means of social objectives in society), they would be a strong aim in further research. Other aspects of the relation between sport and crime apart from the focus on sport as a means of crime prevention have been downplayed in this review. Moreover, a systematic review of the literature on sport as a generator of crime should lead to a more nuanced understanding of the relation between sport and crime. It is also worth noting once again that the literature reviewed is not at all unanimous in viewing sport as an efficient or suitable means of crime prevention. This article concludes that social change by changing individuals and discourses on individuality and transferability are clearly prominent ingredients in current research that supports sport as a means of crime prevention. By considering these aspects, the bulk of scientific knowledge promoting sport as a means of crime prevention is constructed.

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