



ISSN: 2456-0057
IJPNPE 2019; 4(1): 39-42
© 2019 IJPNPE
www.journalofsports.com
Received: 12-11-2018
Accepted: 15-12-2018

Gurjot Kaur
Student in Guru Nanak College of
Education, Gopalpur, Punjab,
India

Education of social responsibility among sports schools students

Gurjot Kaur

Abstract

Research aim was to investigate peculiarities of education of social responsibility among soccer sports faculty students. We have a tendency to hypothesize that once the academic program sport faculty students can have a lot of developed social responsibility. The whole sample comprised fifty two male students. Experimental cluster consisted of twenty six and also the management cluster of twenty six sports faculty students. Applied mathematics analyses discovered that once program experimental cluster had considerably higher countless social responsibility components: —respect and —caring and helping. Overall results showed important higher effects on social responsibility in experimental cluster and no important effects au fait cluster.

Keywords: Social responsibility, educational program, sports school

Introduction

It was believed that social responsibility may and may be tutored during a sport and physical activity setting. However, sport cannot invariably have a positive impact on temperament development, particularly if "winning" is emphatic. Maybe the "emphasis on winning" put in on coaches and sports directors, managers and agents encourage inappropriate behavior, like cheating, excessive aggression or the utilization of prohibited substances for a stronger performance or outcome. The name of sport typically has been broken by the increasing 'monetary' influence. The most expectations associated with sport area unit action and team success. Sports extremely develop a temperament, however it doesn't happen mechanically. The intention of athletes is required. In such the way, at the side of the correct coaching and training, that is concentrated on temperament development, sport will become associate acceptable springboard for developing temperament.

Personality will be more developed through sport. Sports and physical activity expertise will develop a temperament, however providing the atmosphere is structured and handy. The primary social responsibility education model created by D. Hellison (which usually is stated as TPSR – Teaching Physical and Social Responsibility), with the aim of serving to social exclusion risk teams of children to achieve a positive expertise which might facilitate them to develop their personal and social skills still as their responsibilities, each in sport and in life. Supported the model of social responsibility by Hellison, it's understood as a form of ethical obligation to respect yourself. The values related to the responsibility, effort and independence, still because the values associated with social responsibility imply the respect for feelings and rights, social sympathy and sensitivity. The model of social responsibility by Hellison, is grounded on the actual fact that children area unit exposed to individual and social purpose of read will learn to become accountable for themselves. Students World Health Organization participated within the responsibility model coaching on manner to a way to develop their personal associated social responsibility during a gradual way gained an expertise on the behavior and attitudes which will facilitate them become accountable persons. It's necessary to notice, that for the belief of social responsibility education model, sports game are deployed.

Study Hypothesis: after the end of the educational experiment the sport school students will have more developed social responsibility.

Correspondence
Gurjot Kaur
Student in Guru Nanak College of
Education, Gopalpur, Punjab,
India

The aim of research is to analyze peculiarities of social responsibility education among football sports school students.

The significance of research: This study is original as a result of the bulk of previous studies have centered on kids and youth social responsibility within the context of education, but there's still an absence of publications that may analyze social responsibility within the field of sports coaching. Several studies were conducted with students United Nations agency belong to teams in danger. The key a part of social responsibility analysis is descriptive, combined with the case studies. This study is important as a result of it had been conducted with a good sample and divulges the peculiarities of social responsibility development of sport faculty's students.

Research methods

Instruments: Modified Social Responsibility form was accustomed confirm social responsibility among soccer sport

college students. Social Responsibility form consists of fourteen statements and live aspects of social responsibility. Form consists of a series of things reflective 2 aspects of social responsibility: —respect" and "caring and helping". Every statement ought to be evaluated on a six-point Likert-type scale from "strongly disagree" (1) to "strongly agree" (6). The six-point Likert-type scale was used as a result of it eliminates any neutral answers and is one in all the ordinarily used scales in psychological fields. Underneath this system, the typical level of social responsibility, expresses the averages of three to five points.

Validity of Social Responsibility Questionnaire is estimated in previous studies, through confirmatory factor analysis, which showed that the expected factor structure is correct: $\chi^2(76) = 147.93, p < 0.0001$; NNFI = 0.92; CFI = 0.93; RMSEA = 0.06. All subscales demonstrated acceptable levels of internal consistency ranging from 0.79 to 0.81. In the current study, Cronbach's alphas for subscales are presented in Table 1.

Table 1: Means, Standard deviations, Cronbach's alpha coefficients for the whole questionnaire and its subscales.

	Social responsibility	Components of social responsibility	
		"Respect"	"Caring and helping"
Mean (M)	4.58	4.85	4.25
Standard deviation (SD)	1.02	1.04	1.01
Cronbach's alpha	0.71	0.68	0.75

Educational experiment was used as a method to verify the efficiency of the educational program. The essence of the educational experiment was the social responsibility enhancing program (Table 2) for sport school students.

Statistical Analysis: Research information were statistically processed victimization SPSS twenty five.0 (Statistical Package for Social Sciences). Descriptive statistics, specifically suggests that, customary deviations, were calculated. Imbalance (the symmetry of a distribution) and kurtosis (the homogeneity of a distribution) coefficients were calculated to assess univariate normality as a result of Student to take a look at needs commonly distributed information.

Imbalance and kurtosis coefficients between +1 and -1 indicated that information were commonly distributed. we tend to calculated the irresponsibleness of every dimension given by the index of Cronbach's alpha internal consistence. A preliminary analysis used the coed to take a look at for freelance samples, comparison the experimental cluster with the management cluster with the aim of checking whether or not the 2 teams were same. Then, the coed to take a look at for dependent samples, comparison the experimental cluster before experiment and when it and also the management cluster before experiment and when it, was employed in order to analyses the consequences of the academic program.

Table 2: Content of the Educational program for enhancing of social responsibility in football sport school students.

	Components of Social responsibility	Descriptions of components	Subcomponents of educated Social responsibility
1.	Respect	Students may not participate in daily activities or show much mastery or improvement, but they are able to control their behavior enough that they don't interfere with the other students' right to learn or the coach right to teach, they do this without much prompting by the coach and without constant supervision.	Respect for others
			Respect for coach(es)
			Behavioral control
2.	Caring and Helping	Students respecting others, participating, and being self-directed, are motivated to extend their sense of responsibility beyond themselves by cooperating, giving support, showing concern, and helping.	Helping others
			Encouraging others
			Kindness to others
			Helpfulness to others

Sample and procedure: For the tutorial experiment, the random serial sampling technique was wont to for associate degree experimental cluster of twenty six and therefore the management cluster of twenty six soccer sports college students (overall fifty two participants). There have been no vital variations between the experimental (15.68 ± 0.29) and therefore the management (15.76 ± 0.32) teams by age ($t(50) = .94; p > .05$). Experimental cluster was from Alytus district and management cluster was from metropolis district. The tutorial experiment geared toward evaluating the social

responsibility of soccer sport college students before the tutorial program and when it. The tutorial experiment was meant to reinforce sport college students 'social responsibility. The experimental cluster participated in program of social responsibility that enclosed 35 minutes long. For the every element of social responsibility to develop, we have a tendency to used constant variety of coaching sessions (5 sessions). Education influence on management cluster wasn't applied. Table a pair of shows the tutorial program for enhancing social responsibility in soccer

sport college students.

The followed stages of education were used for enhancing the social responsibility in sports faculty students:

Presentation of subcomponent: The definition of the subcomponent, presentation of the examples. Learners discuss among themselves or with the professional person on the importance of subcomponent.

Practice: Learners much assimilate bestowed subcomponents so as to uptake and to adapt in new things victimization sensible ways.

Feedback: Professional person should give data concerning data a few person's performance of a task. Professional person summarizes learner's activities and results noting the positive aspects.

Reinforcement of subcomponent: Sensible use of subcomponents of educated social responsibility in numerous environments and things with totally different folks. The subcomponents of educated social responsibility will be applied to sports contexts and in life things (for instance, reception or in school). Students ought to be explained in what things they will apply the developed social responsibility. For this purpose, they're given prep when every coaching session. The aim of the prep is to bolster the educated social responsibility and to encourage applying it within the natural atmosphere.

Results

Student's t test for independent samples showed that according to the components of social responsibility, the experimental and the control groups before the experiment did not differ significantly according to —respect ($t(50) = -.04$; $p = .96$) and —caring and helping ($t(50) = .56$; $p = .57$).

Table 3: Mean scores of social responsibility components among football sport school students, before and after educational experiment (M ± SD)

Social responsibility components	Group	Before experiment	After experiment	t
Respect	Control group	4.00±1.36	3.97±1.33	0.06
	Experimental group	3.98±0.96	4.70±0.88	-2.78**
Caring and Helping	Control group	3.74±0.85	4.15±1.32	-1.13
	Experimental group	3.87±0.85	4.79±0.96	-3.65**

After experiment significant differences were found between experimental and control groups in —respect ($t(50) = 2.31$; $p = .02$) and in —caring and helping ($t(50) = 2.00$; $p = .04$). Statistical analyses revealed that according to the components of social responsibility experimental group differed significantly before and after experiment (Table 3): according

to —respect ($t(50) = 2.78$; $p = .008$) and according to —caring and helping ($t(50) = -3.65$; $p = .001$). No statistically significant difference ($p > .05$) was found between control group of football sport school students before and after the experiment according to the components of social responsibility (—respect and —caring and helping).

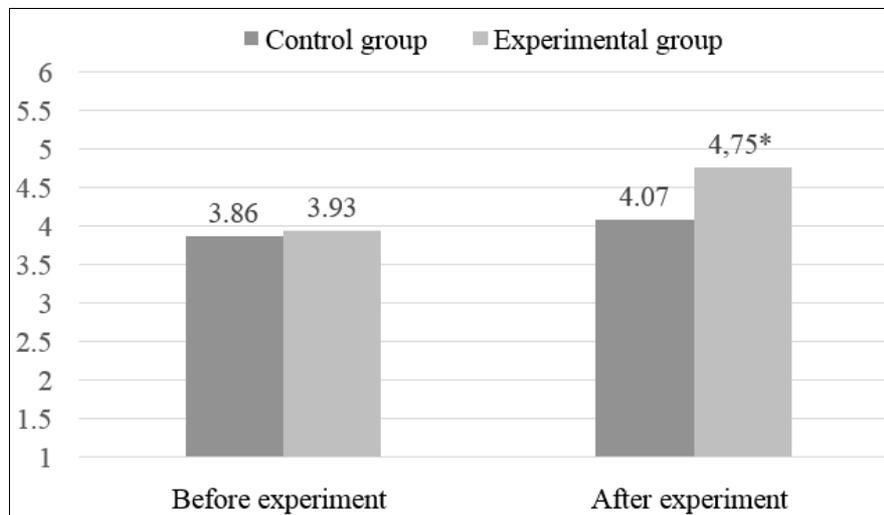


Fig 1: Mean scores of social responsibility level among football sport school students before educational experiment and after it Notes. * – $p < .05$.

Discussion

The results of the educational experiment confirmed our research hypothesis. The statistical analysis revealed that after educational program experimental group had significantly higher scores of social responsibility components: —respect, —caring and helping. Overall results of social responsibility showed significant higher effects of educational program among experimental group and no significant effect for control group. Improvements of young people have been achieved, regarding to respect component of social responsibility programs

interventions. Also it was found that after the end of educational program experimental group students showed improvements in —caring and helping ($p = .001$) and these results were similar to the results of Hayden (2012, 2010) [9] and Walsh (2007) studies.

Conclusion

Statistical analyses disclosed that once programme experimental cluster had considerably higher several social responsibility components: —respect and —caring and helping. Overall results showed vital higher effects on social

responsibility in experimental cluster and no vital effects up to speed cluster.

References

1. Andre MH, Mandigo JL. Analyzing the learning of the taking personal and social responsibility model within a new physical education undergraduate degree program in El Salvador. *Physical Educator*. 2013; 70(2):107-134.
2. Austin MW. Is humility a virtue in the context of sport? *Journal of Applied Philosophy*. 2014; 31(2):203-214.
3. Buchanan AM. Contextual challenges to teaching responsibility in a sports camp. *Journal of Teaching in Physical Education*. 2001; 20(2):155-171.
4. Doty J. Sports build character?! *Journal of College and Character*. 2006; 7(3):1-9.
5. Escartí A, Gutiérrez M, Pascual C, Marín D. Application of hellison's teaching personal and social responsibility model in physical education to improve self-efficacy for adolescents at risk of dropping-out of school. *The Spanish Journal of Psychology*. 2010; 13(2):667-676.
6. Hammond-Diedrich KC, Walsh D. Empowering youth through a responsibility-based cross-age teacher program: an investigation into impact and possibilities. *Physical Educator*. 2006; 63(3):134-142.
7. Hellison D, Wright P. Retention in an urban extended day program: a process-based assessment. *Journal of Teaching in Physical Education*. 2003; 22(4):369-381.
8. Barez A. Sport as a school of life: the mental and physical characteristics, developmental objectives and coaching methods of youth sports. *International Labour Organization Report*. Geneva, Switzerland: ILO, 2008.
9. Hayden LA. The power of a caring climate: assessing the fidelity of team support to Hellison's responsibility model and student-athletes perceived outcomes of participating in team support. Boston: Boston University, 2010.
10. Hellison DR. *Teaching Personal and Social*, 2011.
11. *Responsibility through Physical Activity*. Champaign: Human Kinetics.
12. Hellison D, Walsh D. Responsibility-based youth programs evaluation: investigating the investigations. *Quest*. 2002; 54(4):292-307.
13. Parker M, Stiehl J. Personal and social responsibility. In D. Tannenhill, & J. Lund (Eds.). *Standards based curriculum*. Boston, M.A: Jones and Bartlett, 2004.
14. Watson DL, Newton M, Kim M-S. Recognition of values-based constructs in a summer physical activity program. *The Urban Review*. 2003; 35(3):217-232.