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# Indian Streams Research Journal



## A COMPARATIVE STUDY OF SOCIAL BEHAVIOUR BETWEEN PLAYER AND NON-PLAYER SECONDARY STUDENTS



Ajay Karkare<sup>1</sup> and Sandeep Harnal<sup>2</sup>

<sup>1</sup>Principal, Nashikrao Tirpude College of Physical Education, Nagpur MS.

<sup>2</sup>Research Scholar, Deptt. of Physical Education, Rani Lakshmibai Mahila Mahavidyalaya, Sawargoan, Nagpur, MS.

### ABSTRACT

The aim of the present study is to compare social behaviour of player and non player secondary students. To conduct the study, 200 players (Ave. age 13.96 yrs) and 200 non players (Ave. age 14.03 yrs) studying in secondary schools were selected. The criterion for selection of players was participation in district/state level tournaments in any sporting event. Purposive sampling method was used for selection of sample in the present study. To assess social behaviour, Social Skills Problem Behaviour Checklist prepared by Madhu Mathur and Saroj Arora (2005) was used. The results indicate that problematic social behaviour was found to be in more magnitude in players as compared to non players but this fact can not be verified statistically. It was concluded that participation in sports is neither a positive nor a negative factor as far as development of social behaviour in secondary students

is concerned.

**KEYWORDS** :Social behaviour, players, non players, secondary students

### INTRODUCTION :

In psychology, social behaviour is referred to human behaviour. It covers behaviours ranging from physical to emotional that we communicate in and also the way we are influenced by ethics, attitudes,



genetics and culture etc.

Skinner (1953)<sup>1</sup> defined social behaviour as “the behaviour of two or more people with respect to one another or in concert with respect to a common environment. Skinner proposed that the experimental analysis of social behaviour could proceed through the synthesis of social episodes in which each individual is controlled by a different contingency involving the behaviour of another organism.

Social behavior is a term used to describe the general conduct exhibited by individuals within a society. It is essentially in response to what is deemed acceptable by a person's peer group or involves

avoiding behavior that is characterized as unacceptable.

The social benefits of sports participation has been very well documented in ancient literature also. Greek Philosopher Plato also wrote extensively about the social and emotional benefits. Barron Pierre de Coubertin also opined positively about the character building virtues of sports (Kornspan, 2007)<sup>2</sup>. Scientific studies were conducted since inception of sports psychology regarding the role of sports in psycho-social development through sports (Weiss, 2011)<sup>3</sup>. Scientific studies by Astin, 1977<sup>4</sup>, Ryan, 1989<sup>5</sup>, and, Cantor and Prentice, 1996<sup>6</sup> also indicated that participation in sports is significantly and positively related to development of leadership qualities, personal and social well-being and peer relationships. The beneficial effect of participation in sports on mental health, emotional intelligence, emotional maturity has also been reported by Zamanian et al. (2011)<sup>7</sup>, Singh et al. (2012)<sup>8</sup>, Nirmala and Ahmad (2014)<sup>9</sup>. Contrary to this, a study conducted by Kavussanu, 2008<sup>10</sup> has shown that mere participation in sports is not associated with the development of pro social values, moral attitudes, and moral behaviour. In fact, at times participation in sports have shown negative relationship with pro social behaviour by many researchers. In view of contradictory findings on the topic of participation in sports and its effect on social behaviour, the researcher decided to compare social behaviour of secondary students on the basis of their participation in competitive sports.

### **HYPOTHESIS**

It was hypothesized that social behaviour of player and non player secondary students will differ significantly with each other.

### **METHODOLOGY :-**

The following methodological steps were taken in order to conduct the present study.

#### **Sample :-**

To conduct the study, 200 players (Ave. age 13.96 yrs) and 200 non players boys (Ave. age 14.03 yrs) studying in secondary schools were selected. The criterion for selection of players was participation in district/state level tournaments in any sporting event. The sample was purposively selected from schools operational in and around Nagpur (MS).

#### **Tools:**

##### **Social Skills Problem Behaviour Checklist :**

To assess social behaviour, Social Skills Problem Behaviour Checklist prepared by Madhu Mathur and Saroj Arora (2005) was used. This six dimensional social skills problem behaviour checklist consists of 62 statements. The interpretation of raw scores is such that higher the scores, more is the magnitude of problematic social behaviour. This checklist is highly reliable and valid

#### **Procedure:**

Written consent was obtained from all the selected subjects to participate in the study voluntarily. Social Skills Problem Behaviour Checklist prepared by Madhu Mathur and Saroj Arora (2005) was administered to all 400 selected subjects as per their availability and convenience in a laboratory like condition. After scoring of the responses according to author's manual, obtained data was tabulated according to their respective groups. To compare social behaviour of player and non player secondary students, independent sample 't' test was used. The analysis of data is shown in table 1.

## RESULTS

**Table 1**  
**Comparison of Social Behaviour between**  
**Player and Non Player Secondary Students**

Groups	Social Behaviour		Mean Diff.	't'
	Mean	S.D.		
Players (N=200)	106.23	19.19	2.83	1.47 ( $p>.05$ )
Non Players (N=200)	103.39	19.27		

A perusal of entries reported in table 1 indicate that problematic social behaviour was found to be in more magnitude in players ( $M=106.23$ ) as compared to non players ( $M=103.39$ ). The results are interpreted as lower the score, lesser magnitude of problematic social behaviour. But this fact cannot be verified statistically as calculated  $t=1.47$  did not met the criteria of significance at acceptable level.

## DISCUSSION:

The results of the present study indicate that problematic social behaviour was found to be in more magnitude in players as compared to non players although not statistically significant. It shows that mere participation in sports may not develop prosocial behaviour. On the other hand it is also true that participation in sports do not lead to anti social behaviour as is evident from the results of the present study. Hence some other psycho-social factors are also taken into consideration along with participation in sports in order to assess development of social behaviour in secondary students.

## CONCLUSION

On the basis of results, it was concluded that social behaviour of secondary students is not influenced by their participation / non participation in sports.

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