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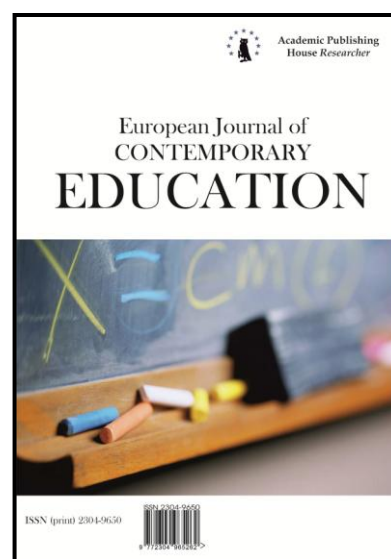
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Education of Social Responsibility among Sports Schools Students

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Abstract

Research aim was to analyze peculiarities of education of social responsibility among football sports school students. We hypothesized that after the educational program sport school students will have more developed social responsibility. The total sample comprised 52 male students. Experimental group consisted of 26 and the control group of 26 football sports school students. Statistical analyses revealed that after educational program experimental group had significantly higher scores of social responsibility components: "respect" and "caring and helping". Overall results showed significant higher effects on social responsibility in experimental group and no significant effects in control group.

Keywords: social responsibility, educational program, sports school.

1. Introduction

It was believed that social responsibility could and should be taught in a sport and physical activity setting (Parker & Stiehl, 2004). However, sport cannot always have a positive impact on personality development, especially if "winning" is emphasised (Barez, 2008). Perhaps the "emphasis on winning" installed on coaches and sports administrators, managers and agents encourage inappropriate behavior, such as cheating, excessive aggression or the use of forbidden substances for a better performance or outcome (Doty, 2006). The reputation of sport sometimes has been damaged by the increasing 'monetary' influence. The main expectations related to sport are achievement and team success. It has often been discussed in scientific articles Austin (2014) whether sport positively contributes to personality development. According to Austin (2014), sports really develop a personality, but it does not happen automatically. The intention of athletes

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is needed. In such a way, along with the proper training and coaching, which is focused on personality development, sport can become an appropriate springboard for developing personality.

In the previous studies, as well as in the present study (Juodsnukis & Malinauskas, 2014) it is understood that responsibility and social responsibility concepts and definitions are an integrative personality trait characterized by moral and ethical principles of reasonable behavior, self-conscious adoption of social norms, attitudes and values, acceptance, expression of the will and perception what consequences has the same activity of the person and other people.

Personality can be further developed through sport. Sports and physical activity experience can develop a personality, but only if the environment is structured and well designed (Doty, 2006). The first social responsibility education model created by D. Hellison (which often is referred to as TPSR – Teaching Physical and Social Responsibility), with the aim of helping social exclusion risk groups of young people to gain a positive experience which would help them to develop their personal and social skills as well as their responsibilities, both in sport and in life (Hellison, 2011). Based on the model of social responsibility by Hellison (2011), it is understood as a kind of moral obligation to respect yourself and others. The values associated with the responsibility, effort and independence, as well as the values related to social responsibility imply the respect for feelings and rights, social empathy and sensitivity (Llopis-Goig et al., 2011). The model of social responsibility by Hellison (2011), is grounded on the fact that young people are exposed to individual and social point of view can learn to become responsible for themselves and others. Students who participated in the responsibility model training on how to develop their personal and social responsibility in a gradual way gained an experience on the behavior and attitudes that will help them become responsible persons. It is important to note, that for the realization of social responsibility education model, sports game have been deployed (Hellison & Wright, 2003; Martinek, Shilling, & Johnson, 2001).

Number of research (Caballero-Blanco, Delgado-Noguera, & Escartí-Carbonell, 2013; Hellison & Walsh, 2002; Juodsnukis & Malinauskas, 2014), which have studied children and youth social responsibility aspects through physical education, physical activity, indicate, however, that there is a lack of publications, which analyze social responsibility in sports school students. The vast majority of social responsibility research has been conducted in the US. However, significant cultural differences exist between the US and Lithuania. As social responsibility development of physical culture and sports in the context of the study area is new, it is necessary to assess the sports school student's social responsibility peculiarities in Lithuania. Most of the research has been conducted in programs where students belong to groups at risk.

The duration of social responsibility education model varies: one or two months (Buchanan, 2001; Newton et al., 2006; Watson et al., 2003); up to 3 months (Hammond-Diedrich, Walsh, 2006; Whitley, Gould, 2010; Wright, Burton, 2008; Wright et al., 2004); up to 4 months (Kallusky, 2000; Walsh, 2007, 2008); one semester (Lee, Martinek, 2009; Martinek et al., 2001; Walsh, 2012).

As for duration of training sessions and frequency of weeks, most of the curriculum development process takes one hour once per week (Hammond-Diedrich & Walsh, 2006; Walsh, 2007; Whitley & Gould, 2011; Wright, 2012), sometimes one hour twice per week (Laura A Hayden, 2012; Laura Ann Hayden, 2010; Lee & Martinek, 2009; Walsh, 2012). Only a few educational programs have been carried out in two or more hours per week (Buchanan, 2001; Newton, Watson, Kim, & Beacham, 2006; Watson, Newton, & Kim, 2003).

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

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 because the majority of previous studies have focused on children and youth social responsibility in the context of physical education, however there is still a lack of publications that would analyze social responsibility in the field of sports training (sports schools, sports clubs, sports organizations and associations). Many studies were conducted with students who belong to groups at risk. The major part of social responsibility research is descriptive, compounded with the case studies. This study is significant because it was conducted with a wide sample and reveals the peculiarities of social responsibility development of Lithuania's sport schools students.

2. Research methods

Instruments. Modified Social Responsibility Questionnaire (Li, Wright, Rukavina, & Pickering, 2008) was used to determine social responsibility among football sport school students. Social Responsibility Questionnaire consists of 14 statements and measure aspects of social responsibility. Questionnaire consists of a series of items reflecting two aspects (two components) of social responsibility: "respect" (six statements) and "caring and helping"(eight items). Each statement should 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 because it eliminates any neutral answers and is one of the commonly used scales in psychological fields. Under this methodology, the average level of social responsibility, expresses the averages of 3 to 5 points.

Validity of Social Responsibility Questionnaire is estimated in previous studies (Li et al., 2008), 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 (components)

	Social responsibility	Components of social responsibility	
		„Respect“	„Caring and helping“
<i>Mean (M)</i>	4.58	4.85	4.25
<i>Standard deviation (SD)</i>	1.02	1.04	1.01
<i>Cronbach's alpha</i>	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 data were statistically processed using SPSS 18.0 (Statistical Package for Social Sciences). Descriptive statistics, namely means, standard deviations, were calculated. Skewness (the symmetry of a distribution) and kurtosis (the homogeneity of a distribution) coefficients were calculated to assess univariate normality because Student *t* test requires normally distributed data. Skewness and kurtosis coefficients between +1 and -1 indicated that data were normally distributed. We calculated the reliability of each dimension given by the index of Cronbach's alpha internal consistence. A preliminary analysis used the Student *t* test for independent samples, comparing the experimental group with the control group with the aim of checking whether the two groups were homogeneous. Then, the Student *t* test for dependent samples, comparing the experimental group before experiment and after it and the control group before experiment and after it, was used in order to analyse the effects of the educational program.

Sample and procedure. The educational experiment has been carried out during 2016/2017 academic years. For the educational experiment, the random serial sampling method was used to for an experimental group of 26 and the control group of 26 football sports school students (overall 52 participants). There were no significant differences between the experimental (15.68 ± 0.29) and the control (15.76 ± 0.32) groups by age ($t (50) = .94; p > .05$). Experimental group was from Alytus district and control group was from Kaunas district. The educational experiment aimed at evaluating the social responsibility of football sport school students before the educational programme and after it. The educational experiment was meant to enhance sport school students' social responsibility. The experimental group participated in educational program of social responsibility that included thirty-five 25 minutes long (in total 14.58 hours). For the each component of social responsibility to develop, we used the same number of training sessions (5 sessions). Education influence on control group was not applied. Table 2 shows the educational program for enhancing social responsibility in football sport school students.

Table 2. Content of the Educational program for enhancing of social responsibility in football sport school students (Prepared by authors according to Hellison, 2011)

	Components of Social responsibility	Descriptions of components	Subcomponents of educated Social responsibility
1.	<i>Respect</i>	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.	<i>Respect for others</i>
			<i>Respect for coach(es)</i>
			<i>Behavioral control</i>
2.	<i>Caring and Helping</i>	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.	<i>Helping others</i>
			<i>Encouraging others</i>
			<i>Kindness to others</i>
			<i>Helpfulness to others</i>

The followed stages of education were used for enhancing the social responsibility in sports school students: 1) *presentation of subcomponent*; 2) *practice*; 3) *feedback*; 4) *reinforcement of subcomponent*.

Presentation of subcomponent – the definition of the subcomponent, presentation of the examples. Learners discuss among themselves or with the educator on the importance of subcomponent.

Practice – learners practically assimilate presented subcomponents in order to uptake and to adapt in new situations using practical methods.

Feedback – educator must provide information about information about a person's performance of a task. Educator summarizes learners activities and results noting the positive aspects.

Reinforcement of subcomponent – practical use of subcomponents of educated social responsibility in various environments and situations with different people. The subcomponents of educated social responsibility can be applied to sports contexts and in life situations (for instance, at home or in school). Students need to be explained in what situations they can apply the developed social responsibility. For this purpose, they are given homework after each training session. The aim of the homework is to reinforce the educated social responsibility and to encourage applying it in the natural environment.

We used several methods to teach sports school students' social responsibility: *demonstration, social role performance, case analysis of the situation, small groups, agility games and group discussions*.

3. 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” ($t(50) = .56; p = .57$).

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”).

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**

Notes. (M ± SD) – Mean and standard deviation; ** – $p < .01$.

It has been revealed, that social responsibility level of control and experimental groups did not differ significantly before experiment ($t(50) = 0.26; p = .07$), but after experiment significant differences were found between experimental and control groups: $t(50) = 2.37; p = .02$ (Figure 1).

Overall results of social responsibility showed significant effects of educational program for experimental group ($t(50) = -3.15; p = .003$) and no significant effects for control group ($t(50) = -0.66; p = .51$) (Figure 1).

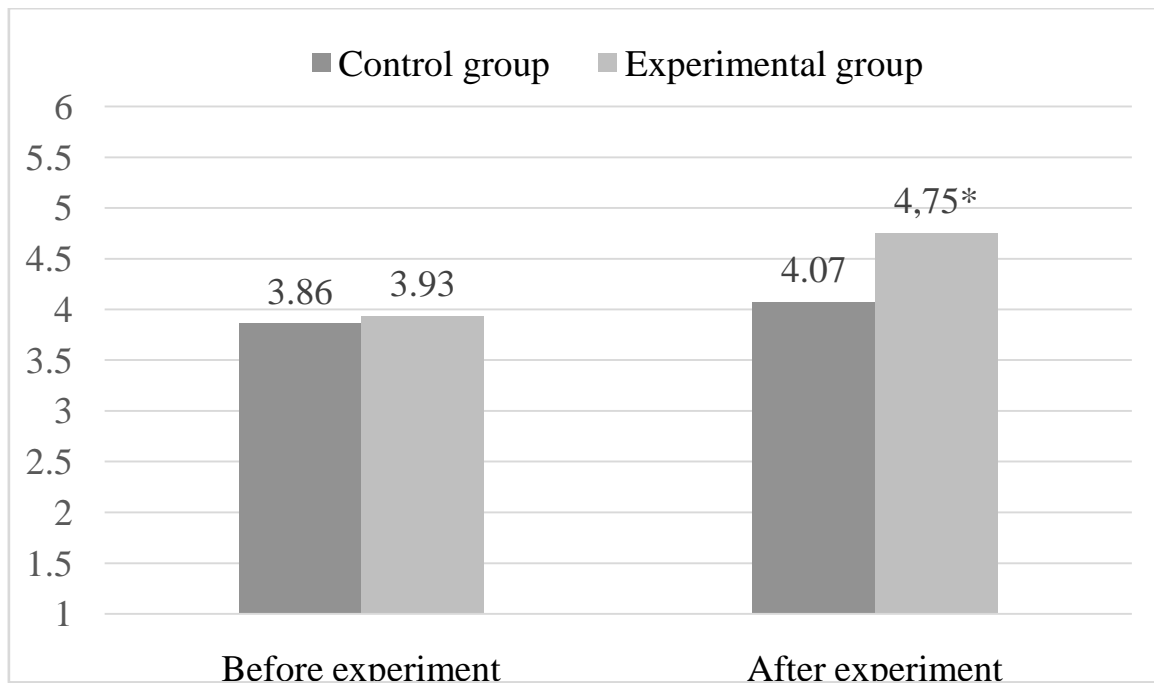


Figure 1. Mean scores of social responsibility level among football sport school students before educational experiment and after it

Notes. * – $p < .05$.

4. 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) and Walsh (2007) studies.

The review (Caballero-Blanco et al., 2013) carried out evidences and validity of the use of the social responsibility model as an intervention programs with children and young people through physical activity and sports, both in the American context and the Spanish context and most relevant results related to other effects on the participants were positive evolution regarding the participant’s behaviour related to personal and social responsibility (André & Mandigo, 2013; Lee & Martinek, 2009) (Lee & Martinek, 2009; Wright et al., 2012; Wright & Burton, 2008). The programs have contributed in establishing a positive class environment (Caballero, 2012; Sanmartín, Escartí, Pascual, & Valencia, 2011; Vizcarra Morales, 2004). In this sense, an improvement in the resolution of conflicts through dialogue and a decrease in violent conducts were produced (Caballero, 2012; Escartí, Gutiérrez, Pascual, & Marín, 2010; Llopis-Goig et al., 2011; Sanmartín et al., 2011). Positive transfer of the knowledge was acquired during the programs, in contexts different from those of the intervention (Caballero, 2012; Cecchini, Montero, & Peña, 2003; Escartí et al., 2010). Positive changes in the opinions and behaviours were related to fair-play and self-control (Cecchini, Montero, Alonso, Izquierdo, & Contreras, 2007) as well as increase of the number of students who evidence a motivational orientation towards the task regarding the result, after the intervention (Vizcarra Morales, 2004).

5. Conclusion

Statistical analyses revealed that after educational program experimental group had significantly higher scores of social responsibility components: “respect” and “caring and helping”.

Overall results showed significant higher effects on social responsibility in experimental group and no significant effects in control group.

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