

Assessment of Selected Sociological Factors among College Basketball, Volleyball and Cricket Players

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Abstract

The purpose of the study was to analysis the selected sociological factors among college Basketball, Volleyball and Cricket players such as Sportsmanship and Leadership. The study was conducted on forty five boy's students each from Basketball, Volleyball and Cricket (N=45) studying Department of Physical Education, H.H The Rajah's College, Pudukkottai were selected as subjects. The data of three groups were analysed by one way Analysis of variance (ANOVA). Scheffe's post hoc test was applied to determine the significant difference between the paired means. Sportsmanship and Leadership showed significant difference among the Basketball, Volleyball and Cricket players.

Key words: Sportsmanship, Leadership, Basketball, Volleyball, Cricket Players.

Introduction

The sociology of sport is a sub-discipline of sociology that looks at the relationship between sport and society. Sport is a highly significant area of life - sport doesn't exist in a vacuum nor is some form of separate entity from life. Sport is created and sustained by members of societies. Sport is an important area of many people's lives, demonstrated by the time and money spent on sports. For instance, consider the amount of attention given to sports by the mass media. We can participate in sport in many different ways, not just as competitors, we may be spectators, officials etc.

Despite the ubiquity of science-based technologies, we rarely examine science and technology as social processes. Yet, both scientific discovery and technological invention are the product of social interaction. The lone scientist or inventor, locked away in a laboratory, is a contemporary myth, but is hardly founded in empirical reality. To the contrary, scientists and engineers are linked to each other and to a broad range of mundane services that are vital to their success. For example, consider how hard it would be to run a laboratory without running water, electricity, sewer service, notebooks, computers or even tables and chairs. Consider also how difficult it would be to run a laboratory without access to the scientific literature. Indeed, a West German friend of mine once recounted how, after the Berlin wall was toppled, he became acquainted with his East German counterparts. He was appalled to discover that some were working on problems that had already been solved years before. Without access to western scientific journals they were unaware of the solutions.

Today we live in a world that is largely technological. We are surrounded by machines and structures that are the product of human labor, the product of the reshaping of the world to meet human desires. Moreover, while some of these technologies are the result of thousands of years of craft work, many are the result of scientific breakthroughs. For example, electric lighting, computers, genetically engineered food, many household chemicals and plastics are the result of scientific knowledge in physics, chemistry and biology applied to transform nature.

In short, science and technology are at once social (they involve human interaction, both face-to-face and mediated), technical (they require instruments and measures) and natural (they require access to "nature in the raw" in order to create the materials that are of use in the lab). Seen another way, the very distinction between the social, the technological and the natural is constantly shifting in light of scientific, social and technological changes. Alternatively, we may say that science and technology are in society.

In addition, it is important to note that while completed science is sediment into the literature, science in action is the subject of heated debate, competing schools of thought, and conflicting interpretations of data. Over the course of the semester we will explore what science and technology are, what kinds of debates they engender, and what consequences they have for the rest of society. Students will work cooperatively to explore complex social, economic, political and ethical issues surrounding current scientific and technological controversies. During the semester we will visit laboratories, examine the rhetoric used in scientific literature, explore the work that scientists and engineers do, and debate important ethical implications of scientific and technological research.

In sum, society is implicated in who does science and engineering, in the choice of research problems pursued, in the types of technologies that are produced and marketed, and in the impacts that those technologies and scientific discoveries have on society. Thus, science is both real and socially constructed; it could hardly be otherwise.

Because sport is part of society let's consider some of the relationships between sport and other social institutions. This is only a quick summary to demonstrate the significance of sport in the modern world. I have provided a bibliography of books which I found helpful when taking a more in-depth insight into the sociology of sport.

Hopkins (2008), examined the differences between the sportsmanship attitudes of defensive and offensive soccer players. Twenty six male varsity soccer players from a high school were selected for the purpose. It was found in this study that the defensive players possessed greater sportsmanlike attitudes than offensive players. In addition sportsmanship attitudes did not change significantly over the course of a competitive season.

I. John Parthiban

Kevin (1994), examined whether perceptions of team cohesiveness and leadership obtained at the end of a competitive season would influence the athletes to participate in the next season. The subjects were females who took part in competitive ringlets teams, after the completion of a competitive season. Results revealed that selected measures of both cohesion and perceived leadership behaviors were significant factors in influencing the athletes' intention to return to the next season after the completion of a competitive season. Specifically, it was found that those individuals intending to return for the next season held significantly greater perceptions of social cohesion and perceived that their coaches engaged in higher levels of positive feedback than did individuals indicating that they would not likely return.

Jambor and Weekes (1995), identified the benefits parents seek from children's sports participation. The investigator took parents (N = 154; mother = 105, and father = 49) having children of 5 – 11 years of age. Results of the study revealed that parents mentioned recreational benefits, health benefits, and social benefits as the top three reasons for the children's participation in sports. The results indicated no significant relationship between parents' gender and the three cited reasons. Significant relationship existed between child's gender, parents' present sports participation, and parents' previous sports participation and the three reasons cited. Recreational, health, and social benefits were more often cited in support of children's sports participation by parents of male children and parents who were sports participators (prior and present). Although it was hypothesized at the beginning of the study that discrepancies would exist between parents' and children's needs in relation to youth sports, the results of the study showed that parents' and children's reasons for the children's sports participation are similar. An example of this similarity was social benefits (reported by parents) and wanting to be with friends (reported by children). From this finding, the investigator concluded that the similarities existed due to socialization of children by parents into sports.

Methodology

The study was conducted on forty five boy's students each from Basketball, Volleyball and Cricket (N=45) studying Department of Physical Education, H.H The Rajah's College, Pudukkottai were selected as subjects. The age, were ranged between 18 to 21 years. All the three groups were tested on selected Sociological factors such as Sportsmanship and Leadership. Likert-type scale was used to collect relevant data on the selected dependent variables.

Results and Discussion

The data collected from the Basketball, Volleyball and Cricket players were statistically examined by one way Analysis of variance (ANOVA) was used to determine differences, Scheffe's post hoc test was applied to determine the significant difference between the paired means. The level of confidence was fixed at .05 level of all cases.

The influence of independent variables on each criterion variables are analyzed and presented below.

Sportsmanship

The Analysis of Variance (ANOVA) on Sportsmanship of Basketball, Volleyball and Cricket Players have been analysed and presented in Table -I.

Table - I
Analysis of Variance on Sportsmanship of Basketball
Volleyball and Cricket Players

Mean			Sources of variance	df	Sum of squares	Mean square	Obtained "F"
Basketball players	Volleyball players	Cricket players					
13.73	12.53	11.27	SSB	2	45.64	22.82	
			SSW	42	63.6	1.51	15.07*
			SST	1	109.24		

* Significant at .05 level of confidence (Sportsmanship Scores in Numbers).

(The table value required for Significance at .05 level with df 2 and 42 are is 3.23)

Table I shows that the mean value of Sportsmanship of Basketball, Volleyball and Cricket Players are 13.73, 12.53 and 11.27 respectively. The obtained F-ratio of 15.07 for three groups is more than the table value of 3.23 for df 2 and 42 required for significant at .05 level of confidence.

The results of the study indicate that there are significant differences among three groups on Sportsmanship.

To determine which of the paired means had a significant difference, the Scheffe's test was applied as Post hoc test and the results are presented in Table II.

Table - II
The Scheffe's Test for the Differences between the Paired Means on Sportsmanship

Mean			Mean difference	Confidence interval
Basketball players	Volleyball players	Cricket players		
13.73	12.53		1.20*	1.13
13.73		11.27	2.46*	1.13
	12.53	11.27	1.26*	1.13

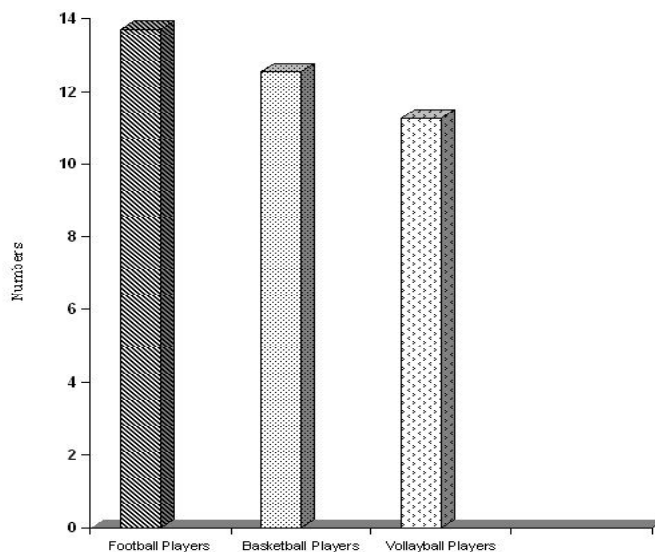
* Significant at .05 level of confidence

Table II shows that the paired mean difference on Sportsmanship for Basketball and Volleyball Players, Basketball and Cricket Players, Volleyball and Cricket Players, are 1.20, 2.46 and 1.26 respectively. The values are greater than the confidence interval value 1.13, which shows significant differences at .05 level of confidence.

The results of the study indicate that there are significant differences between Basketball and Volleyball Players, Basketball and Cricket Players, Volleyball and Cricket Players on Sportsmanship. It may be concluded that Basketball Players is better than Volleyball Players and Cricket Players in Sportsmanship.

The mean values of Basketball, Volleyball and Cricket Players on Sportsmanship are graphically represented in the Figure -1.

Figure-1
Mean Values of Basketball Volleyball and Cricket Players on Sportsmanship



Leadership

The Analysis of Variance (ANOVA) on Leadership of Basketball, Volleyball and Cricket Players have been analysed and presented in Table -III.

Table-III
Analysis of Variance on Leadership of Basketball Volleyball and Cricket Players

Mean			Sources of variance	df	Sum of squares	Mean square	Obtained "F"
Basketball players	Volleyball players	Cricket players					
13.87	12.6	11.33	SSB	2	48.13	24.07	
			SSW	42	64.67	1.54	15.63*
			SST	1	112.8		

* Significant at .05 level of confidence (Leadership Scores in Numbers)

(The table value required for Significance at .05 level with df 2 and 42 are is 3.23)

Table III shows that the mean value of Leadership of Basketball, Volleyball and Cricket Players are 13.87, 12.6 and 11.33 respectively. The obtained F-ratio of 15.63 for three groups is more than the table value of 3.23 for df 2 and 42 required for significant at .05 level of confidence.

The results of the study indicate that there are significant differences among three groups on Leadership.

To determine which of the paired means had a significant difference, the Scheffe's test was applied as Post hoc test and the results are presented in Table IV.

Table - IV
The Scheffe's Test for the differences between the Paired Means on Leadership

Mean			Mean difference	Confidence interval
Basketball players	Volleyball players	Cricket players		
13.87	12.60		1.27*	1.14
13.87		11.33	2.54*	1.14
	12.60	11.33	1.27*	1.14

* Significant at .05 level of confidence

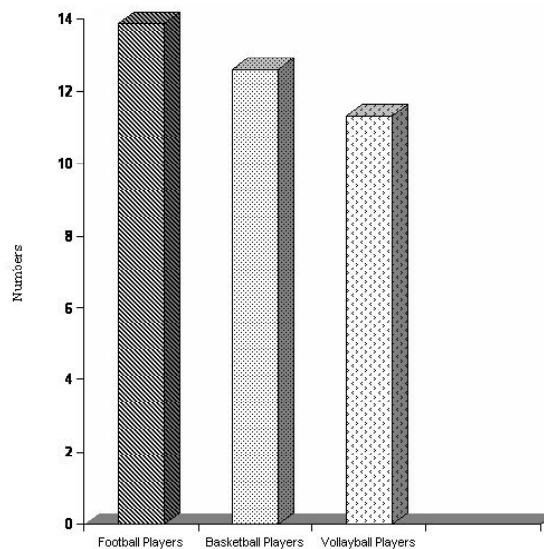
I. John Parthiban

Table IV shows that the paired mean difference on Leadership for Basketball and Volleyball Players, Basketball and Cricket Players, Volleyball and Cricket Players, are 1.27, 2.54 and 1.27 respectively. The values are greater than the confidence interval value 1.14, which shows significant differences at .05 level of confidence.

The results of the study indicate that there are significant differences Basketball and Volleyball Players, Basketball and Cricket Players, Volleyball and Cricket Players on Leadership. It may be concluded that Basketball Players is better than Volleyball Players and Cricket Players in Leadership.

The mean values of Basketball, Volleyball and Cricket Players on Leadership are graphically represented in the Figure -II.

Figure-2
Mean Values of Basketball Volleyball and Cricket
Players on Leadership



Conclusions

The following conclusions have been drawn from the result of the study.

1. It was concluded that there was a significant difference among the Basketball, Volleyball and Cricket player's in selected Sociological factors such as Sportsmanship, and Leadership.
2. Further it was concluded that Basketball Players shows the best performance in Sportsmanship and Leadership. Than Volleyball and Cricket Players.

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