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The correlation between sports involvement and university students' social Behavior

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Abstract
Each person is inherently immersed within a social milieu encompassing family, community, societal strata, language, faith, and ultimately fosters manifold social connections. The values ingrained within a child's social environment significantly shape their cognition, behavior, educational approach, reinforcement and correction methods, and role models. This environment encompasses the home, educational institution, local community, religious institutions, and legal framework. It's widely acknowledged that a combination of factors is essential to reduce social misconduct and the fear of transgression. Within this realm, sports are acknowledged to play a crucial role. Sporting activities, competitions, voluntary engagements in sports, sports leadership, coaching endeavors, and vocational initiatives cultivate individuals and communities, promoting healthier and more constructive lifestyles. They foster inclusive communities and neighborhoods that foster a collective identity and a sense of belonging.

Keywords: Social manner, sports, students

Introduction
In human science and physiology, socialization is intrinsic among individuals of the same species. Practices like predation, involving diverse species, do not constitute social interactions. The umbrella term "manner sciences" refers to disciplines studying behavior, especially social behavior directed towards diverse individuals. Such conduct involves perceiving others as rational, moral, intentional beings, and contemplating their actions and expressions, aiming to invoke a specific experience and intentions in others. What delineates social from non-social behavior is whether another individual is considered in one's actions or behaviors. For instance, maneuvering through a crowd without acknowledging others as individuals is considered nonsocial behavior, perceiving them merely as physical obstacles. Similarly, a surgical operation, where the patient is seen solely as a biophysical object, is not deemed social behavior.

However, when an individual becomes involved with another's self, such as someone pushing through a crowd recognizing a friend or a practitioner operating on their child, the entire context changes. Social activities are directed towards fulfilling a social demonstration, whether involving diverse individuals or not, and considering others' actions or behaviors. Even in diverse and heterogeneous spaces, social behavior revolves around a social demonstration, whether suspecting another's actions or not.

The study of manner falls within the realm of behavioral sciences, where behavior is influenced by specific intentions, personal comfort, environmental factors, and meeting species-specific needs. Behavior is categorized as social or non-social, with social behaviors typically being appealing, pleasing, stress relieving, and accommodating. Non-social behaviors, on the other hand, may involve actions like carving a space through a crowd or pushing others.

Research shows that, apart from physical health, sports significantly contribute to the academic achievements and heightened self-esteem of youth. Sports foster competence, connections, confidence, character, and caring, while training in sports imparts discipline, teamwork, leadership, and management skills. Sports go beyond character development, distinguishing individuals involved from those who aren't in terms of achievements, peer relationships, parental interactions, risk avoidance, and participation in volunteer work.

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Moreover, sports empower individuals to navigate between right and wrong through interactions with peers and adults, fostering peaceful coexistence. They encapsulate a compendium of conduct, shaping lifelong activities, altering the quality of behavior based on experiences. Attitude, the inclination of mind shaped by experiences, influences behavior, which, in turn, is influenced by genetic traits, social norms, self-confidence, and mindset.

Social standards regulate behavior, as individuals are compelled to follow specific rules and exhibit certain practices in public settings. Behavior is influenced by personal traits, shaping an individual's actions or conduct, and is deemed acceptable or unacceptable within different social contexts. Attitudes reflect one's perspective in different situations, heavily influencing daily behavior.

Social psychology delves into individual interactions, exploring both positive and negative social behaviors. Expressing affection for others and positive behavior are crucial, evoking positive emotions. Conversely, aggression and causing harm to others are deemed unacceptable behavior.

Factors Effecting Social Behavior
Genetic Factor
Among the array of elements contributing to socialization, language acquisition plays a pivotal role. Proficiency in language enables individuals to engage optimally in social contexts. Studies on twins revealed their alignment with parental social norms due to environmental influences shaping their behavioral patterns. Regular gatherings also foster behavioral development within specific environments. Individuals strive to assimilate into a culture by learning its norms, such as dressing, eating, walking, talking, and interacting, to fit seamlessly into these social settings.

Creativity
Creativity and innovation are intrinsic qualities crucial for navigating modern life. Realizing innovation often involves substantial time, as seen in the development of the airplane, which took approximately 50 years from the Wright brothers' initial experiments to its widespread usage. Similarly, seeking alternative solutions to turmoil demands time and perseverance.

Core of Faith
The Core of Faith rests in an individual's religious convictions, shaping beliefs about a higher power controlling actions and deeds. Conflicting desires prompt individuals to attribute behavioral changes to environmental influences. While this adaptation helps individuals fit into new cultures, they often retain ties to their original culture, shaped during their childhood.

Attitudes are learned and change with exposure to knowledge and experiences. Individuals retain and embrace positive attitudes while adapting unfavorable elements into more acceptable forms. Perspectives vary among individuals, influenced by their likes and dislikes. Attitudes significantly impact behavior; for instance, a child may exhibit joy at an amusement park but express irritation at the thought of a doctor's visit.

Perspectives mold personalities and influence self-perception. Individuals with similar attitudes tend to associate more frequently, while those with differing perspectives also interact. Maintaining positive attitudes is vital, as negativity can evoke unwanted emotions. Individuals should ensure their attitudes align with the behaviors they aim to display, evaluating and exhibiting them publicly.

Social development refers to acquiring social and emotional skills throughout life, especially during childhood and adolescence. Sound social development enables individuals to foster healthy relationships with family, friends, and others. It involves managing emotions and responding appropriately to others' needs, influenced by an individual's character, interactions, observations, and developmental factors.

The trans-theoretical model of behavior change highlights various stages of readiness for adopting healthier behaviors. These stages predict and explain changes in behaviors related to smoking, exercise, and dietary habits over time. The model emphasizes that change in health behaviors involves multiple adjustments over an extended period, with individuals at different stages of readiness to adopt healthy practices.

Stages of change encompass a sequence of steps in successful behavior change:
1. Pre-contemplation
2. Contemplation
3. Preparation
4. Action
5. Maintenance

The stages of progress model serve as a heuristic framework to understand individuals' readiness for change and enhance the success of health advisories. These stages are instrumental in conceptualizing organizations and communities, aligning them along the progress continuum based on leaders' and members' readiness for change. Individuals may not follow these stages linearly; they may regress or progress depending on their motivation and self-efficacy.

Social Effects of Sports
Team sports not only create lasting memories but also serve as a teaching tool for developing essential social skills. They instill competitiveness alongside integrity and fairness, fostering valuable relationships in a child's journey through school and adulthood. These social skill developments include teamwork, commitment, fair play, and coping with wins and losses.

Methodology
This study was quantitative, employing a survey method for data collection from respondents. The population included all athletes and regular students of RTM Nagpur University. The sample consisted of 50 students enrolled based on merit and 50 professional athletes enrolled in RTM University. Data were collected using a rating scale comprising 25 statements on a Likert scale, ranging from strongly disagree (5) to strongly agree (1).

Validity and reliability of the research instrument were ensured through pilot testing and expert assessment. The reliability coefficient (Cronbach's alpha) was verified using SPSS to confirm the instrument's reliability.

Validity and Reliability of Research Instrument
Validity and reliability of the examination instrument was guaranteed by utilizing pilot testing and expert assessment. To guarantee the unwavering quality of the instrument, the Cronbach's alpha (reliability coefficient) was finished through SPSS.

Table 1: Reliability Statistics

	n	%	Cronbach's alpha	Number of Items
Cases				
Valid	15	100.0	913	25
Excluded	0	0		
Total	15	100.0		

Table 2: Mean ± SD and t-values of Athletes and Regular Students about Effects of Sports on Social Manner

#	Statements	Athletes n=50		Regular Students n=50		t	P value
		S	SD	S	SD		
1.	I feel comfortable working with others	2.62	1.244	2.66	1.319	.192	.662
2.	I feel comfortable by developing authority by someone	2.80	1.309	2.84	1.05	3.31	0.72
3.	I usually go with others and refrain from making suggestions	2.98	1.363	3.26	1.29	.025	.875
4.	I take lead and let other do the same	3.28	1.44	3.08	1.44	.081	.777
5.	I enjoy social gatherings just to be with people	2.58	1.31	2.40	1.19	.69	.406
6.	I feel to be a learner of skill	3.42	1.18	3.56	1.14	.370	.544

Table 1 illustrates the reliability value of the research tool. The purpose of piloting fifteen questionnaires was to input the data into SPSS for the reliability coefficient, specifically Cronbach's alpha, which stands at 0.913, signifying a highly reliable research tool.

Table 2 displays the mean scores for athletes and regular students concerning the statement "I feel comfortable working with others." The mean value for athletes is 2.62, while for regular students, it is 2.66. The significant value indicated as 0.662, >0.05, suggests no substantial difference between athletes and regular students regarding their comfort level while working with others. However, the mean values indicate that regular students typically feel more comfortable working with others compared to athletes.

In a similar vein, the table presents the mean scores for the statement "I feel comfortable when approached by someone in a position of authority." The mean value for athletes is 2.80, and for regular students, it is 2.84, with a P-value of 0.72 (>0.05). This suggests no significant difference between athletes and regular students in this context. Nonetheless, the mean value indicates that regular students tend to feel more at ease when approached by someone in authority compared to athletes.

The table further presents the mean scores for the statement "While in a group of people, I usually go along with others and refrain from making suggestions." Here, the mean value for athletes is 2.98, whereas for regular students, it is 3.26. The P-value of 0.875 (>0.05) signifies no significant difference between athletes and regular students concerning their decision-making process. Yet, the mean value implies that regular students tend to prioritize others' wishes over suggesting their own ideas compared to athletes.

Continuing, the table reveals the mean scores for the statement "I take the lead and encourage others to do the same." Athletes have a mean value of 3.28, while regular students have 3.08, with a P-value of 0.777 (>0.05). This suggests no significant disparity between athletes and regular students in this regard. However, the mean values indicate that athletes might feel some hesitation initiating conversations compared to regular students.

The table further delineates the mean scores for the statement "I enjoy social gatherings simply to be with people." Athletes have a mean value of 2.58, while regular students have 2.40, and the P-value is 0.406 (>0.05). This suggests no significant difference between athletes and regular students regarding their enjoyment of social gatherings. Nevertheless, the mean value implies that athletes particularly relish social gatherings just to be in the company of others compared to regular students.

Moreover, the table presents the mean scores for the statement "I consider myself a learner of skills." Athletes have a mean value of 3.42, while regular students have 3.56, with a P-value of 0.544 (>0.05). This indicates no substantial difference between athletes and regular students in this aspect. However, the mean value suggests that regular students usually perceive themselves more as skill learners compared to athletes.

Table 3 highlights the disparity in social manner between athletes and regular students. The mean value for male students is 2.78, while for female students, it is 2.78. The t-value is 1.01, and the P-value is 0.317 (>0.05). This indicates no significant difference between athletes and regular students based on their gender.

Conclusion
This research aimed to examine the impact of sports on the social behavior of both athletes and regular students. Based on the findings, the researcher concluded that a majority of respondents firmly agreed that they possess no doubts regarding their social competence. Similarly, they strongly affirmed their inclination toward addressing and managing various situations effectively. Notably, demographic variables among students did not demonstrate any significant influence on their social behavior.

When comparing athletes and regular students, it was evident that athletes derive enjoyment from social gatherings simply for the sake of being around people. In contrast, regular students often perceive themselves as others do. Regular students tend to revel in moments presented in front of larger audiences. Both athletes and regular students generally refrain from assuming responsibility for others. Compared to athletes, regular students frequently characterize themselves as lacking social skills. Additionally, regular students often encounter challenges when attempting to defend their opinions in the face of others' viewpoints.

Overall, the research indicates a discernible disparity in social behavior between athletes and regular students. Further analysis suggests that, in certain instances, athletes exhibit more social tendencies, while in other scenarios, regular students showcase stronger social inclinations.

Recommendations
▪ Education department should frequently organize

meetings of in regard of social behavior.
- Teachers should be trained students regarding and social behavior.
- Importance of social behavior should be highlighted in curriculum of educational sector.
- Panel discussions about social behavior should be arranged with collaboration of both teaches and student.
- Government should provide all the basic facilities to the students for their personal development.

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