

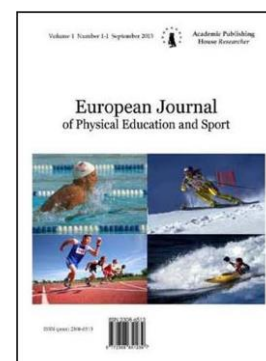
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Effect of Badminton and Basketball Skill Training on the Physical Self-Concept (Body Satisfaction) of Nigerian Adolescents

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Abstract

The purpose of the study was to examine the effect of sport skill acquisition in two selected sports on the body satisfaction of in-school adolescence. Experimental research design was adopted for the study. The Body Satisfaction Scale BSS, Slade, Dewey, Newton; Brodie, Kiemle (1990) was administered on 160 participants who took part in an eight week structured exercise intervention using the pre-post-test method. The mean and standard deviation of the pre and post treatment and A Two Way Analysis of Variance (ANOVA) was used to test for difference among means the result revealed significant effect in the pre and post treatment sport groups (<0.05). Scheffes' post hoc analysis was used to determine the location of the significant effect, (<0.05). The study concluded that only basketball skill training had a significant effect of participants body satisfaction ($F = -2.94, P < 0.05$) while badminton skill training did not have any effect on participants body satisfaction ($F = 1.11; P > 0.05$) irrespective of sex and age.

Keywords: sport skill, self-perception, body satisfaction, gender, in-school adolescent, identity, badminton, basketball.

1. Introduction

Youth sport can offer a positive context for the development of identity, since youth can try out different activities in the process of establishing a sense of self. Involving oneself in a sport provides opportunities to reflect on one's strength and weaknesses and to gain a better understanding of who one is. Individuals form the majority of their identity during adolescent and the key components of identity formation are self-esteem and body image (body satisfaction) which are the two psychological well-being variables that were the focus of this present study. Exercise and, by extension, sport have long been known to produce beneficial effects in mental health, enhance self-esteem, participation in sport and exercise programmes can play an important role in supporting the formation of self-concept in adolescents and building self-esteem and self-confidence in people of all ages. Participating in sports and physical activities is more likely to enhance balance physical development, expand skill development opportunities and encourage sport participation that maximizes lifelong fitness and well-being.

Physical activity (exercise) is a proven way to increase self-esteem, being involved in physical activity is one way for adolescents to cope with the changing time in their life. Especially during puberty, this is regarded as a period of major transition in forming a positive or negative attitude towards one's self-esteem and body image among adolescents. An individual develops his/her body

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image based on “perceptions of body appearance, thoughts and belief regarding body shape and appearance, attitudes reflecting how individual feel about their body size and shape, and behaviours that embody actions related to appearance. Body image is central to adolescents self-definition, because they have been socialized to believe that appearance is an important basis for self-evaluation and evaluation by others. Adolescents’ assessments of their self-worth are based on the judgments they imagined others makes of them.

Involvement in physical activity, exercise and sport promotes psychological well-being. Psychological well-being refers to how a person evaluates his or her life and according to the American College of Sport Medicine (ACMS) (2006), psychological well-being encompasses three dimensions: cognitive, affect and self-perception. Researchers have been particularly interested in the psychological well-being of adolescents, as the period is associated with an increase in self-consciousness and an increased likelihood to be self-critical.

Today sport is a topic that interest and engage many people especially adolescents, sport consists of training, and games, competition and display. Sport’s unique and universal power to attract, motivate and inspire, makes it a highly effective tool for engaging and empowering individuals. Adolescents who participated in sport could use their energy, feel the joy of movement and savour the feeling that they were a part of a social group. Participation in physical activity has a role to play in personal development; it improves physiological and mental functioning and gives rise to feelings of physical, psychological and social competence.

Participating in sports and physical activities is more likely to enhance balance physical development, expand skill development opportunities and encourage sport participation that maximizes lifelong fitness and well-being. Physical activity (exercise) is a proven way to increase self-esteem, being involved in physical activity is one way for adolescents to cope with the changing time in their life. Especially during puberty, this is regarded as a period of major transition in forming a positive or negative attitude towards one’s self-esteem and body image among adolescents. Adolescents’ assessments of their self-worth are based on the judgments they imagined others makes of them. Involvement in physical activity, exercise and sport promotes psychological well-being researchers have been particularly interested in the psychological well-being of adolescents, as the period is associated with an increase in self-consciousness and an increased likelihood to be self-critical.

The psychosocial crises of the fifth stage, identity versus identity confusion centres on establishing a coherent identity. It is at this stage that Erikson (1959) described the young person as developing a sense of ego identity as he or she receives confirmations of integrated self-images from society. Empirical researches also indicated that, identity achievement status reflects the epitome of adolescent mental health, adjustment, self-esteem and is a predictor of positive social and psychological outcomes such as positive psychological well-being (Waterman, 2007).

The self-discrepancy theory was postulated by Higgins (1987) was used to guide this study and states that there are three basic domains of the self: the actual self, the ideal self, and the ought self. Self-discrepancy theory proposes that different emotions and behaviours will be felt depending on the type of discrepancy experienced by the individual. The theory explain the relationship between body image and satisfaction, body related emotions and behaviours. Self-discrepancy is beneficial to the study of body image because it provides an explanation for the emotions produced as a result of incompatible beliefs in relation to the body. These emotions can in turn be used to predict behaviour in individuals. An important aspect of self-discrepancy theory is that, unlike previous theories of belief incompatibility, self-discrepancy theory goes further into this examination to the extent that it links certain kinds of discomfort and emotions with distinct belief incompatibilities (Higgins, 1987).

Self-discrepancy theory also poses that there are two different standpoints for looking at the self: an individual’s own standpoint or the standpoint of a significant other (Higgins, 1987). One major field of study when examining body image is the area of body satisfaction. Body dissatisfaction can occur when the perceived actual body does not match the perceived ideal or ought body whether this is from an individual, cultural or significant other’s standpoint. Studies have shown that women are more susceptible than men to body dissatisfaction (Feingold, Mazzella, 1998; Rozin et al., 2001) and think of themselves as being less good-looking in comparison to other females than men think of themselves in comparison to other males (Feingold, Mazella, 1998). One possible reason for women’s greater body dissatisfaction is that they have been socialized to

place importance on appearance and are pressured more than men to meet greater cultural demands for physical attractiveness (Fredrickson et al., 1998).

The implication/application of this theory is that sports are vehicles of identity, providing people with a sense of difference and categorizing how they are like some people and different from others. Individuals are able to develop a strong sense of self; a sense of belonging; and many opportunities to develop friendships which contribute to identity formation. Participation in physical activities, exercise or sports contributes to self-assessment and organized activities provide the opportunity for adolescents to look at themselves and gain an understanding of “who they are” (Hensen et al., 2003). While engaging in an activity and gaining these understanding participants are able to express and refine their identity and help to improve self-esteem, increase self-consciousness.

The resulting change in mental state of mind is one of the most common outcomes of an exercise programme where sport skills are learnt. Sport skills are specialized subsets of motor skills and the acquisition of sport skills expertise is both a product of development and a process for development, meaning that psychological development affects sport skill acquisition and that sport skill acquisition process results in psychological changes.

Some of the common desires of individuals who engage in sports are improvement within the physical, psychological and psycho-motor domains. Studies (Salokun, 1990, 1994; Griffin, Kirby, 2007; Temple, Stanish, 2008) seeking to establish the effects of sports participation on these variables are numerous globally; however, there is a paucity of such studies in Nigeria. While some have reported positive findings, a few others have yielded uncertain results especially with regards to sports like badminton and basketball. From the foregoing problems mentioned above, this study was conducted to investigate the effect of acquisition of sport skills such as bouncing, passing and dribbling in basketball; forehand serve and forehand overhead clear in badminton on the psychological well-being (self-esteem and body satisfaction) of adolescent boys and girls in Nigerian secondary schools. This study was interested in investigating other issues generated by the problems stated above which gave rise the research question; Can the acquisition of skills in the game of badminton and basketball influence the psychological well-being of adolescent boys and girls? Also, the following hypothesis was formulated for this study; there will be no significant effect on the psychological well-being (self-esteem and body satisfaction) of the adolescents who participated in badminton and basketball skills training and adolescents who did not participate in skill training based on age and sex. It is hoped that the findings of this study and the subsequent recommendations would be relevant in providing information about the relevance of active participation of adolescents and other age categories in exercise as it has a lot of health and psychological benefits. Also that the negative perception of parents and educational organization in Nigeria about active involvement in sports and physical education programmes will be changed.

Body image encompasses an individual's body related self-perceptions and self-attitudes, and is linked to self-esteem. Cash (2001) stated that body image is influenced by factor such as socialization, one's own physical appearance or characteristics, personality attributes, interpersonal experiences and cultural socializations.

2. Review of related literature

Body image is a multi-dimensional construct that involves internal, biological and psychological factors as well as external, cultural and social factors, and body satisfaction in a dimension of body image (Cash, Pruzinsky, 2002). Body image to a great extent is a major index of defining a person in terms of appearance. People especially adolescents are on self- induce dieting programmes, unstructured physical activity and taking a lot of supplements to maintain the “ideal” body image as advertised in these media. Adolescents who are endomorphic often have a much distorted self-evaluation of themselves and believe that they are misfit in the society especially females who are particular about looking good in latest fashion. Body image has been defined as a “person's mental image and evaluation of his or her physical appearance and the effect of these perceptions and attitudes on behaviour” (De Panfilis et al., 2003). According to Hinds (2002) body image is the way a person feels about his or her body, it is the mental picture a person has about his or her body and includes feeling from facial features to body size.

According to Cash, Melnyk, Hrabosky, (2004b) body image attitudes consist of two sub-dimensions; evaluative body image pertains to cognitive appraisals and associated emotions about

one's appearance, including self-ideal discrepancies and body satisfaction-dissatisfaction evaluations. In contrast, investment body image refers to the cognitive-behavioural importance of appearance in one's personal life and sense of self, reflecting a dysfunctional investment in appearance, as opposed to more adaptive valuing and managing of one's appearance (Cash et al., 2004b). Extensive previous research has established significant and substantial relations between body image attitudes and psychosocial functioning and well-being. A negative body image (i.e., body dissatisfaction and dysfunctional body image investment) can have adverse psychosocial consequences, including poor psychological adjustment, poor self-esteem, increased depression and anxiety, emotional instability, impaired sexual functioning, and inadequate eating and exercise behaviours (Cash, Pruzinsky 2002; Donaghue, 2009; Grilo, Masheb, 2005; Matz et al., 2002). Research findings highlight the growing prevalence of a negative body image; however such discontent may vary in its impact on an individual's psychological well-being. For some individuals being dissatisfied with their body weight, or shape, or some facial feature, can have minimal or even benign implications; for others, the negative implications can be severe. Dysfunctional investment body image seems to have more adverse consequences to psychological well-being than evaluative body dissatisfaction, which per se is not considered as a valid indicator of emotional distress and psychosocial impairment (Cash et al., 2004c). Indeed, prior studies have confirmed that dysfunctional investment in appearance considerably exceeds the contribution of body dissatisfaction to the prediction of psychosocial functioning (e.g., Cash et al., 2004b). Jakatdar, Cash, Engle (2006) also found that body image investment, measured as cognitive errors or distortions related to body image thoughts, predicted quality of life and disturbed eating attitudes above and beyond evaluative body image. This notwithstanding, much of the literature on body image has focused on the evaluative component, neglecting body image investment (Cash, Pruzinsky 2002).

Neumark-Sztainer, Goeden, Story, Wall (2004) using (*The Body Satisfaction...*, 1953) a five point Likert-type scale measuring satisfaction with height, weight, body shape, waist, hips, thigh, stomach, face, body build, and shoulder. These parameters were measured with physical and sedentary activities. The participants included 4,746 boys and girls 11-18 years old. The result yielded that association between body dissatisfaction and physical activities were not significant but lower levels of body satisfaction were associated with high levels of physical activity levels. Ishak, Jamaluddin and Chew (2010) carried out a study to examine factors influencing student's self-concept among Malaysian students and the study included the physical self-concept (body satisfaction) of students and they reported that students with positive self-body image feel comfortable with their bodies whereas students with negative self-body image were not satisfied or feel uncomfortable with their bodies. According to Lerner, Steinberg (2004) teenagers who perceive themselves as physically unattractive tend to have poor self-evaluations and thus lower self-esteem, while those with positive body images tend to rate themselves more competently with higher reported self-esteem. Physical appearance directly links with self-esteem as feedback from peers, schools, parents, and other adults informs an adolescent's perception of body attractiveness.

In correlate with a study using the 70-item Physical Self-Description Questionnaire and the 23-item Body Esteem Scale used to determine how positively individual perceive themselves in terms of appearance and body image and how it affect the individual self-esteem. Data collected reported no significant age related difference in self-esteem, however, boys and girls felt similarly satisfied about their physical appearance, with both reporting positive feeling about physical appearance and general self-esteem. The benefits of sport participation were consistent for both sexes, making them feel better about themselves physically (appearance and competence) and generally. Fernandez-Aranda, Aitken, Badia, Gimenez, Solano, Collier, Treasure, Vallejo (2004) reported no gender difference in body satisfaction of adolescent in their study. According to Boyer, Petries (2007) though the relationship between gender and self-esteem is still not completely understood, there is evidence to suggest that females experience a decrease in self-esteem during adolescent. This evidence according to Boyer, Petries (2007) in contrary to the increasing self-esteem patterns found for adolescents in general. The author maintained however that when self-esteem levels for male and female adolescents are reported as a combined group, the higher levels of self-esteem for males may mask the patterns of female's self-esteem and produce an overall increasing trend in self-esteem for adolescents. Research on exercise, physical activity participation and body satisfaction has been mixed. There is experimental evidence that exercise enhances body

satisfaction (Salusso et al., 1991; William, Cash, 2001). Some studies however, show no significant influence of exercise on body satisfaction (Aine, Lester, 1995; Alfermann, Stoll, 2000; Tiggermann, Williamson, 2000).

In a study by Huang, Norman, Zabinski, Calfas and Patrick (2007) on body image and self-esteem among adolescents undergoing an intervention targeting dietary and physical activity behaviours. The study demonstrated a lack of adverse effects on self-esteem and body satisfaction among all study participants regardless of study group assignment and healthy dietary and physical activity behaviours.

This is in accordance with the review findings of Sallis, Prochaska, Taylor (2000) perceived physical appearance and body image/body satisfaction were unrelated to physical activity in adolescents. Also, an examination of factors associated with changes in physical activity in adolescent girls Neumark-Sztainer, Story, Hannan, Tharp and Rex (2003) found no association between physical activity and body satisfaction. Similarly, recent findings from the PASS study Inchley, Kirby and Currie (2008) revealed no significant association between physical activity and body satisfaction for boys and girls from P7 to S4. Also, there were no significant relationship between exercise activity and body image/body satisfaction in a study carried out by Frost and McKelvie (2005) to find out the relationship of self-esteem and body satisfaction to exercise on elementary school, high school and university students. A study by Richman and Shaffer (2000) on a sample of college female showed a positive correlation between sport participation and body image. Zabinski, Calfas, Gehrman, Wilflay and Sallis (2001) carried out a study on the effect of physical activity intervention on body image in university seniors of America. The study established a connection between body satisfaction and active participation in physical activity and sport. Olchowska-Kotafa and Chromik (2013) posited that there is a correlation between body satisfaction and the amount of time spent on physical activity. The correlation was observed in both male and female students. Sira and Ballard (2011) investigated gender differences in body satisfaction in college participants using the Self-perception Profile for College Students (Neemann, Harter, 1986) which assessed college student's degree of satisfaction with one's body. The author found that athletic competence greatly influenced body satisfaction. Seeking to establish the effects of sports participation on body satisfaction are numerous globally; however, there is a paucity of such studies in Nigeria. While some have reported positive findings, a few others have yielded uncertain results especially with regards to sports like badminton and basketball. From the foregoing problems mentioned above, this study was conducted to investigate the effect of acquisition of sport skills such as bouncing, passing and dribbling in basketball; forehand serve and forehand overhead clear in badminton on the psychological well-being (body satisfaction) of adolescent boys and girls in Nigerian secondary schools. This study was interested in investigating other issues generated by the problems stated above which gave rise the research question; Can the acquisition of skills in the game of badminton and basketball influence the body satisfaction of adolescent boys and girls? Also, the following hypothesis was formulated for this study; there will be no significant effect on the body satisfaction of the adolescents who participated in badminton and basketball skills training and adolescents who did not participate in skill training based on age and sex. It is hoped that the findings of this study and the subsequent recommendations would be relevant in providing information about the relevance of active participation of adolescents and other age categories in exercise as it has a lot of health and psychological benefits. Also that the negative perception of parents and educational organization in Nigeria about active involvement in sports and physical education programmes will be changed.

3. Methodology

Research Design

The study employed the pre-test and post-test experimental design. The population for this study consisted of all in-school adolescents in junior and senior secondary schools in Osun State. The sample size comprised 160 students. The stratified random (intact-class) sampling technique was adopted in the selection of samples for the study. A Local Government Area (LGA) was selected randomly using balloting method. Out of the nine schools in the LGA, two co-educational secondary schools were selected purposively for the study. The purpose sampling technique was used because of their proximity to the intended facilities and the multi-representation of students from different background and age brackets which fully represents the target participants drawn

from the Junior Secondary School class 2 (JSS2) and the Senior Secondary School 2 (SSS2) classes respectively. The experimental groups were 40 participants each from Atakumosa High School Osu (Basketball), and Ibodi Grammar School, Ibodi (Badminton). The control groups (80 boys and girls) were 40 participants each from another intact-class from the same selected schools. Sex and age differentiation were put into consideration in the selection and these two classes needed for the study. All participants were novice or adolescents that have no knowledge of the skills of the selected sports. The research instrument used in the current study was the Body Satisfaction Scale BSS, Slade, Dewey, Newton; Brodie, Kiemle (1990) to measure body satisfaction. The scale asks participants to rate the degree of satisfaction with body parts on a 7-point Likert-type scale anchored by 1= very satisfied and 7= very unsatisfied. The reliability, and internal consistency of the scales were tested and the alpha coefficient was equal .88 in the present study. Inferential statistics such as the t-test, factorial design (sex and age), analysis of variance (ANOVA) through SPSS, was used to treat data collected. The level of significance for all analysis was at 0.05.

4. Results

Table 1 presents a descriptive of the means distribution of pre and post- treatment body satisfaction based on gender.

Table 1. Descriptive statistics showing pre and post-treatment group's body satisfaction by gender

Groups	Sex	N	Pre-Treatment		Post-Treatment	
			\bar{X}	SD	\bar{X}	SD
Basketball	Male	22	92.2500	1.91881	95.9091	.42640
	Female	18	89.6250	3.26999	95.1667	1.65387
	Total	40	91.2000	2.60165	95.5750	1.19588
Badminton	Male	24	94.59	6.91092	95.2917	1.62799
	Female	16	93.8889	12.08787	94.6250	2.41868
	Total	40	94.2750	9.27694	95.0250	1.98051
Control	Male	46	93.7174	6.48644	93.6739	4.25339
	Female	34	94.0294	4.46186	94.0294	3.37984
	Total	80	93.8500	5.68387	93.8250	3.88693
Total	Male	92	93.5435	5.86930	94.6304	3.26054
	Female	68	92.9559	6.97850	94.4706	2.80442
	Total	160	93.2938	6.34996	94.5625	3.06674

The result in Table 1 shows the means of pre and post-treatment body satisfaction score of male and female students in basketball, badminton and control. To ascertain if there was significant relationship between sex and body satisfaction among participants of various groups, a two way Analysis of Variance (ANOVA) was used, the result is summarized in Table 2.

Table 2. ANOVA summary table showing the difference in each of basketball, badminton and control groups' body satisfaction scores based on sex

	Sum of Squares		Df	Mean Square		F		Sig.
	Pre	Post		Pre	Post	Pre	Post	
Corrected Model	311.551 ^a	105.269 ^a	5	62.310	21.054	1.573	2.332	>.05
Intercept	1215153.268	1261724.355	1	1215153.268	1261724.355	3.068E4	1.398E5	<.05*
Groups	274.540	83.184	2	137.270	41.592	3.466	4.608	<.05*
Students' Sex	35.463	4.331	1	35.463	4.331	.895	.480	>.05
Groups Students' Sex	55.555	11.010	2	27.777	5.505	.701	.610	>.05
Total	1399007.000	1432226.000	160					
Corrected Total	6411.194	1495.375	159					

* Sig = P < 0.05

Table 2 showed that students groupings (Basketball, badminton and control) have significant main effect on the students' pre-treatment self-esteem (F = 3.47; P<0.05) and on the post-treatment self-esteem (F = 4.61; P<0.05). To further determine the group responsible for the observed significant difference, a multiple-comparison (post-hoc) was attempted. Table 3 presents the summary of the post hoc analysis.

Table 3. Summary of Scheffes' post hoc analysis on effect of sport skills training on pre and post-treatment body satisfaction

(I) Students' Groups	(J) Students' Groups	Pre-Treatment			Post-Treatment		
		Mean Difference (I-J)	Std. Error	Sig.	Mean Difference (I-J)	Std. Error	Sig.
Basketball	Badminton	-3.302*	1.425	*.022	.580	.680	.396
	Control	.366	1.227	.766	1.686*	.586	*.005
Badminton	Basketball	3.302*	1.425	*.022	-.580	.680	.396
	Control	-2.936*	1.240	*.019	1.107	.592	.063
Control	Basketball	-.366	1.227	.766	-1.686*	.586	*.005
	Badminton	2.936*	1.240	*.019	-1.107	.592	.063

* Sig = P < 0.05

Table 3 above showed that there was significant difference between the pre-treatment of basketball/ badminton group (F = -3.30, P<0.05) and badminton/ control (F= -2.94, P<0.05) in terms of their body satisfaction. In the post-treatment group however, there was significant difference between the basketball and control. This result seems to suggest that the experimental group of basketball gained some significant increase in their psychological well-being after the 10 weeks training. This phenomenon was however not repeated in the badminton experimental group (F = 1.11; P>0.05). The study thus concludes that there was significant effect of basketball skill training on psychological well-being of school adolescent who train in basketball skills.

5. Conclusion

Result of the analysis with reference to psychological well-being of the body satisfaction variable indicated that there was a significant effect of sport skill training on the psychological well-being variable (body satisfaction) of participants who took part in skill sport training. There is also a significant effect in between groups while basketball skill training had a significant effect on the post treatment self-esteem of the participants; badminton skill training on the other hand had no significant effect on participant's body satisfaction.

The result of this present study is in line with Ishak, Jamaluddin and Chew (2010) who carried out a study to examine factors influencing student's self-concept among Malaysian students. The study included the physical self-concept (body satisfaction) of students and they reported that students with positive self-body image feel comfortable with their bodies whereas students with negative self-body image were not satisfied or feel uncomfortable with their bodies. The result of the present study is also consistent with the studies by Richman and Shaffer (2000) on a sample of college female showed a positive correlation between sport participation and body image. Zabinski, Calfas, Gehrman, Wilflay and Sallis (2001) carried out a study on the effect of physical activity intervention on body image in university seniors of America. The study established a connection between body satisfaction and active participation in physical activity and sport. Olchowska-Kotafa and Chromik (2013) posited that there is a correlation between body satisfaction and the amount of time spent on physical activity. The correlation was observed in both male and female students. Sira and Ballard (2011) investigated gender differences in body satisfaction in college participants using the Self-perception Profile for College Students (Neemann, Harter, 1986) which assessed college student's degree of satisfaction with one's body. The author found that athletic competence greatly influenced body satisfaction.

However, the interaction effects of badminton and basketball skill training on body satisfaction based on sex and age is not significant, this also agrees with some studies; Fernandez, Aitken, Badia, Gimenez, Solano, Collier, Treasure & Vallejo (2004); Boyer et al (2007). In other words, adolescent boys and girls who participated in the study felt satisfied with the body image they believed to be theirs. Furthermore, the result of the analysis, following the treatment by gender and age returned a no significant status. This result is consistent with those of previous studies.

6. Recommendation

Adolescents should be encouraged to acquire basic skill in sport so as to improve their self-image, and the sport program in whatsoever form should be to ensure the development of positive self-esteem in the participants. Individuals with low self-esteem and distorted body image should be made to participant regularly in organized programs for sports e.g. basketball and badminton. This implies that the school authorities should encouraged through the provision of adequate facilities and equipment, mass participation of student in sport skill training program and sports that have the capacity to generate objective and observable feedback effects(e.g. badminton and basketball) should be concentrated on.

It is also recommended that the practical aspect of physical education and sport should be emphasized in school as this will induce an unconscious display in hidden characteristics in participants. As the true self of an adolescent is better seen in situation of practical participation in games. To achieve that, adequate caution should be exercised in inculcating knowledge of sport skills and in reacting to participants responds to learning processes, teachers should guard against leading the youths to develop negative concept.

Finally, a public awareness campaign should be carried out using the media, social networks (facebook, twitters, WhatzApp, blogging etc.) and the Parent Teacher Association and social institutions to enlighten the populace especially parents of the positive benefit that participation in exercise, physical activity and sport will impact on the physical, educational, emotional, social and psychological well-being of adolescents and to allow them participate fully in organized school sports.

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