

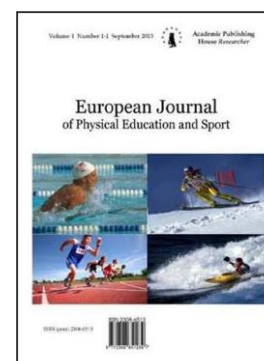
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The Investigation of Personal and Social Responsibility Levels in Athlete and Non-Athlete Male and Female Adolescents

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Abstract

The purpose of this research was to compare personal and social responsibility levels of athlete and non-athlete students from parents, physical education teachers and other lessons teachers' viewpoints. The sample of this study were 357 students, from all male and female students of middle schools in Rasht city (n=6882) who participated in this research whose responsibility were studied basis of opinions of 357 their parents, 44 physical education teachers and 69 other lessons teachers' viewpoints in home, physical education class and other classes respectively. Research instrument was PSRQ Questionnaire by Li et al (2008). The questionnaires were given to sport management and physical education professors and also psychology professors for evaluating content validity. The reliability of students' responsibility questionnaires were confirmed in home ($\alpha=0.72$), physical education class ($\alpha=0.86$) and other classes ($\alpha=0.90$). Data analysis by using U-Mann Whitney test in the significant level of $P \leq 0.05$ indicated that from parents, physical education teachers and other lessons teachers' viewpoints, athlete students had higher personal and social responsibility in home, physical education class and other classes ($P \leq 0.05$). According to the opinions of parents and physical education, there weren't significant differences between female and male students in their responsibility. But, this difference was significant from other lessons teachers' viewpoints ($P \leq 0.05$).

Keywords: responsibility, socio emotional development, physical education.

1. Introduction

A landmark experience for any youngster is becoming an adult. Even in the best of circumstances, the road to adulthood is a bumpy one fraught with sudden turns and obstacles. Unfortunately, large amounts of free time give youth an inordinate amount of choices (Martinek et al., 2005; Wright et al., 2008). In other hands, teachers are now having to cope with increasingly more angry, violent adolescents in the classroom; students who lack social and emotional competencies (Weisberg et al., 2003). For this reason, it is argued that school and community programs should promote life skills, such as responsibility, respect, caring, and peaceful conflict resolution (Lickona, 1992; Hellison, 2010; Li et al., 2008; Wright et al., 2010).

Thus, it seems that life skills are very essential for students. One of the most Components and factors of positive life values is personal and social responsibility (Soroush, 2012). Personal and social responsibility includes on personal decision making and be having as a result of being focused on human values centered on caring for others, which entails the promotion of positive

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daily-life environments (Hellison, 1985). Responsibility is effective and important factor for promoting self-development, self-efficacy and self-regulation in adolescents. Basically, adolescence is the most important period of a person's life and promotion responsibility is also essential need in this time (Soroush, 2012).

In other hands, it is widely believed, that physical activity programs can engage youth and promote positive development (Petitpas et al., 2005; Sandford et al., 2006) and responsibility (Khajenouri et al., 2015). Developing character and moral reasoning, for instance, are promoted in some youth sport programs (Miller et al., 1997; Fraser-Thomas, et al., 2005; Filho, 2005; Wright et al., 2010). Also, physical education (PE) programs can provide a suitable learning environment to teach the skills needed for healthy living (McKenzie, Kahan, 2008). For example, the British Columbia Ministry of Education (1995) stated that "students who participate in regular physical education classes enjoy enhanced memory and learning, better concentration, and increased problem-solving abilities. They are willing to take appropriate risks, and have a more positive attitude towards self and others".

In fact, sport programs are successful in fostering positive life skills. Sport environment itself is highly emotional and interactive, providing opportunities for the demonstration of personal and social qualities such as responsibility. Sport participation fosters holistic development as participants are challenged cognitively, emotionally, socially, and physically (Martinek, 2003; Hellison, 2010).

Those who participate in team sports are challenged to take on the responsibility of particular roles and coordinate their efforts with others, so that an overall goal can be achieved. Thus, by its very nature, the sport setting has the potential to reward virtuous actions such as fairness and justice and specially persist in the face of opposition, developing self-control, cooperating with teammates (Shields and Bredemeier, 1995: 174). Also, Studies confirmed the benefits of athletic participation such as promoting emotionality values and building character (Filho, 2005); enhancing work ethics, creativity, self-esteem, confidence, cultural acceptance and overall development (Chen et al., 2010); sociability, extraversion and self-reported well-being (Aries et al., 2004).

Thus, it seems that many of these positive concepts in personal and social domains are made by participating in sport programs, are closely related with definition of personal and social responsibility. As a result, it is necessary to investigate responsibility in athlete and non-athlete adolescents.

In contrast to the benefits of athletic participation, several specific studies for example Wolniak et al study (2001) found that students who participated in intercollegiate athletics did not have greater outcomes in cognitive learning and motivation when compared to non-athlete students. Also, according to some researchers, the time demands of athletic programs force student-athletes to sacrifice attention to academics (Meyer, 1990; Parham, 1993), making it difficult for them to devote time to study or earn good grades (Cantor and Prentice, 1996). But other researchers found more negative consequences for college athletes. For example, Shulman and Bowen (2001) found athletes who played all types of sports to under-perform academically, but the underperformance was more pronounced for athletes who played high-profile sports (i.e., football, basketball and hockey). More negative consequences and psycho-social problems were found to be associated with collegiate athletic participation. Those problems included violence on and off the court (Fields et al., 2007) and lack of social life and experience (Miller, Kerr, 2003).

Therefore, it is important that we explain whether sport participation can actually benefit athletes and athlete students showed high responsibility in PE, and also they had high responsibility for their functions and behaviors in home and other lessons in school?

One of the effective means for evaluation and teaching of social and personal responsibility is TPSR model. Hellison's (2010) TPSR model represents a shift from thinking about PE as developing solely physical proficiency to focusing equally on the social and emotional development of students (Fletcher, 2009). The TPSR model has been field-tested for more than 30 years (Hellison, 2010). The TPSR model uses physical activity as an instrument to teach life skills and promote responsible behavior (Hellison, Walsh, 2002). The following TPSR studies have met that "gold standard." (Wright, Burton, 2008). Thus, standards and goals of TPSR model are very practical for assessing responsibility levels in athletes and non-athletes. Martins et al. (2015) stated that TPSR model is a reliable evaluation tool in measuring personal and social responsibility levels.

In other hand, it can be said that although research evidence represents the fundamental role of sport in positive psychological, social and emotional components development, but researchers especially in Iran didn't investigate the role of sports and physical activities in increasing responsibility levels of athletes and non-athletes base on standards' TPSR model by PSRQ questionnaire.

This is despite the fact that adolescents make up a large part of the country population and different researches emphasize on other accepts of their behaviors and paying attention to their responsibility levels is important. However, it seems that the considerable importance of physical fitness and sport on growth responsibility levels of athlete and non-athlete students in our country has not been well highlighted. Also, it is important to examine gender differences for athletes and non-athletes.

Therefore, in this research, responsibility levels of female and male athletes and non-athletes were examined (base on questionnaire of TPSR model) to determine that what differences the female and male athletes and non-athletes have in the responsibility levels. Also, a responsible student who is person that has responsibility for all individual, educational and family tasks (Soroush, 2012). Therefore, the study addresses the following research questions from parents, physical education teachers and other lessons teachers' viewpoints:

1. Do student-athletes differ from non-athletes in their personal and social responsibility in home, physical education class and other classes?
2. Do females differ from males in their personal and social responsibility in home, physical education class and other classes?

2. Methodology

Participants

The target population consisted entirely of female and male students among middle schools in city of Rasht in Iran (6882 students includes male=1496, female=2126 approximately). According to the Morgan table and using random cluster sampling method, 400 students (200 girls and 200 boys) were selected as statistical sample from the total population study. Thus, 357 persons (90 %) participated in the study.

Procedures

According to purpose of this study, an equal number of 100 athletes and 100 non-athletes for each groups (or both sexes) was considered in this research whose responsibility were evaluated based on opinions of 357 their parents, 44 physical education teachers and 69 other lessons teachers' viewpoints in home, physical education class and other classes respectively. Thus, according to the number of students, parents sample was also equal to the number of students. As well as, approximately each of physical education teachers evaluated responsibility of 10 students and each of other lessons teachers evaluated responsibility of 6 students.

Generally, 357 questionnaires from each group separately (the parents, physical education teachers and teachers of other classes) were used for statistical analysis. The scope of student athlete in this study is a student who has the least of regular and constant physical activity in one of the sport fields in sport club in one year and he/she has continued to this constant activity in educational year. Also, non-athlete student is predicated to student who not only doesn't participate in any of sport fields regularly but also he/she isn't attendance in physical education class to teacher's confirmation.

Instrumentations and data analysis

In this study, three questionnaires on basis of PSRQ questionnaire (personal and social responsibility questionnaire by Li et al (2008)) were used to assess students' levels of responsibility. The questionnaires consists of 17 items which are scored on 6-point Likert scale with ranging from 1 (strongly disagree) to 6 (strongly agree). After translate of standard responsibility questionnaire (PSRQ), and adjust of some question, questionnaires were reviewed by sport management and psychology professors and physical education spacialis for evaluating content validity. Through Cronbach's alpha Method, the reliability of students' responsibility questionnaires were confirmed in home ($\alpha=0.72$), physical education class ($\alpha=0.86$) and other classes ($\alpha=0.90$). According to being non-normal distribution of data, data analyzing by using U-Mann Whitney test

in the significant level of $P \leq 0.05$. In order to test the research hypothesis and statistical analysis was used software SPSS (version 17).

3. Results

The findings from the descriptive section of the study showed: 182 Male (51 %) and 175 female (49 %) constituted the most and the least of volume of statistical sampling that 194 persons (54/3 %) were athletes and 163 persons (45/7 %) were non-athletes. Also, 50 percent of students-athletes continuously participated in physical activity of sports clubs about 4-2 years. Also, about 60 % of the athletes were members of school athletic teams. The percent of mother (59/9 %) who evaluated responsibility of their children were more than father. As well as, the number of male and female teachers of physical education were equal ($n=22$) and number of male and female teachers of other classes were similar approximately.

Data analysis by using U-Mann Whitney test indicated that from parents, physical education teachers and other lessons teachers' viewpoints, athlete students showed higher personal and social responsibility levels in home, physical education class and other classes ($P \leq 0.05$) in tables 1, 2, 3.

Table 1. The comparison of responsibility levels in athlete and non-athlete students from parents' viewpoints

| responsibility levels | Group | Mean | Standard Deviation | U-Man Whitney tests | |
|-------------------------|-------------|------|--------------------|---------------------|-----------------------|
| | | | | calculated-z | Level of Significance |
| Personal responsibility | athlete | 4/90 | 0/76 | -2/808 | 0/005* |
| | non-athlete | 4/69 | 0/77 | | |
| Social responsibility | athlete | 5/08 | 0/68 | -2/232 | 0/026* |
| | non-athlete | 4/91 | 0/74 | | |

* It is significant in level of $P \leq 0/05$

Table 2. The comparison of responsibility levels in athlete and non-athlete students from physical education teachers' viewpoints

| responsibility levels | Group | Mean | Standard Deviation | U-Man Whitney tests | |
|-------------------------|-------------|------|--------------------|---------------------|-----------------------|
| | | | | calculated-z | Level of Significance |
| Personal responsibility | athlete | 4/88 | 0/78 | -14/453 | 0/001* |
| | non-athlete | 2/90 | 0/91 | | |
| Social responsibility | athlete | 5/14 | 0/75 | -10/530 | 0/001* |
| | non-athlete | 3/98 | 1/01 | | |

* It is significant in level of $P \leq 0/05$

Table 3. The comparison of responsibility levels in athlete and non-athlete students from other lessons teachers' viewpoints

| responsibility levels | Group | Mean | Standard Deviation | U-Man Whitney tests | |
|-------------------------|-------------|------|--------------------|---------------------|-----------------------|
| | | | | calculated-z | Level of Significance |
| Personal responsibility | athlete | 4/71 | 0/98 | -6/5738 | 0/001* |
| | non-athlete | 3/87 | 1/22 | | |
| Social responsibility | athlete | 4/86 | 0/87 | -5/572 | 0/001* |
| | non-athlete | 4/27 | 1/02 | | |

* It is significant in level of $P \leq 0/05$

Also, according to results of Table 4 and 5 were observed that there are no significant Difference between female and male students in personal and social responsibility levels ($P > 0/05$). Whereas, according to results of Table 6 were observed that there are significant Difference between female and male students in personal and social responsibility levels ($P < 0/05$).

Table 4. The comparison of responsibility levels in male and female students from parents' viewpoints

| responsibility levels | Group | Mean | Standard Deviation | U-Man Whitney tests | |
|-------------------------|--------|------|--------------------|---------------------|-----------------------|
| | | | | calculated-z | Level of Significance |
| Personal responsibility | female | 4/82 | 0/77 | -0/373 | 0/709 |
| | male | 4/78 | 0/77 | | |
| Social responsibility | female | 4/97 | 0/72 | -0/933 | 0/351 |
| | male | 5/04 | 0/71 | | |

* It is significant in level of $P \leq 0/05$

According to Table 4 and 5 can state that from parents and physical education teachers' viewpoints in home and physical education class respectively, personal responsibility level are more in female students and social responsibility level are more in male students. However this difference was not significant.

Table 5. The comparison of responsibility levels in male and female students from physical education teachers' viewpoints

| responsibility levels | Group | Mean | Standard Deviation | U-Man Whitney tests | |
|-------------------------|--------|------|--------------------|---------------------|-----------------------|
| | | | | calculated-z | Level of Significance |
| Personal responsibility | female | 4/05 | 1/29 | -0/735 | 0/462 |
| | male | 3/91 | 1/30 | | |
| Social responsibility | female | 1/01 | 0/81 | -0/284 | 0/777 |
| | male | 4/62 | 1/09 | | |

* It is significant in level of $P \leq 0/05$

Table 6. The comparison of responsibility levels in athlete and non-athlete students from other lessons teachers' viewpoints

| responsibility levels | Group | Mean | Standard Deviation | U-Man Whitney tests | |
|-------------------------|--------|------|--------------------|---------------------|-----------------------|
| | | | | calculated-z | Level of Significance |
| Personal responsibility | female | 4/51 | 1/20 | -3/139 | 0/002* |
| | male | 4/15 | 1/13 | | |
| Social responsibility | female | 4/77 | 0/98 | -3/623 | 0/001* |
| | male | 4/43 | 0/95 | | |

* It is significant in level of $P \leq 0/05$

According to [Table 6](#), results show that from other lessons teachers' viewpoints, personal and social responsibility levels of female students are more than in male students ($P < 0/05$).

4. Discussion

Overall, the findings of this study indicated that from parents, physical education teachers and other lessons teachers' viewpoints, there are significance differences between personal and social responsibility levels in athlete and non-athlete students' at home, physical education classes and other classes. In fact, based on the opinions of all three groups, personal and social responsibility levels of athlete students were higher than non-athlete students ($P \leq 0.05$). Also, the responsibility levels of athletes are higher than non-athletes. These findings are in agreement with the findings of the [Hellison \(2010\)](#), [Khajenouri et al., \(2015\)](#), [Martinek \(2003\)](#) [Shields and Bredemeier \(1995\)](#) studies. According to findings from these studies, participation in sports activities has an important role in increasing student's responsibility. In fact, physical education and sport programs can promote positive development ([Petitpas et al., 2005](#); [Sandford et al., 2006](#)) and foster positive life skills ([Hellison, 2010](#)).

Generally, athletes indicated that higher level of individual characteristics and social features (personal and social responsibility) than non-athletes and inactive students. The findings of studies supported that personal responsibility is significantly related social responsibility ([Li et al., 2008](#)) and personal responsibility makes social responsibility ([Khajenouri et al., 2015](#); [Soroush, 2012](#)). Also, there is significant relation between personal responsibility and altruism ([Soroush, 2012](#)).

Generally, continual and regular participation at sports programs can be effective in promotion of their positive individual features such as self-control ([Shields, Bredemeier, 1995](#)), self-development ([Chen et al., 2010](#)) and self-direction ([Li et al., 2008](#)) that are main components of personal responsibility concept, and improvement positive social features such as extroversion ([Aries et al., 2004](#)), Positive social relationships, social interactions, and Collaborate with others ([Shields, Bredemeier, 1995](#)) that are basic components of social responsibility ([Hellison, 1985](#); [Hellisn, Walsh, 2002](#)). Thus, sport is a multi-faceted phenomenon that gradually changes the values and expectations of students. Exercise not only can promote personal adjustment of participating students in sport programs but also can increase their social adjustment.

Finding of current research indicated that athlete students have high responsibility levels in other lessons. [Zimmerman, Kitsantas \(2005\)](#) study supported this finding. They stated that responsibility plays important role in education Development of students. They stated that students, who have high responsibility, were successful in education performance.

More specifically, many positive educational benefits were found to be associated with intercollegiate sport participation. Studies supported that collegiate student-athletes were often more engaged in academic and campus activities than their non-athlete peers ([Umbach et al., 2006](#); [Williams et al., 2006](#)).

In other hands, the obtained results in this research aren't in direction with findings of some researches that stated problems about academic performance of athletes ([Meyer, 1990](#); [Parham, 1993](#); [Shulman, Bowen, 2001](#)). Apparently, athletes with a strong athletic identity might tend to neglect other aspects of life in order to fulfill their athlete role, which can increase the potential risk

of social problems (Hudson, 2000). Also, Aries (2004) in his research indicated Students spending 10 or more hours per week in athletic activities had lower entering academic credentials and academic self-assessments than non-athletes, but the academic performance of athletes was not below what would be expected based on their entering profiles. Also, in some researches problems such as violence on and off the court (Fields et al., 2007) and lack of social life and experience (Miller, Kerr, 2003) were found. In regard to these problem, the emphasis on winning is evidenced as more cheating and violations have been reported when recruiting and additional violations of academic fraud concerning student athletes' eligibility (Holman, 2007).

Generally, it can be stated that these problems associated with collegiate athletic participation in professional level that weren't in accordance with sport programs for athlete students in middle schools in this research. In fact, programs that emphasize physical fitness may neglect opportunities to develop students' learning in cognitive, social, and emotional domains (Fletcher, 2009). Overall, it can be stated that advantages of sport participation are more than disadvantages (Chen, 2010).

Other findings of the present study were that from the views of parents and teachers of physical education, there is no significant difference between levels of personal and social responsibility in male and female students. While from the view of teachers of other lessons there is significant difference between responsibility females and males. These findings are in agreement with the findings of Soroush, (2012) and Menzies et al. (2005) studies, they confirmed that isn't significant relationship between responsibility and gender differences in adolescence. Also, one of the used instruments of Soroush (2012) study was PSRQ questionnaire. She concluded that female significantly showed higher social responsibility than male. But, personal responsibility was higher in males.

In this regard, it is important to note that different studies indicated different conclusions about the role of gender differences on personal and social behaviors of persons such as the responsibilities levels. Basically, relation between responsibility and gender differences in adolescence are not completely clear (Khajenouri et al., 2015; Soroush, 2012).

5. Conclusions

In conclusion, based on the presented study, there are basic differences between athletes and non-athletes. The results of this study indicate that that from parents, physical education teachers and other lessons teachers' viewpoints, athlete students presented higher personal and social responsibility in home, physical education class and other classes. According to the opinions of parents and physical education, there weren't significant differences between female and male students in their responsibility. But, this difference was significant from other lessons teachers' viewpoints. In fact, physical activity programs can contribute to a positive variety of social skills such as responsibility. Physical education (PE) programs can provide a learning environment suitable to teach the skills needed for healthy living (McKenzie, Kahan, 2008).

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