

Interpersonal Values of Athletic and Non – Athletic Students of University of Chittagong

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ABSTRACT

The present study investigated the interpersonal values of athletic and non – athletic students of university of Chittagong. To accomplish this purpose, a total of 80 students (20 athletic male, 20 athletic female, 20 non – athletic male, and 20 non – athletic female) were selected purposively as the sample of the study. The Bangla version of interpersonal values scale was used to collect data. Results showed that values regarding support, recognition, and benevolence varied significantly as a function of gender. Male was found to be more benevolent but less supportive and recognizable than female. Athletic and non – athletic students differ significantly in conformity and benevolence. Athletic students obtained higher scores both on conformity and benevolence than non – athletic students.

Keywords: *Interpersonal Values, Athletes, None – Athletes, Male, Female, Comparison.*

Values are considered as comparatively stable beliefs which are developed through acquiring different attitudes. Damon (2004) define Values are fundamental aspects of personality which have a certain influence on a person's life, and adolescence is indispensable for their development. According to Rokeach (1968a, b) values, attitudes, and behaviors are formed within an organization of beliefs that pivots on the center of the social human being. In interpersonal relationships values play a vital role such as support, conformity, recognition, independence, benevolence, and leadership color one's perception of people around him and affect the way of interacting with them. Values are accumulated in the family and educational surroundings. Family gives the first and foremost experience for initial development of the individual's identity and helps to acquire a primary value system (Fuentes, García, Gracia, & Lila, 2011) while a person can interact with others and form a hierarchical classification of values in education settings (Jiménez, Moreno, Murgui, & Musitu, 2008). Ros, Grad and Martínez-Sánchez (1996) found benevolence was favorably correlated with study behaviors, a little like conformity, which indicated the highest associations with all study habits.

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Interpersonal Values of Athletic and Non – Athletic Students of University of Chittagong

Attitudes are closely related with interpersonal values, e.g., people who are the sufferer of various assaults might shape a negative perception and values about their situations, perceive it as risky and perilous (Sutton & Smith, 1999), which also makes the person fearful (Polo, León, Gómez, Palacios, & Fajardo, 2013), introverted (Oñate & Piñuel, 2005), socially disintegrated (Moreno, Vacas, & Roa, 2006), etc. Castaño & León del Barco (2010) did a study with 162 university students demonstrated that participants who treated themselves as extroverted and sociable generated more use of personal techniques for meeting with other students to whom they could tell their problems and complications, although those who considered themselves as introverted showed strategies that distanced them from meet with others. Several studies have revealed the association of values, attitudes, social – cognitive techniques and different ways in which these are interrelated. Enciso and Lozano (2011) conducted a research study with young participants aged from 11 – 18 years old having a group who were in volunteer programs and another group who were not, they found that volunteer group showed greater conformity with socially appropriate, altruistic, collaborative, and prosocial leadership behavior.

Interpersonal values have provoked the consideration of research in the social science (Pertegal, Oliva, & Hernando, 2010), where they are evaluated for the activities they accomplish in decision making (Wallace, Pettit, Scheffler, & Smith, 2006), avoiding destructive behavior (Benson, Scales, Hamilton, & Sesman, 2006), and determine what values make a person socially skilled (Oliva et al., 2010). Values have been evident to affect political affiliations (e.g., Schwartz, 1992); life style options (e.g. Kahle, Beatty, & Homer, 1986); organizational decision making (e.g., Korsgard, Meglino, & Lester, 1996; Pant & Lachman, 1998); consumer innovativeness (Steenkamp, ter Hofstede, & Wedel, 1999), customer option of products (Allen & Ng, 1999); physical functioning levels of college students (Engstrom, Philips, & Francis, 1999); and advertising policy (Becker, 1999). Indeed, Rokeach and Ball – Rokeach (1989) acclaimed that values “are among the very few social psychological concepts that have been successfully employed across all social science disciplines” (p. 775). Meglino and Ravlin (1998) also indicated the effects of values on decisions, evaluations, affect, and perceptions.

Important competencies and qualities are flourished through participation in sports which are not achieved through the educational programs. Athletic participation helps to develop interpersonal skills, peer relationships, and leadership abilities (Astin, 1993; Ryan, 1989); students’ personal and social well – being (Cantor & Prentice, 1996); and students’ commitment to their educational institutions (Astin, 1993). Recently, several studies have indicated the positive influence of sport and physical activities on psychological well – being and health (Hui, Chui, & Woo, 2009; Leah, 2009; Quested & Duda, 2009). Sports contribute to socialization in schools (Gerdy, 1992); teamwork, sportsmanship, and citizenship behaviors (Harper, 1986); leadership qualities and satisfaction with the college experiences (Hood, Craig, & Ferguson, 1992). Athletic participation develops educational aspirations, selfconcept, and GPAs (Soltz, 1986). Athletics also develops students’ sense of belonging or status within society and the educational environment (Goldberg & Chandler, 1992). It helps to develop personal and moral character

Interpersonal Values of Athletic and Non – Athletic Students of University of Chittagong

while raising leadership, cooperation, coping strategies, risk taking, and achievement skills (Thompson, 1986). Dobosz & Beaty (1999) in their study indicated that athletes showed higher leadership ability than non – athletes. In another study it was found that athletes were significantly more politically conservative than non – athletes in senior year and males reported being significantly more politically conservative than females (Aries, McCarthy, Salovey, & Banaji, 2004). Boulze, Launay, & Nalpas (2016) did a study on 137 subjects and found significant differences between males and females on conformity, recognition, benevolence, and leadership scores. They found males significantly obtained higher scores on conformity and benevolence than females, whereas the opposite results were found for recognition and leadership.

OBJECTIVES:

The present study includes the following objectives.

1. To compare interpersonal values between male and female students.
2. To examine comparison of interpersonal values between athletic and non – athletic students.

METHOD

Participants

The present study comprised of 80 students of them 40 athletes and 40 non – athletes. The age range of the participants was from 18 to 25 years. In order to collect data, non random sampling techniques were used. Athletic students were selected purposively with the help of department of physical education of university of Chittagong. On the other hand, non – athletic students were chosen purposively from various department of the mentioned university. The following table shows the sample distribution of the present study.

Table 1, Frequency and percentage of students

Participants	Gender	N	%
Athletes	Male	20	25
	Female	20	25
Non – Athletes	Male	20	25
	Female	20	25
Total		80	100

Instruments

The Bangla version of original interpersonal values scale of Gordon (1960) was adapted by Begum and Khanam (1983). At first the English version of the scale was administered on a

Interpersonal Values of Athletic and Non – Athletic Students of University of Chittagong

sample. Then after three days Bangla version of this scale was administered on the same sample. High correlation was found between the responses of the two different versions. Table 2 shows the correlation between the two versions of interpersonal values scale.

Table 2, Correlation between the Two Versions of Interpersonal Values Scales

Values	<i>r</i>
Support	0.76
Conformity	0.91
Recognition	0.78
Independence	0.73
Benevolence	0.82
Leadership	0.99

The scale consists of 90 statements altogether. How to respond to this statement is stated elaborately in the instruction. Each value contains the following numbers of statements.

- a) Support (S) contains 15 statements.
- b) Conformity (C) contains 14 statements.
- c) Recognition (R) contains 13 statements.
- d) Independence (I) contains 16 statements.
- e) Benevolence (B) contains 16 statements.
- f) Leadership (L) contains 16 statements.

Scoring

The participants select each item by putting (√) mark. For the most preferable statement 2 score is given and for the least preferable statement 0 is given where 1 is given for no (√) mark. The scoring system is quite different and difficult. Attention is strongly required for collection the accurate data; otherwise there may be a chance to miss data. First, one has to count the scores for each of the six values. Then to ensure whether the calculation is right or wrong, one has to sum the scores of the six values that should result as 90. However, if the total score emerge in between 85 to 95 or if more than two errors emerge, then that result may also be taken into account. In this regard, it will be counted as standard error.

In this experiment, the explanation is given by the score of the subject obtained from the statements. But explanation is given only for the high score and there is no alternative explanation for the low scorers. To achieve low score means the subject has least value or no

Interpersonal Values of Athletic and Non – Athletic Students of University of Chittagong

value for that particular value level. The norm that used here is not widely verified, so any kind of specific prediction should not be done.

Reliability and Validity

Strong evidences are found for the high level of reliability and validity. A test was administered twice in 10 days interval on 79 students and by ‘test – retest’ system the scores were verified and the reliability was measured. In another test ‘Kuder – Richardson test’ was used and got the same result for reliability. The outcomes for reliability obtained from these two tests are given below in table 3.

Table 3, Reliability and Validity of Scale

Tests	Support	Conformity	Recognition	Independence	Benevolence	Leadership
Test-retest	0.83	0.86	0.78	0.89	0.83	0.88
Kuder-Richardson	0.76	0.82	0.79	0.86	0.86	0.83

Procedure

The purpose of the present study was clearly explained to the participants. They were also assured about the confidentiality of information provided by them. After verbal instruction the questionnaire was administered to each of the 80 respondents individually. The participants were requested to reflect their actual feelings regarding to each question. They chose two statements out of three. One is most preferable and another is least preferable and the remaining statement keeps blank in every questions. After completion of the questionnaire the respondents were thanked for co – operation.

RESULTS

Table 4, Mean Differences of Interpersonal Values by Gender

Gender	Measures	Support	Conformity	Recognition	Independence	Benevolence	Leadership
Male	<i>M</i>	13.05	15.90	10.50	17.30	19.65	13.60
	<i>SD</i>	2.66	3.90	3.56	4.85	4.57	3.98
Female	<i>M</i>	16.42	14.75	13.02	16.50	15.75	13.55
	<i>SD</i>	3.19	3.47	4.01	4.28	4.55	5.14

Interpersonal Values of Athletic and Non – Athletic Students of University of Chittagong

According to table 4, female significantly obtained higher score in support ($M = 16.42$) and recognition ($M = 13.02$). On the other hand, male significantly obtained higher scores in benevolence ($M = 19.65$).

Table 5, Mean Differences of Interpersonal Values by Types of Students

Type of Students	Measures	Support	Conformity	Recognition	Independence	Benevolence	Leadership
Athletes	<i>M</i>	14.60	16.25	11.32	16.38	18.72	12.73
	<i>SD</i>	3.26	3.86	3.71	3.96	4.87	4.58
Non – Athletes	<i>M</i>	14.87	14.40	12.20	17.42	16.68	14.42
	<i>SD</i>	3.52	3.35	4.23	5.09	4.84	4.45

The above table confirm that athletic students significantly obtained higher scores in conformity ($M = 16.25$) benevolence ($M = 18.67$).

Table 6, Test of Between Subject Effects on Support

Source	SS	Df	MS	F
Gender	227.812	1	227.812	25.932
Type of students	1.512	1	1.512	0.172
Gender × type of students	4.512	1	4.512	0.514
Error	667.650	76	8.785	

Table 6 shows that gender had significant effect on support [$F(1, 76) = 25.932, p < .001$].

Interpersonal Values of Athletic and Non – Athletic Students of University of Chittagong

Table 7, Test of Between Subject Effects on Conformity

Source	SS	df	MS	F
Gender	26.450	1	26.450	2.033
Type of students	68.450	1	68.450	5.262
Gender × type of students	6.050	1	6.050	0.465
Error	988.600	76	13.008	

Table 7 reveals that type of students has significant effect on conformity [$F(1,76) = 5.262, p < .05$].

Table 8, Test of Between Subject Effects on Recognition

Source	SS	df	MS	F
Gender	127.512	1	127.512	8.845
Type of students	15.312	1	15.312	1.062
Gender × type of students	12.013	1	12.013	0.833
Error	1095.650	76	14.416	

Table 8 indicates that gender had significant effect on recognition [$F(1, 76) = 8.845, p < .01$].

Table 9, Test of Between Subject Effects on Independence

Source	SS	df	MS	F
Gender	12.800	1	12.800	0.617
Type of students	22.050	1	22.050	1.062
Gender × type of students	36.450	1	36.450	1.756
Error	1577.900	76	20.762	

Interpersonal Values of Athletic and Non – Athletic Students of University of Chittagong

No significant effects were found for the independent variables and their interaction on independence.

Table 10, Test of Between Subject Effects on Benevolence

Source	SS	df	MS	F
Gender	304.200	1	304.200	15.011
Type of students	84.050	1	84.050	4.148
Gender × type of students	0.450	1	0.450	0.022
Error	1540.100	76	20.264	

Table 10 shows that gender [$F(1,76) = 15.011, p < .001$] and type of students [$F(1,76) = 4.148, p < .05$] had significant effects on Benevolence.

Table 11, Test of Between Subject Effects on Leadership

Source	SS	df	MS	F
Gender	0.050	1	0.050	0.002
Type of students	57.800	1	57.800	2.759
Gender × type of students	1.800	1	1.800	0.086
Error	1591.900	76	20.946	

No significant effects were found for the independent variables and their interaction on leadership.

DISCUSSION

The present study was conducted to investigate the interpersonal values of athletic and non – athletic students. The study attempts to measure differences in interpersonal values as a function of gender and type of students. It was assumed that as the athletic and non – athletic students belong to different environment and they get different facilities, there would have differences among them in their values. It was also assumed that because of different social rules and expectation female would differ from male students in interpersonal values.

Interpersonal Values of Athletic and Non – Athletic Students of University of Chittagong

The findings of the present investigation revealed that three interpersonal values (support, recognition, and benevolence) were found to be different for male and female students out of six interpersonal values (e.g., support, conformity, recognition, independence, benevolence, and leadership). Results showed that female significantly got higher scores in support and recognition but lower scores in benevolence as compared to male students. Female scored higher scores in social support ($M = 16.42$) than males did ($M = 13.05$) which is expected regarding the social norms and cultural trends of Bangladesh. In the context of Bangladeshi culture, male gets more facilities and attention than female. Females are more restricted here and get less encouragement to explore their environment. As a result, females become more dependent for her emotional fulfillment which was reflected on their higher scores in support. It was also found that female significantly obtained more scores in recognition ($M = 13.02$) than males did ($M = 10.50$). This result is consistent with prior research (Boulze, Launay, & Nalpas, 2016). Having greater recognition means that females want to be more important, accepted, popular, and recognize by others. But females do not get enough opportunities to develop their proper skills in coping with stressors and they are not confident with their resources. So, they scored lower in benevolence ($M = 15.75$) than males did ($M = 19.65$) which is also consistent with previous study (Boulze, Launay, & Nalpas, 2016). Males obtained higher scores on benevolence means that they help other and try to do something better for other people, society, and country. In other interpersonal values such as conformity, independence, and leadership, male and female did not differ significantly. It indicates that stereotype ideas of male and female are changing with the spread of education. In modern society female are free to make their decisions independently and are able to do things in their own ways.

Results also evident that athletic students were significantly more benevolent ($M = 18.72$) than non – athletic students ($M = 16.68$). This result means that athletic students are motivated by team and get more opportunities and facilities to prepare themselves for complex and competitive role so that they can serve the nation. In addition, athletic students obtained significantly higher score ($M = 16.25$) on conformity than non – athletic students ($M = 14.40$). It indicates that athletic students are more interested in doing those activities which are socially accepted and conforming to social rules. But non – athletic students seem to refuse a life style which is not in accord with social conventions. Other interpersonal values, for instance, support, recognition, independence, and leadership are not significantly varied according to athletic and non – athletic status of students.

The study has few limitations. Firstly, the research study was conducted with a small number of participants ($n = 80$). Then, the sample was chosen conveniently only from the University of Chittagong. It makes difficult to assure how much these findings can be generalized to the whole population of Bangladesh. After that, this study focused on the variation of interpersonal values among students without addressing the possibility that other variables might also influence this variable. Finally, the questionnaire was self – reported. It was, therefore, possible that many participants might not gave their accurate response.

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Interpersonal Values of Athletic and Non – Athletic Students of University of Chittagong

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Interpersonal Values of Athletic and Non – Athletic Students of University of Chittagong

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