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**Who's Keeping the Score?: Social Impact & Pedagogical Implications of Sports
unraveled through a Case Study**

Dr.Nidhi Sharma,

Associate Professor, Department of English,
Swami Keshvanand Institute of Technology, Management & Gramothan,
Jagatpura, Jaipur.

Abstract

The present audit gives an outline of the current writing on school-matured kids' and youth's (for example 6-to 18-year-olds) individual and social improvement inside the setting of actual instruction and sports. An aggregate of 4359 non-copy articles were recovered from six data sets. After the title, dynamic and full text screening, the 88 articles met the pre-requisite standards and were incorporated for additional investigation. The 88 examinations utilized recent report plans, strategies and instruments to explore an assortment of ideas identified with individual and social turn of events. Ideas were assembled into the accompanying 11 subjects: hard working attitude; control and the board; objective setting; dynamic; critical thinking; obligation; initiative; collaboration; meeting individuals and making companions; correspondence; and pro-social conduct. The primary discoveries for every one of the 11 topics are accounted for, and limits and suggestions are given to direct specialists and experts in their future work.

Keywords:

Physical education, sports, individual development, social development, pro-social skills.

Introduction

In a world that is rapidly changing, children in both primary and secondary schools benefit from developing a range of personal and social skills such as peer relationship skills, pro-social behaviours (e.g. respect), leadership skills, problem-solving skills, and personal and social responsibility skills. When children develop these personal and social skills, they will not only be more successful learners, they will also be more likely to make a more successful transition to adult life (Wright and Craig, 2011). Evidence suggests that youngsters can develop these personal and social skills through their participation in physical education (PE) (Weiss, 2011) and sports (e.g. Holt et al., 2011). Indeed, there is an increasing interest in PE's role in preparing youth for the demands and challenges of everyday life (Society of

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Health and Physical Educators, 2014). In response to a world-wide PE survey, Hardman et al. (2014) noted that personal and social development constitutes one of the main and most frequently cited goals of European PE programmes. Additionally, sports participation has been linked to personal (Danish et al., 1992; Fraser-Thomas et al., 2005; Gould and Carson, 2008; Smoll and Smith, 2002) and social development (Fraser-Thomas et al., 2005; Gould and Carson, 2008). While the development of personal and social skills seems to be a widely accepted goal of PE and sports worldwide, and although the body of evidence on this topic is developing, the literature currently appears to be fragmented in terms of terminology, the methods used, and the resulting conclusions.

First, when referring to personal and social development, different terms are used interchangeably to describe similar concepts. The World Health Organization (WHO) uses the terms psychosocial competence or life skills education (World Health Organization, 1997). “Psychosocial competence is defined as a person’s ability to deal effectively with the demands and challenges of everyday life. It is a person’s ability to maintain a state of mental well-being and to demonstrate this in adaptive and positive behaviour while interacting with others, his/her culture and his/her environment” (World Health Organization,

1997: 1). The term life skills education, which has also been used by scholars in the field (Bean and Forneris, 2017), was defined by the WHO as follows: “Life skills education is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way; it contributes to the promotion of personal and social development, the prevention of health and social problems, and the protection of human rights” (World Health Organization, 1999). In April 1998, the WHO held a United Nations Inter-Agency Meeting to reach consensus on the meaning and objectives of life skills education. They concluded that participants were using the term life skills to refer to psychosocial skills (World Health Organization, 1999) for which they also used other keywords, including personal, social, and interpersonal skills. Other terms related to personal and social development that are often used in the literature are pro-social behaviour (e.g. Hodge and Lonsdale, 2011; Weinstein and Ryan, 2010), social competence (Petitpas and Champagne, 2000), personal and social responsibility (Hellison, 1995, 2011), social-emotional learning (Taylor et al., 2017) and character development (e.g. Doty, 2006). It is clear that many different terms are used to describe a similar concept. For the purpose of this review, personal and social development will be used as an umbrella term.

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Given the social character of PE and sports, they are considered to be appropriate means of developing students' personal and social skills, such as personal and social responsibility, cooperation, and other prosocial skills (Martinek and Hellison, 1997; Miller et al., 1997; Parker and Stiehl, 2005). According to Goudas and Giannoudis (2008), one of the reasons that PE and sports are suitable contexts for learning these skills is the transferability of these skills to other domains in life. For example, in PE and sports children can, under the right pedagogical circumstances (Bailey et al., 2009), learn how to solve problems and to communicate and work as a team, which are skills they will also need in daily life, for example, at home or at work. Over the years, several programmes were developed to purposefully teach these skills in PE or sports. For example, Hellison's model of Teaching Personal and Social Responsibility (TPSR) (Hellison, 2011), initially developed to re-engage troubled youth into society, is now widely implemented in regular PE classes (Beaudoin, 2012; Diedrich, 2014; Escartí et al., 2010a; Hemphill et al., 2015; Martins et al., 2015; Wright and Burton, 2008). Other examples of instructional models that foster personal and social development through PE are Cooperative Learning in Physical Education (Grineski, 1996) and Sport Education (Siedentop et al., 2011).

Even though there is an increasing interest in the role of PE and sports in the promotion of personal and social development, it is important to keep in mind that simply participating in PE and sports does not automatically lead to positive outcomes (Bailey et al., 2009; Cryan and Martinek, 2017; Fraser-Thomas and Côté, 2009). It is the responsibility of PE teachers and sports coaches to create the pedagogical circumstances under which positive outcomes can be obtained. As Petitpas et al. (2005: 66) stated: "Youth sports programs that promote psychosocial development are those that use sports as a vehicle to provide experiences that promote self-discovery and teach participants life skills in an intentional and systematic manner. In addition, these programs have clearly defined goals and strategies to enhance the generalizability and transfer of life skills to other important life domains".

Alongside the structured and intentional context, a positive approach toward children's development is highly recommended. The focus should be on the individual's strengths (e.g. prosocial behaviour such as respecting others), rather than on problems that need to be fixed, that is, a negative approach (e.g. reducing antisocial behaviour such as bullying) (Benson et al., 2006; Holt, 2016; Lerner et al., 2005). The promotion of personal and social development through PE and sports is receiving increasing attention from

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policy-makers, researchers and practitioners (e.g. Dudley et al., 2017; Haerens et al., 2017). However, evidence that supports the personal and social benefits of PE and sports has been inconclusive so far (Bailey et al., 2009; Morris et al., 2003). Bailey et al. (2009) provided an overview of studies on the educational benefits of PE and sports. They concluded that “robust evidence is needed to test some of the claims made for the benefits of PESS [PE and school sport], but the accumulation of evidence suggests that PESS can have some/many benefits for some/many pupils, given the right social, contextual and pedagogical circumstances” (Bailey et al., 2009: 16). Along similar lines, Coakley (2011) suggested that the emphasis on developing life skills in sports is supported by anecdotes and unsystematic observations and stressed the need to critically evaluate the assumptions being made. As such, there is a need for an updated overview of the research on personal and social development in PE and sports. Therefore, the purpose of this review is to provide an overview of the research that examined school-aged children and youth’s (i.e. 6- to 18-year-olds) personal and social development within the context of PE and sports, while simultaneously addressing gaps in the current literature and providing directions for future research and practice. This review aims to answer the following questions:

1. What characterizes studies investigating the benefits of PE and sports on children’s personal and social development?
2. Which concepts of personal and social development are investigated in relation to PE and sports?
3. What does the literature indicate are the main benefits of PE and sports in terms of children’s personal and social development?

Methods

The databases of Embase, ERIC, PsycINFO, PubMed, SPORTDiscus and Web of Science were searched for records that contained a combination of the specified words in the title or abstract. The search strategy was composed using PICO (P = Population, I = Intervention, C = Comparison, O = Outcome):

[P] = child, adolescent, kids, minor, teenager, youngster, youth, pupil, primary education, primary school, secondary education, secondary school, high school.

[I] = physical education, sport.

[C] = no specific comparison group was added to the search strategy.

[O] = personal development, social development, positive development, youth development, psychosocial development, social-emotional development, life skill, transfer skill, personal skill, personal outcome, personal benefit, personal competence, social skill, social outcome,

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social benefit, social competence, social behavio(u)r, prosocial skill, prosocial behavio(u)r, psychosocial skill, psychosocial outcome, psychosocial benefit, psychosocial competence, psychosocial behavio(u)r, social-emotional skill, social-emotional outcome, social-emotional benefit, social-emotional behavio(u)r, initiative, self-directed behavio(u)r, goal-setting, decision-making skill, problem-solving, regulation skill, coping skill, leadership, responsibility, responsible behavio(u)r, relationship skill, interpersonal skill, cooperation, collaboration, communication, conflict resolution, respect.

Scientific literature (e.g. Bailey et al., 2009) and books (e.g. Cooperative Learning in Physical Education by Grineski (1996)) were consulted to find keywords related to personal/social development. In addition, Emtree, a search engine in Embase, and Thesaurus were used to explore all synonyms of the relevant keywords. A wildcard (i.e. an asterisk) was used to find all relevant variations of the truncated term and, if applicable, terms were adopted according to both British and American spelling (i.e. behaviour and behavior). The search strategy was drafted by the first author (KO) and discussed and adjusted in consultation with the other authors.

Analysis

To structure the results of the included studies, the investigated concepts were grouped into different themes by the first author (KO) (research question 2). The themes were not predefined, but constructed by the researchers by grouping similar concepts (i.e. the inductive method) (Miles et al., 2013). A card was made for every concept. In a stepwise fashion and a random order, a card (e.g. hard work) was drawn and compared to the ones previously drawn. If the concept was found to be similar to another, based on their definition and synonyms, the concepts were placed together (e.g. hard work and effort). If, however, a concept (e.g. helping each other) did not fit into any of the themes already formed, a new theme was created (i.e. cooperation). These steps were repeated until all concepts were grouped. A second reviewer (FP) was consulted to check the themes and underlying concepts by answering the following questions: (1) Does every concept fit the theme? (2) Are there similar concepts that can be placed together under the same concept? (3) Do all concepts exclude others? (4) Does the label of the theme fit the underlying concepts? Any disagreement was discussed and some minor adjustments were made. The main findings were extracted and structured under the different themes and presented for PE and sports separately (research question 3).

RESEARCH ARTICLE**Results**

The full reference list of the included studies, as well as all tables (i.e. Tables 1 to 5), have been added as online supplementary files, available at: <https://journals.sagepub.com/doi/suppl/10.1177/1356336X19882054>. To increase the readability of the Results section, the reference numbers in online supplementary Table 1, available at: <https://journals.sagepub.com/doi/suppl/10.1177/1356336X19882054> will be used as reference citations in square brackets in the text. In the online supplementary Table 1, general information for each of the included studies (n = 88) is provided, including: the context of the study (PE, sports or both); the location of the study; the study design; the study method; the sample, selection and allocation; and the instruments. The online supplementary Table 2, available at: <https://journals.sagepub.com/doi/suppl/10.1177/1356336X19882054> presents a summarized overview of this information. Of the 88 studies, 23 studies were conducted in the context of PE, 62 studies in the context of sports and in three studies PE and sports were combined.

In the online supplementary Table 3, available at: <https://journals.sagepub.com/doi/suppl/10.1177/1356336X19882054>, a selection is made by presenting those studies (n = 60) that report on the (perceived) benefits of a PE or sports programme. The other 28

studies focused on the (perceived) benefits of PE or sports in general, without measuring changes due to a specific programme. Of these 60 studies presented in the online supplementary Table 3, available at: <https://journals.sagepub.com/doi/suppl/10.1177/1356336X19882054>, 23 studies were conducted in PE and 35 studies were conducted in sports. Two studies [54, 55] combined PE and sports in their programme. The 35 studies in sports can further be divided into school sports programmes (n = 8), afterschool sports programmes (n = 20) and summer or sports camps (n = 7). The length of the programmes ranged from 8.75 hours [3] to one school year [26] for PE and from 10 days [28] to two school years [81] for sports, and sessions were provided on a daily [25], weekly [39], twice-weekly [38] or thrice-weekly [67] basis. The number of sessions ranged from 10 sessions [39] to 35 sessions [3] for PE and from 5 sessions [48] to 45 sessions [81] for sports. The programmes used a variety of sports and/or activities (e.g. volleyball, yoga, athletics, adventure activities and cooperative games) to address a variety of personal and social skills (e.g. helping peers and responsibility). It must be noted that 47 studies did not include one or more of the descriptors (e.g. programme length) mentioned above. Positive Youth Development (Holt, 2016), life skills development (e.g. World Health

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Organization, 1999) and TPSR (Hellison, 2011) are most often referred to as the theoretical bases for the programmes. Other instructional models or theoretical frameworks include Sport Education [36] (Siedentop et al., 2011), Cooperative Learning in Physical Education [39] (Grineski, 1996), Kolb's (2014) experiential learning theory [54] and the conceptual framework of team building [67] (Carron and Spink, 1993). Seven studies did not specify an instructional model or theoretical framework in their programme description. In addition, most studies did not specify the lesson content of the programme or teaching strategies. One of the exceptions is the study conducted by Goudas and Giannoudis (2008). This quantitative study [40], which examined the effectiveness of a life skills programme in PE, provides a detailed overview of the life skills, the sports and the lesson content for each of the 17 sessions in the programme.

Discussion

It is generally suggested that youngsters can develop personal and social skills through their participation in PE (Weiss, 2011) and sports (Holt et al., 2011). Overall, our review confirms this premise as most of the included studies indeed reported a positive relationship between youngsters' participation in PE or sports and a range of personal and social skills. This supports the increasing interest in preparing children for the future by

teaching them personal and social skills. The most widely examined outcome across all studies was prosocial behaviour. Prosocial behaviour refers to concepts such as respect, empathy and sympathy. Cooperation and work ethic received considerable attention as well, particularly in the context of sports with studies showing a positive relationship with helping peers and teamwork. The least examined outcomes were decision-making and problem-solving. Apart from these five categories, we also identified six other categories of personal and social outcomes that were addressed to a moderate degree. These were control and management, goal-setting, responsibility, leadership, meeting people and making friends, and communication. Our results furthermore revealed that more than half of the studies were conducted in North America, and a quarter of the studies took place in Europe. As PE and sports are contingent upon a range of historical, social and political contextual factors and thus socially constructed (Armour, 2011; Kirk, 2010), more studies are needed involving a wider range of continents, countries and cultures.

In relation to the specific context of PE, our review revealed that in a period of 10 years only 26 studies focused on youngsters' personal and social development through PE. This is surprising as Hardman et al. (2014) noted that personal and social development constitutes

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one of the main and most frequently cited goals of European PE programmes. These findings suggest that there is room to further develop and expand the programme of research in relation to youngsters' personal and social development through PE. In line with the general findings of the current review, prosocial behaviour was the most frequently examined outcome in relation to youngsters' participation in PE with studies revealing that through PE children learn to take turns, to display empathy and respect, and to handle or deal with conflicts. Next, cooperation and control and management received considerable attention. For some of these outcomes results were still inconclusive. For instance, in relation to self-control, a subcomponent of management and control, some studies found positive relationships, while others did not. Many of the other listed outcomes, although being central aims of PE, received only limited attention in relation to youngsters' participation in PE. This holds true for work ethic, problem-solving, communication, meeting people and friends, leadership, decision-making and goal-setting. As such, stronger evidence is needed to support claims about these potential benefits of PE.

Most studies had a cross-sectional design, precluding us from drawing conclusions in relation to children's personal and social development over time. Building on the increasing interest in and

relevance of pursuing personal and social goals (see for example Hardman et al., 2014), researchers and practitioners are encouraged to consider the longitudinal aspect of development in their work. Additionally, more randomized controlled trials, in which the effects of PE or sports programmes are examined, are needed (Cohen et al., 2007). Currently, few of these studies were found, and these studies showed that PE had a positive effect on assertiveness, cooperation, communication, self-control, coping skills and problem-solving skills.

Looking at the subsample of studies investigating a PE or sports programme, many lack information regarding the programme characteristics. This makes it difficult for researchers to compare results across programmes so as to conclude which programmes result in the greatest benefits. This lack of information also hampers the implementation of effective programmes by practitioners. As Petitpas et al. (2005) stated, programmes that promote psychosocial development should have clearly defined goals and strategies to enhance the generalizability and transfer of life skills to other important life domains. Most programmes included in this review have clearly defined goals but the strategies to achieve those goals are not always clearly described. In addition, Petitpas et al. (2005) and Richards et al. (2019) underline the importance of teaching skills in an

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intentional and systematic manner. As some studies do not provide full information on the amount and frequency of sessions, we could not draw conclusions about the systematic manner of teaching skills in the programme. In order to allow researchers and practitioners to build on or use programme information, future research should provide a concise though complete description of the programme under investigation.

Limitations and Future Directions

First, since we aimed to provide a complete overview of the last decade of research, rather than an analysis of the results, we included all studies that met the inclusion criteria, regardless of the quality of the study. By indicating when a study lacked specific information we tried to be as transparent as possible. Second, the current review included studies focusing on the benefits of PE and sports for youngsters' personal and social development. Yet, participation in PE and sports may lead to negative experiences as well (e.g. jealousy or exclusion). In some of the included studies, negative outcomes were reported, mostly because parents or teachers were openly questioned about the effect that PE or sports has on children's development. However, these results were not reviewed, and studies that specifically aimed at examining negative outcomes were not included in the current review. In future studies, these negative outcomes may

receive attention as well. Third, positive outcomes are not an automatic response of children's and adolescents' participation in PE or sports (Bailey et al., 2009; Cryan and Martinek, 2017; Fraser-Thomas and Côté, 2009). The teacher and coach play an important role in structuring the pedagogical circumstances under which positive outcomes can be achieved. This also applies to the transfer of skills, which is not considered a fast process (Martinek and Lee, 2012). Whether using an explicit or implicit approach, programme leaders still need to create an appropriate environment and supportive interpersonal relationships for skills to be transferred (Turnnidge et al., 2014).

Conclusion

In view of these constraints and suggestions, this audit gives an outline of exploration on the advantages of PE and sports for youngsters' close to home and social turn of events. Accessible subjective and quantitative proof shows that cooperation in PE and sports yields benefits as far as close to home and social turn of events. However, the quantitative proof is transcendently cross-sectional in nature, and primarily centers around prosocial conduct, participation and hard working attitude to the detriment of other significant results, for example, dynamic and critical thinking. In addition, concentrates in PE are a lot more difficult to find when contrasted

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with concentrates in sports. Considering that individual and social advancement is a focal point of PE around the world, there is a solid need to foster this space of examination.

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