

ROLE OF RECREATIONAL ACTIVITIES IN THE DEVELOPMENT OF SOCIAL ATTRIBUTES: A SOCIAL PERSPECTIVE

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Abstract:

This study aims to measure the opinion of the community regarding the role of recreational activities in developing social attributes among youth. The community comprised of teachers, students and parents randomly selected from five districts of Khyber Pakhtunkhwa. To collect the data, a sample of 410 respondents from the whole population was selected, utilizing the stratified sampling technique and a five-point measuring tool on the Likert Scale was used. Percentage, mean, ANOVA, independent sample t-test, Chi-square and Pearson correlation were applied for data analyses. The analyzed data indicated that there exists a significant statistical difference among the perception of teachers, students, and parents regarding the role of recreation in the development of social attributes among youth. Results of the present study indicated that participation in outdoor recreation plays a well significant role in eradicating social evils and is also considered as an effective means for the healing of violent behavior among the youth. The data also proved that there is a significant correlation between participation in recreation and development of social attributes among youth. The study concluded that all the groups of respondents considered recreational activities as an effective means to improve and promote social attributes among its participants. This supportive approach on part of the respondents will make a valuable base for the establishment of recreational programs to help develop social skills in youth.

Keywords: Recreational Activities, Development, Social Attributes & Social Perspective

Introduction:

The subsistence of human life revolves around activities and interaction with others in the social context; especially the lives of children and adolescents encircle family events, school activities, and play & recreation. Play and recreation are acknowledged as

fundamentals to promote and develop human health, well-being, and social and physical development (Ginsburg, 2007). Involvement in various recreational activities has gained significant prominence all over the world. Literature indicates that

participation in recreational activities such as hiking, camping, and outdoor pursuit adds to the overall development and improvement of its participants (King, Cathers, Miller Polgar, MacKinnon, & Havens, 2000). Apart from the numerous health-related benefits, recreation has a remarkable role in precluding social delinquencies (Larson, 2000; Mancini, Coster, Trombly, & Heeren, 2000). Various studies show that time passed in recreational activities brings physical, psychological, societal, and moral benefits (Meijer, Sinnema, Bijstra, Mellenbergh, & Wolters, 2000).

Participation in outdoor adventure, camping, and park and community recreation is considered as a helping tool in the development of social relations and socialization (Eime et al. 2013). These activities offer opportunities to the people to attach and cultivate a healthy and strong relationship with the environment (Caldwell, 2005). Studies support that youth recreational centers such as community parks, gardens, and community recreational centers prevent people from delving into unsocial actions (Morris, Sallybanks, Willis, &

Makkai, 2004). Upon this notion, it is believed that the participation in recreational activities cultivates social qualities like a brotherhood, fraternity, equivalence, synchronization, open-mindedness, and sense of cooperation (Cameron & MacDougall, 2000; Moore & Werch, 2005).

Numerous studies affirmed that recreation provides an opportunity where individuals can get together, get mental relaxation, escape from bodily exertion, and can enjoy the merry movements (Fourie, Slabbert & Saayman, 2011; Bailey, 2005; Cameron & MacDougall, 2000).

In this context, Flett & Hewitt (2002), proclaimed that the '*Social attribute includes learning the values, knowledge, and skills that enable children to relate to others effectively and to contribute in positive ways to family, school and the community*'. The authors further demonstrated that learning of social attributes such as respect of elders, honoring the decision, accepting norms of the society, and good character is passed from one generation to another by insinuation through social interaction inside the family or with friends.

The youth of any era is considered as an asset to the nation. For that reason, the development of strong workforce is the supreme obligation on part of the various stakeholders of the community. In this perspective, a sound program of recreational activities not only offer pleasure and inclination but, socially enrich youngsters by instructing the manner of constructive living (Kay & Bradbury, 2009). Research study has found that mental maturity and personality development can be gained through active participation in sports and healthy recreational activities (Bailey, 2005), which is also confirmed by the findings of Jarvie (2003) who proposed that the programs of recreational activities are significantly associated with the development process of individual's competencies (Jarvie, 2003).

The mindset of the community members has a significant influence on leisure sports participation of the youth. Therefore, this study is aimed to assess the community perceptions regarding the role of recreation with special reference to the development of social attributes among the youth of Khyber Pakhtunkhwa (KP), Pakistan.

RESEARCH HYPOTHESES

From the review of literature and extensive observational study on the topic, the following research hypothesis has been formulated for this study:

H1: There is a significant difference between the viewpoints of respondents regarding the role of recreational activities in the development of social attributes.

H2: The respondents perceive a significant role of recreation in the protection of youth from social evils and healing of violent nature.

H3: There is a significant correlation between participation in recreation and development of social attributes among youth.

RESEARCH METHODOLOGY

As the participants of the study, the parents, students, and teachers from Government Degree Colleges (GDC), from Khyber Pakhtunkhwa were selected as the population of the study.

To devise the sampling frame, the researchers have selected a representative sample by using a stratified random sampling procedure. The community in the Khyber Pakhtunkhwa pro-

vince was stratified into three strata; teachers, students, and parents. According to Hinton (2005), a proportion of 20% sample size is acceptable in surveys. Accordingly, the researchers have selected a sample of 410 (50% of each stratum) from the whole population applying a stratified sampling technique. The detail of the sample is given in table 1.

Table-1: Description of the Sample

Sampled Districts	Teachers	Students	Parents
Dera Ismail Khan	26	28	28
Kohat	26	28	28
Peshawar	26	28	28
Mardan	26	28	28
Swat	26	28	28
Total	130	140	140
Total Sample Size	410		

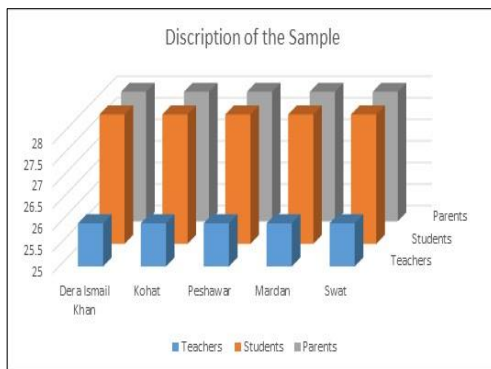


Figure-1. Graphical illustration of the description of Study Sample

Data Collection Tool

One of the important aspects of a research study is the use of a quality data collection method. The conclusion that researchers obtain is based on the knowledge they obtain using the analysis tool (Burton & Mazzerolle, 2011). For the collection of the necessary details, we developed a closed-ended questionnaire having options from “strongly agree” to “strongly disagree” on a five-point Likert scale to gather requisite information from the entire population. The questionnaire consisted of two parts. The personal details of the participants were included in section (A). Part (B) consisted of developing social qualities among young people through participation in sport.

Pilot Testing

Preliminary draft of the questionnaire was reviewed by experts in the field, and analysis of the literature in the relevant field. In order to assess feasibility, duration, cost, adverse effects and to improve study design, the produced draft of the question-

naire was then administered among 32 respondents with a smaller sample size than anticipated. The pilot study provided us with useful input and the questionnaire was integrated accordingly.

Validity and Reliability

Similarly, to achieve the validity of the questionnaire, face and content validity were used. Six specialists in the area of sports science and physical education conducted the questionnaire along with variables and theories.

On a three-point Likert scale, the judges were granted freedom to express their views (3. Not measuring, 2. Measuring with little change, 1. Simple measuring) with regard to the relation between things and variables. The figures were noted for all items within the appropriate range, i.e., .50 to 1.0, so all items were kept.

Cronbach's alpha coefficient method was used to determine the reliability score of the questionnaire and calculated the coefficients for 09 items questionnaire .878. It can also be interpreted that there is high internal reliability in the questionnaire.

Procedure

Prior to data collection, a telephonic consent was obtained from the principals of the concerned colleges regarding the conduct of survey at their respective college. Hereafter, the researchers visited the concerned colleges and circulated the questionnaires among the respondents. A total of 410 questionnaires were distributed among the sampled population while 342 questionnaires were received back which were entertained for analyses of data.

Statistical Treatment

Appropriate statistical tools such as Percentage, mean, ANOVA, independent sample t-test, Chi-square and Pearson correlation were applied to analyze the data. Table 2. Shows the percentage and Mean Score of respondents regarding the role of recreation in the development of social attributes among youth.

Table-2: Percentage and Mean Score of Respondents' Data

S. No	Statement	SA	AG	UD	DA	SDA	Total
1	Recreational activities help in developing the identity among participants	180 (52.63%)	102 (29.82%)	30 (8.77%)	10 (2.92%)	20 (5.85%)	342
2	Disruptive behaviors can be reduced through active participation in recreational activities	210 (61.40%)	62 (18.13%)	20 (5.85%)	40 (11.70%)	10 (2.92%)	342
3	One can develop the quality of responsibility through participation in recreational activities	231 (67.54%)	63 (18.42%)	25 (7.31%)	13 (3.80%)	10 (2.92%)	342
4	The program of exercise provides an easy way to address crimes	225 (65.79%)	50 (14.62%)	45 (13.16%)	12 (3.51%)	10 (2.92%)	342
5	The qualities such as recognition and achievement are developed through leisure recreation	245 (71.64%)	46 (13.45%)	27 (7.89%)	14 (4.09%)	10 (2.92%)	342
6	On can constructively pass his/her leisure by engaging in recreational activities	152 (44.44%)	36 (10.53%)	19 (5.56%)	23 (6.73%)	112 (32.75%)	342
7	Participation in recreational activities leads to conflict	7 (2.05%)	20 (5.85%)	35 (10.23%)	50 (14.62%)	230	342
8	Social evils such as smoking, gambling, and drug abuse can be minimized through recreational activities	146 (42.69%)	109 (31.87%)	40 (11.70%)	30 (8.77%)	17 (4.97%)	342
9	The violent nature can be stabilized through participation in recreational activities	145 (42.40%)	37 (10.82%)	25 (7.31%)	34 (4.49%)	101 (29.53%)	342
	Total	1723 (50.38%)	585 (17.10%)	306 (8.94%)	266 (7.77%)	540 (15.78%)	342

Table 2 shows the frequency of responses about the role of recreation in the development of social attributes among youth, the results have been described in the table. According to the results, 180 respondents strongly agreed that the recreational activities help in developing the identity among participants, 102 respondents agreed, 30 were undecided, 10 disagreed whereas the remaining 20 respondents showed strong disagreement in this regard.

The analyzed data indicated that 61.40% of the respondents either strongly agreed and 42% disagreed with the statement that disruptive behaviors' can be reduced through active participation in recreational activities. In response to the third statement, the data depict that 67.7 % of respondents strongly agreed and 18.42 agreed that one can develop the quality of responsibility through participation in recreational activities. In the same way, the mode of the data in the 4th statement shows that recreational programs are an inexpensive way to address crime (225 > 50, 45, 12 & 10). Similarly, in the response of the 5th statement, the trend of the data shows that engagement in recreational programs promotes a

sense of achievement and recognition (245 > 46, 27, 14 & 10).

Majority of the respondents affirmed that the leisure time can be constructively passed through recreational activities because the data proves a strong agreement (152 > 36, 19, 23 & 112). The responses of majority of the respondents were hopeless regarding the statement that involvement in recreational activities give rise to conflict as the data findings confirm that only 7 respondents encircled the option strongly agree, 20 agreed, 35 were undecided, whereas 50 respondents disagreed and 230 strongly disagreed (230 > 50, 35, 20, & 7) to the statement.

The data findings show that social evils such as smoking, gambling, and drug abuse can be minimized through recreational activities (146 > 109, 40, 30 & 17). Similarly, the findings show that the major part of the respondents strongly agreed that recreational activities may heal the violent nature of an individual (147 > 37, 25, 34 & 101).

Testing of Hypotheses

Table 3 illustrates the results related to the first hypothesis of the study, 'there is a statistical difference among the viewpoint

of respondents regarding the role of recreational activities in the development of social attributes. The table shows that the mean scores of teachers, students, and parents are 2.5776, 2.6264 & 2.6248, respectively. Furthermore, the F value is 4.775 and the t-value is 1.960. The F value of 4.885 is significantly greater than the t-value 1.960. Moreover, the $p < .05$, which shows that the perception of teachers, students, and parents' respondents regarding the role of recreation in the development of social attributes among youth is significantly different.

Table-3: Perception respondent' regarding the role of recreation in the development of social attributes among youth.

Testing variable	Groups	N	Mean	Sd	df	F	t-value	Sig.
Community Member	Teachers	123	2.5776	.32334	3 42 3	4.775	1.960	.002
	Students	136	2.6264	30324				
	Parents	83	2.6248	30312				

Significant at .05*

Moreover, table 4 demonstrates the findings for the second hypothesis statement, 'respondents perceive a significant role of recreation in the protection of youth from social evils and healing of violent nature', to determine the significance level of the presumed assumption, the chi-square test was applied. The p-value determined, $p < .05$ indorses affirmative inference of the statement that participation in outdoor recreation plays a significant role in eradicating social evils and also considered an effective means for the healing of violent behavior among the youth.

Table-4: Role of participation in outdoor recreation on social evils' eradication and healing of violent behavior among youth.

	Value	Df	Sig (2-tailed)
Chi-Square	83.502	3	.002
Ratio	60.6878	3	.002
Linear-by-Linear Association	68.873	1	.002
Valid Responses	342		

Significant at .05*

Table 5 shows that there is a significant correlation between participation in recreational activities and the development of social attributes among youth. Pearson Correlation test was applied

to assess the correlation between participation in recreation and development of social attributes among youth; the results of which are given in table 5. The analyzed data showed .381 correlations at 0.01 levels (2-tailed) which confirm the hypothetical supposition that there is a significant correlation between participation in recreation and development of social attributes among youth.

Table-5: Role of participation in recreational activities and development of social attributes among youth

		Participation in Recreation Activities	Social Attributes
Participation In Recreation Activities	Pearson Correlation	1	.381
	(2-tailed)		.002
	N	342	342
Social Attributes	Pearson Correlation	.381	1
	(2-tailed)	.002	
	N	342	342

*Significant at .01***

RESULTS AND DISCUSSION

The role of recreational activities in the development of social attributes was analyzed with

the help of close-ended questionnaires which comprised of nine (09) questions. The results show that almost all the respondents were found to have a very positive perception of the role of recreation activities in developing social attributes among youth, which have been presented in table 3. According to the analyzed data, 81% of the respondents agreed that recreational activities help in developing identity among participants. Upon this notion, Swinney, and Horne (2005) indicated that recreational activities are considered as an effective means which develop identities of the communities, while Bailey (2006) also highlighted that participation in recreational activities develops distinctiveness among its participants. A major portion of the population (79%) acknowledged the role of recreational activities in helping the reduction of disruptive behavior and creating a sense of responsibility among youth. In this regard, Cameron and MacDougall (2000) identified that participation in outdoor recreation like camping, holidays, picnics and adventure trips help in reducing disorderly behavior among youth, while Barcelona (2000), Jarvie (2003)

and Caldwell (2005) illustrated that sports participation develop the quality of sense of responsibility and polish human behavior positively. The data of the present study has affirmed that 81% of community members agreed upon the statement that recreational activities are considered an inexpensive way to reduce crimes. In this connection, participation in healthy recreational activities helps the youth to avoid smoking (Janet et al. 2006) and using drugs and criminal offensiveness. Moreover, participation in outdoor recreation helps in minimizing the inclination towards crimes (Mass et al., 2006) and criminal behavior like kidnapping, destruction of property and law-breaking (Frumkin, 2001) and controlling and eradicating certain social immoralities from the society (Sjöström, Oja, Hagströmer, Smith, & Bauman, 2006). The current study supports that engagement in recreational programs promotes a sense of achievement and recognition. In this line, Leslie, Fotheringham, Owen, and Bauman (2001), Brown, Mishra, Lee and Bauman (2000) support that participation in various recreational activities like adventure, camping, and outdoor

pursuits not only increases the growth of healthy regimes and socially required arrogance but also provide a platform to the youth to broaden the sense of accomplishment and gratitude. The vast majority of respondents (71%) perceived that recreational activities keep the youth aloof from indulgence in social evils, which is highlighted by the Stillman-Jorgensen et al. (2007) that recreational activities help in the moral development of youth. Research affirmed that recreational activities help in controlling anti-social behaviors such as deviance, violence, and disruptive behavior. (Beets, Beighle, Erwin, & Hurberty, 2009). The current study shows that majority respondents strongly agreed that recreational activities may heal the violent nature of an individual (Table 5). In this regard, Brewer, Raalte and Petitpas (2000) revealed that a healthy program of recreational activities helps the youth to develop and enhance the ability of social as well as emotional adjustments. Participation in recreational activities enables individuals to avoid violent nature than those who do not participate in such type of activities (Coakley, 1982).

CONCLUSION

The analyzed data revealed that leisure and recreation are important prospects that develop human health and well-being. Findings of the study indicated that recreational activities are very helpful for polishing human behaviors, eradicating anti-social activities, healing disruptive behavior and enhance the ability of the youngsters to utilize their exuberant energy in a constructive manner. Research findings emphasize that all aspects of leisure-time activities, time spent in these activities, contexts, and experience proved to be a productive ground to signify that the leisure to children and adolescent development is important for human development.

RESEARCH IMPLICATIONS

The community (sample respondents) acknowledged the significance and contribution of recreational activities in the development and promotion of social attributes among youth. Hence, the supportive approach on part of the respondents has made a valuable base for the establishment of recreational programs. Moreover, the authorities will be in a position to provide

and manage recreational services to the masses. Similarly, public opinion supports the development and promotion of recreational spots, parks and other places being the most effective means to cultivate desirable social results among youth.

RECOMMENDATIONS AND AREA OF FUTURE RESEARCH

The future research recommendations to advance the present study are as follows:

1. The findings of the current study are all-inclusive, exhaustive, and incorporate the answers to all the research questions which were transferred into study hypotheses. However, in order to answer more comprehensive questions related to the study area, it is advisable to conduct similar research in other institutions, i.e., schools, colleges, universities, and students' clubs. Future researchers can also advance this study by including further moderating variables such as age and gender to distinguish the recreational attributes specific to research respondents' groups.

2. The present study has concentrated on a defined number of communities; a wider sample size may be used to improve the generalizability of the findings in future studies.
3. A survey research method was used in the current analysis; researchers can use other methods to test and qualitatively review the findings using interviews instead of questionnaires.

Acknowledgement

The completion of this research project would have been difficult without the wholehearted cooperation of the participated teachers, students, and parents who managed their time to partake their contribution to this study. The researchers owe a great deal of gratitude to all of the respondents and those who directly or indirectly supported in the completion of this study.

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