Impact of Schooling on Sports Participation as Students

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Abstract

Background: This research gives out discoveries on the interrelation among sports participation during school times and association in sports as adults. Computing is done based on an online survey briefly conducted for the students of Symbiosis School of Sports Sciences, pursuing an MBA in Sports Management. Methods: The hypothesis of this analysis is that there is an interrelationship among sports experience during students’ school times and their sports involvement in later life as adults. The evaluation of involvement in sports during school times is related to various extra-curricular and sports activities. Conclusion: This paper will provide information and findings regarding past experience in sports and present participation or general involvement, which permits education and sports linked firms, organizations, and industries to get an edge to learn and analyze present situations in this aspect and expand their resourcefulness.

Keywords: Academic performance, Schooling, Sports participation

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1. Introduction:

The findings in this paper dive deep in the field of Sports and the athletic experience students had during their school days alongside their current involvement in it. The Researcher's interest in this particular field is due to her ongoing Masters as an MBA in sports management. Further investigation in this field would bring to light the cause and reasoning that people have to be active participants in sports and athletic activities. The rationale behind this particular paper is that there is an interrelationship between sports and athletic experience students have during their school times and successive sports involvement. Although the age-old myth continues to oversee the importance, cause, and effect of sports in shaping the character traits at an early age and during adolescence, this paper does bring some interesting facts to light¹.

The hypothesis of this analysis is that there is an interrelationship among sports experience during students’ school times and their sports involvement in later life as adults. This paper will make available information in respect of past experience in sports-related activities and present engagement, which lets education and sports concerning firms, organizations, and industries to make use of and to learn the present position in this particular aspect and grow their resourcefulness. Besides, the health department of the nation could obtain an advantage from this study. This is because, in spite of the fact that public healthcare is a very important issue all over the globe, the importance of health from the movement of the body could be one of the possible ways.

Athletic activities promote more than just good health, it also has a lot to do with boosting one's confidence and self-esteem². Due to such significance, sports and other physicalactivities play a vital role for children of every age during their schooling. Even though studies have shown that sports play an important role in building a strong character in children's education, sport is the first thing that is impaired with a receding economy. As a result, schools eventually start to fall behind on sports and athletic programs countrywide³. School sports provide opportunities to those who can't or lack to participate in outdoor sports due to financial reasons ⁴. For some, school sport is the only means of getting social experience alongside maintaining their academic performance. Hence, getting accepted in any higher form of schooling is a remarkable milestone for many
students and their families\(^{(16)}\). Therefore, it represents the time of intellectual, social, and emotional advancement of a child. Researchers have taken a keen interest in how schooling impacts children’s development and academic result. The quasi-experimental method provides researchers with important apparatus allowing them to dive deep and analyze how schooling impacts children’s advancement\(^{(4)}\).

In India sports and athletic games and activities are overlooked as it is considered to be nothing more than games. But studies do show that involvement in sports activities plays important roles in modeling a child’s mental alertness and is a crucial part of the curriculum, hence it should not be looked down upon and should be made an integral part of the schooling life. Academic education is a must but so is sports and athletics\(^{(3)}\).

As previously mentioned, sports result in improving and establishing confidence and self-esteem in those who might not be strong in academic performance, it helps in strengthening their belief system which may lead to improved academic results. Getting students involved in sports activities is also a proven method of making strong bonds among students and helps in building team spirit. It helps students to make good friends and acts as an icebreaker for new students. These merits are why schools should partake in providing and establishing proper sports environments with adequate facilities and willing instructors for students who want to pursue sports. Students who are involved in sports usually end up making close friendships with their teammates, such relationships boost one’s physical, mental, and emotional health throughout their time in school\(^{(5)}\). When students have something in common between them it’s easier to form strong bonds and maintain them even after their schooling is over. Sports and athletic activities require some form of discipline which helps in building good habits and as a result, such students are less likely to be involved in any risky or reckless behavior both in and outside of school. They are taught from the initial stage to take care of themselves to maintain a healthy lifestyle and are less prone to participate in unhealthy lifestyles and activities. Sport helps in developing skills is teamwork and leadership which may lead to improved academic performance and acquiring new skill sets. Seniors end up helping the new students and encourage them in getting actively involved in sports. From their own experiences, they set an example for the new students that sport is good for academic performance and also provide guidance to the newcomers who might have doubts about sports hampering their academic grades\(^{(6)}\).

Early findings show that any formal experience in the field of sports is more likely to intensify successive athletic and sports participation in later life\(^{(7)}\). This paper will examine the sports experience of respondents during their school times and their current involvement in sports. It would bring to light the general public’s willingness to engage themselves in sports and athletic activities. This study will make available information related to past sports experience and present sports involvement, which provides educational and sports-focused organizations and industries with proper analytical data which later enables them to take advantage of the present position in this area and grow their resourcefulness. The research involves respondents who come from different educational backgrounds and social environment. Our criteria must provide solid grounds for this study.

This research will arrange a survey for students studying at Symbiosis School of Sports Sciences. It means that research can access various respondents which have diversity in home state, educational background, and social environment. This must provide validity and generality to this research. The objective of the study was to analysis the impact of schooling on sports participation as students. This can be done by investigate the respondents’ past experience in the field of sports and athletics during their schooling, by enquiring about respondents’ current involvement in sports and by determining how people’s approach towards sports has taken a turn since their school times.

### 2. Material & Methods:

#### 2.1. Research Design

This is an analytical research formed on the basis of the following hypothesis; there is an interrelationship among sports experience during students’ school times and their sports involvement in later life as adults. Here, Quantitative methodology will be followed. This is because the study is based on factual first-hand information such as their experience in
school, how engaged they were in sports-related activities, since how long they have been playing, what’s their current involvement in sports.

2.2. Data Collection Details

The sample size was considered at least to be 50 to secure and validate the authenticity of the study. Respondents were the students studying at Symbiosis School of Sports Sciences, as they’re a part of the sports industry and mostly all of them have played one or the other sport during their school times. Closed questions that could be answered with a yes or no, multiple-choice questions were asked as the study is based on quantitative and analytical structure.

3. Results and Discussion:

As per the data received on the basis of an online survey conducted, where students of Symbiosis School of Sports Sciences were the targeted samplings, the results are as followed.

To follow with the authenticity of data, I tried to reach out to as many students as I could with the help of social media as it was difficult to collect data physically due to the pandemic wave. I received a total of 81 responses.

The intention of the study was to form an idea of the amount, the interrelation between involvement in various kinds of sports during childhood and the level and types of physical involvement in adulthood^{17}.

![Figure 1. Percentage of People Playing Sports](image)

The results shown in Figure 1 interpret that 84% of students engage themselves in sports activities or play at least one kind of sport. Which leads us towards the hypothesis mentioned in the introductory part, sports experience during school times is correlated to the later involvement of students in sports activities.

75.3% of the students have been involved in sports for at least or more than 5 years.
Figure 2. Current Involvement in The Form of Percentage

Figure 2 shows that approximately 85% of the participants (69 students) are involved in sports and are actively engaged in sports activities.

51.9% of participants (42 students) are recreational participators and 29.6% of the participants (24 students) participate in sports activities at various competitive levels. Followed by a few students working as coaches and activity leaders for sports clubs and gyms.

Figure 3. Percentage of Experience in Sports During School Days

Figure 3 explains, when participants were asked about their experience in terms of sports during their school days, 72.8% of the participants (59 students) were happy about their past experience. A major part of the participants had a good time playing and participating in a number of sports activities and sports competitions.
Figure 4 shows the overall satisfaction of participants with their athletic experience during their school days.

When asked about the satisfaction in terms of their athletic experience, 62.9% of the participants (51 students) are satisfied; either extremely satisfied or slightly satisfied with their athletic experience during their school days. This satisfaction suggests that they were actively involved in sports activities and their school was keen on carrying out such activities. Schools play an important role in students’ interest in extracurricular activities, based on the importance given to such activities\(^{(14)}\).

Figure 5 shows how participants believe that the experience in terms of sports participation during school days has an impact on their current participation in sports.

When asked about participants’ views on my research topic that whether the experience in terms of sports participation during their school days has an impact on their current participation in sports, 69.1% of the participants (56 students) had an answer as a Yes. This particular question from the online survey backs the research topic as participants on a personal level agree to the fact that sports participation during school days has a visual impact on their current participation in sports.
The outcome of this work backs the hypothesis stated in the initial part of the paper, that is there is an interrelationship among sports experience during students’ school times and their sports participation in later life as adults. There was relatively well-built denoting input from their present involvement in various types of sports associated tasks and activities. It was the instance that mostly involvement in the competitive level such as inter-school competitions, participation in extra-curricular activities was a predictor of later participation as adults. In fact, it appeared to have a very small impact with respect to not having any kind of sports involvement at all. Again, this design is acquired over various subgroups categorized in terms of gender and age. This brings us to the conclusive part of this research that there are both empirical and experimental inferences of the outcome. On the empirical side, if we suppose that the markings noted here will be followed between future age statistics, we should look forward on trying to persuade students’ participation in sports tournaments, inter-school competitions, and extracurricular activities on a much higher level of school going kids as early as possible. The future welfare benefits of adults involving themselves in sports activities for a fit and a healthy lifestyle are very prominent otherwise. Additional data is necessary to see the effects of various kinds of participation upon future engagement in sports with the experience in terms of sports during school times structured with more characteristics and variations than was accessible in the information studied here. Greater understanding is necessary when it comes to properties taken under consideration in the various effects by different types of sports engagement and participation as sports involvement. I’d propose the distinctive results may be elucidated to be due to related dissimilarities in expertise levels, comprehension, or fascination towards sports, and their outcome, or the outcome of related dissimilarities in loyalty towards passion, willingness to invest time, and ego commitment.

Apart from this, more data is required on the outcome, if any, of still other formats of preliminary sports involvement at an early stage such as sport played other than under the school system, in the extensive bodies, organized or unorganized aspects, and whether the outcome varies by gender and age. It is conceivable that, as in the current learning, there are impregnable results for more highly competitive sports than less competitive sports.

4. Conclusion:

Surely, the outcome does not come into sight to make a general statement when it comes to involvement in school as competitive participation. In spite of that, the outcome of engagement in community sport apart from the activities conducted by the school may establish some confusion in any study that focuses only on activities conducted by or at the school level. Similarly, those most broadly engaged in competitive school sport also are more engaged in competitive activities in the broader spectrum. If that is the case, any outcome from this other engagement and participation would appear to be the outcome of school involvement. Or, the outside engagement may strengthen the aftermath of school-based extracurricular activities, sport, and leisure activities. Subsequent panel studies should travel through in order to learn about these probable reasons as well.

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