



Social Skills of the Students and Sport Engagement

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Abstract:

Student social skills are the actions that enable someone to join with friends and society informs that can get a positive and avoid negative answers from other people. The research is a quantitative in nature. It uses the survey questionnaire with the Grade 11-12 students who are engage in sports and are having social skills in class of Jagobiao National High School the respondents of the study. This study aims to understand the student's perception towards social skills and sports engagement and its relationship and significance among the Senior-high school students. In gathering the data, they used survey questionnaire. In overall, it was found out that in every year level, students have different answer in terms of the category under sports engagement and social skills. To demonstrate, most of the students answered "agree" of their social skills and sports engagement. It should still have a school based seminar about having students' social skills and sports engagement for its possible effect on students.

Keywords: social skills, sports engagement, cooperation, self-control

I. INTRODUCTION

Social skills are the actions that enable someone to join with friends and society informs that can get a positive and avoid negative answers from other people. You can know these skills from the simplest to the hardest including; waving, smiling, making and asking favors, making friends, expressing conversation. Some of these skills have significance to a person's success because this involves cooperation, self-control, and assertiveness (Madrona and Rivera, 2014). Meanwhile, Sports is an exercise that are supported and improved by the group. It is also an interaction because it evaluates good doings. According to Manuel (2015), engaging to sports help students to give more effort that would enhance their skills such as physical skills, leadership skills, interpersonal skills. The students used these skills every day in engagement and boost their self-confidence. Students who engage in physical activities develop social skills through exercises which social conflict (Sami, Mahmoudi and Aghaei 2015). Social skills do not only affect interpersonal connection and adhering acquisitive attribution but also decreasing mental problems, psychological disorder, and behavioral deflection. In this sense, sports can be seen as a foundation of a person's experience Ahgdasi, (2014). The construction of social interaction in sports can give player an experience in different roles and group intercourse and contribute a significant enhancement of social qualities that combine them to existing bigger social construction (Nucci and Young-shim, 2005). In addition, Sabin (2015) stated that students can discover many social skills by participating to a sport such as: leadership skills, communication skills, team-building and socialization skills, in which it is very important in sports engagement that can give students the chance to socialize with some of their friends. All these social skills are very useful throughout their entire lives, in school, in their future career or in personal relationships. Sports can be useful in practicing how to socialize not only with students of some age, but also with adults such as coaches, sport official, managers and fans. According to Barber and Weidold (2007), engagement in sports can give a chance to create camaraderie, intensity

companion networks, and have more constant and significant connection with friends. But this is not just what engagement in sports can give but also it gives the opportunity to have in contact with peers outside of their common.

II. STATEMENT OF THE PROBLEM

This study aims to understand the student's perception towards social skills and sports engagement and its relationship and significance among the Senior-high school students in Jagobiao National High school for the school year 2018-2019

1. What is the level of social skills of the learners in terms of:

- 1.1 Cooperation
- 1.2 Self-control
- 1.3 Making friends
- 1.4 Expression of opinion
- 1.5 Expressing positive feelings

2. What is the level of sports engagement of the Senior High School students?

3. Is there a significant relationship of the social skills of the students with the level of sports engagement?

III. SIGNIFICANCE OF THE STUDY

In understanding of the specific issues related to social skills and sports engagement; this study would be beneficial to the following; students, teachers, parents and researchers. The students shall benefit in a way that they will know what can they get by engaging in sports activities and how can it develop their social skills. Teachers shall benefit in a way that they can use sports activities in improving their student social skills especially the shy ones. The parents shall benefit in a way that they will know the different strategies on how to enhance their children's social skills through sports engagement. The researchers shall benefit in a way that it will give them ideas on the said topic especially when they also want to research about it.

IV. DEFINITION OF TERMS

Cooperation. refer to the skills of students in relation to sports engagement.

Self-control. refer to the good attitude of each student in terms of engaging sports.

Making friend. refer to the attitude of each student in which they show good relationship to others.

Expression of opinion. refer to the good habit of students that they share to their peers or friend.

Expressing positive feelings. refers to the good habit of the students that they show to their peers or friends.

Sports Engagement- joining or participating in sports activities.

V. REVIEW RELATED LITERATURE

Taking sports activities will provide more chances for students learning and improving social skills Lv and Takami (2015). If an individual understand more of his or her ability and what they are capable to achieve there will be a much bigger opportunity for that individual to accomplish victory (Dobersek, 2018). Sports engagement leads to improved well-being through the positive effect of social and mental progress on whether the impact is more approaching the advance preparatory time (Clark, Camire, Wade and Carney, 2015). Socialization can occur through participation in sports because sports give a microcosm for the people and community (Nucci and Young-shim, 2015). Sports help to elevate social values and enhances the skills, self-control, ethical values and self-discipline of students (Kumar, 2018). Participating in sports has a higher self-confidence (Basich, 2016). Sports is socialized since it evaluate, the actual happenings in the society and enable someone's obtainment of transferable models gather in society biological models, moral, artistic, etc. (Ioan, Minaela, Sorin, 2011). Physical activity such as sports can help students to improve important skills such as the ability to lead and empathize and can affect healthy actions (Nauert, 2010). Sports can give a framework of support and motivation for students, improving relationships, communication and social combination. It is also one of the strategies to socialize within peers and colleagues (Pomahaci and Sopa, 2016) and use as instrument of social transformation (Canabate, Martinez, Rodriguez, Colomer, 2018). According to Ding and Sugiyama (2017), social expertise was established to be a ways and manner to evaluate student's social skills. Sports is important to the precociously progress of students which they can get throughout the game and pitch into the holistic progress of the students (International Platform of Sport and Development, 2009). Social skills can help students to socialize (Madrona and Rivera, 2014). As students join in games and group exercises sports may give the chance for social acceptance and have a higher chances of success in society (Madrona and Rivera, 2014). Sport have been given as an exit for social improvement (Aghdasi, 2014). Sports improves student communication skills by enabling students to imagine about what to do and why to do it and thanks to self-exploring and personal qualities (Ozturk, Ozbey, Camliyer, 2015). It help to construct a feeling of shared accordance and friendship among people to consider each other (Australian Sports Commission, 2013) and gives more opportunities to a person in experiencing victory in terms of educational accomplishment which indicate that sport participation is the origin of a continual positive acuity (Tubic et.al., 2015). Bailey (2007), stated that sports gives chances to meet and to be in contact

with other people, to take various social roles; to know certain social skills such as tolerance and respect for others; to adjust team/collective objectives such as cooperation and cohesion; gives memories of feelings that are not available in the entire life; and has a positive impact on students social growth and pro-social actions (Park, Chiu, Won, 2017) In addition, different sports gives a unique chance that encounter people and transmit social skills and take some of favorable components of society to embrace the team goal and to socially become alive through the actions of other people (Smidu, n.d). Students who participated in sports can have benefits to sustaine and maintain their education. They can also adopt social skills that may enhance their athletic skills (Rees and Sabia, 2010). Sports have been accustomed as exit for social drives (Salamuddin and Harun, 2010) and gives opportunity to the personality of students shaping a better interaction and social improvement. It also allows knowing the significance of key values (Baciu, Baciu, 2015). It can also build relationship among students and gives enhancement to the social skills of students (Yanik, 2018). Through sports gives interaction to meet new friends and can have a strong bond with their old friends (Allen, 2003). As the least motivating factor, students who have engaged in sports desire more to be popular and intend to invite their parents and peers to watch their performance (Masten, Dimec, Donko, Tusak, 2010) Indicated in the study that it had a positive influence on the social skills using the physical activity program intervention and improved their overall scores of social skills. The results also revealed statistically significant differences when it comes to communication, cooperation and self-control (Zhao and Chen, 2018). Student's social skills increases who are involved in all kinds of sports activities, as well as students engaged in sports (Ivaniushina, and Zapletina, 2015). Students who joined sports usually have fun and can also get better sports disciplined (Wentik, Verkooije, and Koelen, 2017).

RESEARCH METHODOLOGY

This chapter discusses the methods utilized by the researcher, the environment of the research, the respondents of the study, the instrument of the survey, the collection of data, and the type of data analysis.

Design

In conducting the research, the researchers use survey questionnaire to gather data. The researcher chose a descriptive-survey research design because it best served to answer the questions and the purpose of the study. A descriptive-survey design in which the respondents can get a lot of information, the student social skills and sports engagement and lastly if there is an association between social skills and sports engagement. Survey questionnaire is to assess public opinion or individual characteristics.

Respondents

The target population for this research is the students in Senior High School of Jagobiao National High School.

Sampling Techniques

A universal sampling technique is use by the researchers for this study in which the researcher made a survey from all grade 11 and grade 12 students with the total number of 215.

Locale

This study will be conducted in Jagobiao National High School, specifically in Senior High School Department. The

building of Senior High School Department was built last May 2016. It is a three-story building that is consist of six classrooms for the accommodation of the learners in each academic strand they had offer, namely: General Academic Strand (GAS), Humanities and Social Sciences (HUMSS), Accountancy, Business and Management (ABM). Each strand has one section per year level.

Instruments

This study uses a questionnaire to assess the student social skills and sports engagement specifically among the Senior High School student. The instrument used was survey questionnaire in which students will be given a piece of paper listed questions for them to answer. A survey questionnaire is use for this research for it will be easy for the researcher to know students who are having social skills and sports engagement. Part I- the level of social skills of the learners in terms of cooperation, self-control, making friends, expression of opinion and expressing positive feelings. Part II - the level of sports engagement of the Senior High School students. Part III - a significant relationship of the social skills of the students with the level of sports engagement.

Data Gathering and Procedure

The researchers will ask permission from the students to be the respondents of this research study with the help of the letter of consent signed by the teachers and the principal. The respondents will be given questionnaires and they will write their answers on questionnaires itself. After distributing the questionnaires to the respondents, the researchers will give enough time to the respondents to answer the questions given. If the respondents are done answering the questions, their papers will be collected and the researchers will give their appreciation to the respondents for cooperating. The result of the collected papers will be the researcher's basis for the analysis, interpretation, findings, conclusion and recommendation of the study.

Statistical Treatment

The researchers will use the weighted mean and the chi-square in interpreting the data. The chi-square test will be used to assess student social skills and sports engagement. The result of the chi-square will be the basis of the researcher in which they can know if there is an association between social skills and sports engagement of students.

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings, analysis, discussion and interruption of data gathered wherein the objective is to find out the social skills and sports management.

Table .1. Cooperation

Indicators	Weighted Mean	Interpretation
I can communicate my ideas to my friends and colleagues	3.91	Agree
I can coordinate with people during activities	3.77	Agree
I am a team-player	3.37	Neutral
I listen to suggestions	4.03	Agree
I can encourage other people to work together	3.78	Agree
OVER ALL WEIGHTED MEAN	3.77	Agree

Legend:1.00-1.80 Strongly Disagree 1.81-2.60 Disagree 2.61-3.40 Neutral 3.41-4.20 Agree 4.21-5.00 Strongly Agree N=215

The table above shows the overall weighted mean of cooperation which is 3.77 and is interpreted as "AGREE." The statement "I listen to suggestions" has the highest weighted mean which is 4.03 followed by the statement "I can communicate my ideas to my friends and colleagues" which has a weighted mean of 3.91 while the statement "I am a team-player" has the least weighted mean which is 3.37.

Table.2.Self-Control

Indicators	Weighted Mean	Interpretation
I am willing to wait for my turn in everything	4.03	Agree
I am well-disciplined	3.84	Agree
I am patient during the bad times	3.62	Agree
I can tolerate misunderstanding without losing my temper or getting angry	3.53	Agree
I am not letting my emotions to take over my limitations	3.72	Agree
OVER ALL WEIGHTED MEAN	3.75	Agree

Legend:1.00-1.80 Strongly Disagree 1.81-2.60 Disagree 2.61-3.40 Neutral 3.41-4.20 Agree 4.21-5.00 Strongly Agree N=215

The table above shows the overall weighted mean of self-control which is 3.7 and interpreted as "AGREE." The statement "I am willing to wait for my turn in everything" has the highest weighted mean of 4.03 followed by the statement "I am well-disciplined" which has a weighted mean of 3.84 while the statement "I can tolerate misunderstanding without losing my temper or getting angry" has the least weighted mean which is 3.37.

Table .3. Making Friends

Indicators	Weighted Mean	Interpretation
I socialize with other people	3.82	Agree
I easily find friends in a new environment	3.64	Agree
I can keep acquaintances longer	3.57	Agree
I communicate to meet new friends	3.72	Agree
I insist to introduce myself first to find new friends	3.45	Agree
OVER ALL WEIGHTED MEAN	3.64	Agree

Legend:1.00-1.80 Strongly Disagree 1.81-2.60 Disagree 2.61-3.40 Neutral 3.41-4.20 Agree 4.21-5.00 Strongly Agree N=215

The table above shows the overall weighted mean of making friends which is 3.64 and is interpreted as "AGREE." The statement "I socialize with other people" has the highest weighted mean of 3.82 followed by the statement "I communicate to meet new friends" which has a weighted mean of 3.72 while the statement "I insist to introduce myself first to find new friends" has the least weighted mean of 3.45.

Table.4. Expression of Opinion

Indicators	Weighted Mean	Interpretation
I can share my thoughts and ideas whenever I am in gathering.	4.10	Agree
I share my observations with my peers honestly.	4.03	Agree
I share my suggestions to my peers.	3.95	Agree
I can express my thoughts conveniently without hesitations.	3.99	Agree
I believe opinions are important to be expressed.	3.84	Agree
OVER ALL WEIGHTED MEAN	3.98	Agree

Legend: 1.00-1.80 Strongly Disagree 1.81-2.60 Disagree 2.61-3.40 Neutral 3.41-4.20 Agree 4.21-5.00 Strongly Agree N=215

The table above shows the overall weighted mean of expression of opinion which is 3.98 and is interpreted as "AGREE." The statement "I can share my thoughts and ideas whenever I am in gathering." has the highest weighted mean of 4.10 followed by the statement "I share my observations with my peers honestly" which has a weighted mean of 4.03 while the statement "I believe opinions are important to be expressed" has the least weighted mean of 3.84.

Table. 5. Expressing Positive Feelings

Indicators	Weighted Mean	Interpretation
I motivate my friends with good thoughts.	4.10	Agree
I encourage my friends to do their best in the things they will do.	4.03	Agree
I let my friends know and feel my support.	3.95	Agree
I display positivity and good vibes.	3.99	Agree
I inspire my friends with my stories and experiences.	3.84	Agree
OVER ALL WEIGHTED MEAN	3.44	Agree

Legend: 1.00-1.80 Strongly Disagree 1.81-2.60 Disagree 2.61-3.40 Neutral 3.41-4.20 Agree 4.21-5.00 Strongly Agree N=215

The table above shows the overall weighted mean of expression of opinion which is 3.44 and is interpreted as "AGREE." The statement "I motivate my friends with good thoughts." has the highest weighted mean of 4.10 followed by the statement "I encourage my friends to do their best in the things they will do." This has a weighted mean of 4.03 while

the statement "I display positivity and good vibes" has the least weighted mean of 3.99.

Table. 6. Sports Engagement

Indicators	Weighted Mean	Interpretation
I am fond of joining the sports I like.	3.57	Agree
I like joining sports fest and competitions.	3.41	Agree
I am active on local sport activities.	3.34	Agree
I buy my own sports equipment.	3.26	Agree
I watch sports channel of my favorite sports.	3.61	Agree
OVER ALL WEIGHTED MEAN	3.44	Agree

Legend: 1.00-1.80 Strongly Disagree 1.81-2.60 Disagree 2.61-3.40 Neutral 3.41-4.20 Agree 4.21-5.00 Strongly Agree N=215

The table above shows the overall weighted mean of sport engagement which is 3.44 and is interpreted as "AGREE" the statement "I watch sports channel of my favorite sports." has the highest weighted mean of 3.61 followed by the statement "I am fond of joining the sports I like." This has a weighted mean of 3.57 while the statement "I like joining sports fest and competitions." has the least weighted mean of 3.41

Table.7.

Variables	X^2	F_x	$X_{.05}$	Decision	Interpretation
Cooperation and Sports Engagement	16.76	4	9.49	Reject	Significant
Self-Control and Sports Engagement	42.58	12	21.03	Reject	Significant
Making Friends and Sports Engagement	20.04	12	21.03	Reject	Significant
Expression of Opinion and Sports Engagement	33.36	8	15.51	Reject	Significant
Expressing Positive Feelings and Sports Engagement	2.39	8	15.51	Reject	Significant

The table shows the computed value of social skills and sport engagement X^2 (20.0489), it is less than $X^2_{.05}$ (21.03) and the

decision is to reject the null hypothesis. For expression of opinions the computed value is X^2 (33.3604) it is greater than $X^2_{.05}$ (15.51) and the decision is still to reject the null hypothesis. For expressing positive feelings the computed value is X^2 (21.3947) it is greater than $X^2_{.05}$ (15.51) and the decision is to reject the null hypothesis. For self-control the computed value is X^2 (42.5811) it is greater than $X^2_{.05}$ (21.03) and it is still to reject the null hypothesis. For cooperation the computed value X^2 (16.7684) is still greater than $X^2_{.05}$ (9.49) it is still to reject the null hypothesis. To sum up, it can be extrapolated that there is significance between social skills and sports engagement (Kumar,n.d; Bailey, 2007; Salamuddin and Harun, 2010; Ozturk, Ozbey, Camliyer, 2015; Lv and Takami, 2015)

VI. FINDINGS

The study conducted a survey that made use of the weighted mean and chi-square in knowing if there is an association between social skills and sports engagement of the students. This study aims to understand the student's perception towards social skills and sports engagement and its relationship and significance among the Senior-high school students in Jagobiao National High School in the first semester. The first part of the survey questionnaire showed the personal information of the respondents. All first tables, the data reveals the different overall grand total of the answer of students in cooperation, self-control, making friends, expression of opinion and expressing positive feelings and it reveals that the overall weighted mean of students in their category cooperation is interpreted as "agree", in self-control it is interpreted as "agree", in making friends it is interpreted as "agree", in expression of opinion it is interpreted as "agree", and in expressing positive feelings it is interpreted as "agree". This means that they are all interpreted as "agree". Most of the students answered agree in every category. The researchers found out that level of sports engagement of the Senior High School students is high and interpreted as "agree". The association between social skills of the students with the level of sports engagement is interpreted as significant and its decision is to reject the null hypothesis.

VII. CONCLUSION

The results of the study are that the researchers found out that there is an association between students social skills and students sports engagement. Both are the same in interpretation because it is labeled as "agree", this means that students are really having social skills and are really into sports engagement. To examine the association between social skills and sports engagement the researchers can say that there is an association having all significant in interpretation result for chi-square, expressing positive feelings have the greatest value of the computed chi-square and it is significant in result for the interpretation followed by expression of opinion and also labelled as significant in interpretation. So, the researcher can say that in student's social skills and sports engagement they are really comfortable having social skills and sports engagement in their selves. (Basich, 2016)

VIII. RECOMMENDATIONS

Sports engagement alone could not establish a significant effect to social skills. With that, it is reasonable enough to have the recommendations from the study conducted. Based

on the results of the study conducted, the researchers of the study recommend the following:

1. A school based seminar about the social skills and sports engagement of students and how can it incorporate with students in their academic performance. A seminar is needed so that students can be more interesting in having social skills and sports engagement.
2. The teachers should continue to ponder in the hearts and minds of the students of Jagobiao National High School the possible effects of students social skills and sports engagement even if we can say that having social skills and sports engagement can give positivity to students but still students' must be aware of its possible effects.
3. On the part of the parents, they should regularly check their children during weekdays or even weekends in order to motivate them in doing good in class and specially not just focus on having sports engagement because sports is not just the only thing that is important to students but their academic performance is also important. They should still learn to communicate with their children to know how their children are doing.

LIMITATIONS OF THE STUDY

In overall this research paper was carefully prepared, the researchers are still aware of its limitations. The respondents of the study are the senior high school students. In this manner, the data that were collected represent the majority of the students.

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X. RESEARCH INSTRUMENT

Personal Information

Name:

Age:

Grade and Section:

Sex:

Direction: Please answer the following items with all honesty. The information that will be gathered by the researchers shall be held with utmost confidentiality.

Rating Scale:

5-Strongly Agree 4-Agree 3-Neutral 2-Disagree 1-Strongly Disagree

1. What is the level of your social skills in terms of:

1.1 Cooperation

- I can communicate my ideas to my friends and colleagues.
- I can coordinate with people during activities.
- I am a team player.
- I listen to suggestions.
- I can encourage other people to work together.

1.2 Self-Control

- I am willing to wait for my turn in everything.
- I am well disciplined
- I am patient during bad times.
- I can tolerate misunderstanding without losing temper or not getting angry.
- I am not letting my emotions to take over my limitations.

1.3 Making friends

- I socialize with other people.
- I easily find friends in a new environment.
- I can keep acquaintance longer.
- I communicate to meet new friends.
- I insist to introduce myself first to find new friends.

1.4 Expression of Opinion

- I can share my thoughts and ideas whenever I am in gathering.
- I share my observations with my peers honestly.
- I share my suggestions to my peers.
- I can express my thoughts conveniently without hesitations.
- I believe opinions are important to be expressed.

1.5 Expressing Positive Feelings

- I motivate my friends with good thoughts.
- I encourage my friends to do their best in the things they will do.
- I let my friends know and feel my support.
- I display positiveness and good vibes.
- I inspire my friends with my stories and experiences.

2. What is the level of your sport engagement?

- I am fond of joining the sports I like.
- I like joining sports fest and competitions.
- I am active on local sport activities.
- I buy my own sports equipment.
- I watch sports channel of my favorite sports.

XI. TALLY SHEETS

Table .8. Cooperation and Sports Engagement

Cooperation	1.00 – 1.81	1.81 – 2.60	2.61 – 3.40	3.41 – 4.20	4.21 – 5.00	Total
2.61 – 3.40	9	19	30	25	6	89
3.41 – 4.20	5	19	27	39	36	126
Total	14	38	57	64	44	215

Table. 9. Self-Control and Sport Engagement

Self-Control	1.00 – 1.81	1.81 – 2.60	2.61 – 3.40	3.41 – 4.20	4.21 – 5.00	Total
1.81 – 2.60	3	3	2	2	1	11
2.61 – 3.40	2	14	30	9	5	60
3.41 – 4.20	5	11	25	50	15	106
4.21 – 5.00	2	8	8	7	13	38
Total	12	36	65	68	34	215

Table. 10. Making Friends

Making Friends	1.00 – 1.80	1.81 – 2.60	2.61 – 3.40	3.41 – 4.20	4.21 – 5.00	Total
1.81 – 2.60	3	4	5	2	1	15
2.61 – 3.40	3	11	26	19	9	68
3.41 – 4.20	2	7	22	44	21	96
4.21 – 5.00	3	7	8	10	8	36
Total	11	29	61	75	39	215

Table.11. Expression of Opinion

Expression of Opinion	1.00 – 1.80	1.81 – 2.60	2.61 – 3.40	3.41 – 4.20	4.21 – 5.00	Total
2.61 – 3.40	4	11	26	16	3	60
3.41 – 4.20	7	7	28	49	33	124
4.21 – 5.00	1	3	3	12	12	31
Total	12	21	57	77	48	215

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