



Think India (Quarterly Journal)

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Students Relational World without Sports

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Abstract:

Sports are very much liked by the Students in their school/college time. In order to let students know the benefits and importance of the sports all through the life. Sports are the physical activities with different names according to the ways of playing them. Sports are generally liked by almost all the Students whether girls or boys. Generally the topic of benefits and importance of sports are argues by the people. Any type of sport is deeply connected with the physical, physiological, mental and intellectual health with their relationship of the person. It helps in maintaining the physical and mental fitness of the person and their self other relatedness. Playing sports on daily basis help in developing the relationship and the Lack of sports in life causes conflicts & fusion in the relationships. It also improves the psychological skills of the person playing. It brings motivation, courage, discipline and concentration but if a person not engaged in games & sports in a long time their relationship are automatically divorced and fused and getting worst. So, It may sound a little surprising to hear that participating in sports can be a great relationship-builder for us. People who grew up playing sports have more finely developed social skills than those who did not, in part due to the self-esteem boosts created by participation and feeling like part of a team.

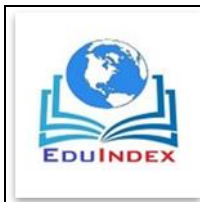
Keywords: Sports, Self-other relatedness, Relational world.

Introduction:

“The sense of identity requires the existence of another by whom one is known; and a conjunction of this other person’s recognition of one’s self with self recognition”

-Laing (1990)

The first and foremost relationship of a person is with his or her own self. The way a person relates with him or herself, determine how he would relate with others. Therefore, literature review considers the researches done in the area of relationships. Holding on the cliché of John Donne that “No man is an island”, all over the continent the relationships serve as a base of one’s existence. Nothing affects the human personality so much as the relationships. It is only



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in the context of others that our needs can be met. Whether we like it or not, each of us has an unshakeable dependence on others (Parrott,1998). Everyone need trust, support, affection, love and most importantly belongingness to a group.

The term relationship is used conventionally to refer to people who influence each other's behaviour. According to Hinde (1997) "Relationships as often described are more or less close, and a participants perceptions of the closeness of a relationship may affects its detailed course. Closeness implies interdependence between the participants."

At a preliminary stage of development, the child is unable to distinguish himself from others, he considers himself as a part of mother. In gradual process of growth he begins to segregate himself from others and think about himself and others. This direct experience with others is mediated. As a result relatedness becomes more rich, brood, complex and more differentiated with development.



In the words of Josselson (1996), "Relatedness not only involves other people as an object of desire (as when we need someone to satisfy a particular need) but relatedness also serves as a context for the experience of the self". Thus, self other relatedness is developed as a process of interaction and experience with others. Each one of us has two worlds within us-internal and external. How one relates with the external world will decide how one construes and relate with himself/herself. Hence, relationships become a parameter for not only one's survival but also one's well being.

"An athlete cannot run with money in his pockets. He must run with hope in his heart and dreams in his head."– Emil Zatopek

Playing sports and games continuously means motivating the mental and physical growth. It makes us learn about how to maintain the physical and mental balance as it improves the concentration level and memory. It makes life too peaceful to tackle any difficult situation. It develops sense of friendliness and removes all the differences between two people. It keeps body in shape which makes us strong and active however it also keeps mind peaceful which brings positive thoughts and keeps us away from the many diseases and disorders.

It gives us lots of energy and strength as well as removes all the tiredness and lethargy by improving the blood circulation all through the body and promoting the physical and mental well-being. It improves ones capability, work efficiency and prevent from being exhausted mentally and physically. It is the integral part of improving the quality of education among students. Sports and education both together are the best ways of achieving success in life.

Many of us had the experience of playing sports as children. Whether in a recreational league or something more professional, there's a reason why sports are recommended for kids and teens: because they help one feel as though they're a part of something. There's a sense of belonging that comes with playing sports as part of a team, as well as a significant boost in self-esteem. It's where many important social skills are learned, including acceptance of others, support of our peers, and the value of competition.

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Research Methodology:

Objectives: To assess the self other relatedness among non-sports students across gender.

Design: Ex- post facto research with exploratory orientation was used.

Variables:

Major Variables: Major variables of the research is self other relatedness. This was major variable have been measured across gender of students who are not playing sports.

Sample

The sample comprises of 100 non-sports students at Lucknow. These groups were divided based on gender of the students. The sampling technique has been used for Non-probability purposive technique.

Sampling Criteria:

Inclusion criteria:

1. Non- Sports students
2. Age group of students between 15-20 yrs
3. Students not play sports for at least last 3 year.
4. Sports students who are able to understand and speak Hindi or English.
5. Sports students will be available at the time of data collection.
6. Students (male and female) who were willing to participate in the study.

Exclusion Criteria

1. Sports students
2. Non -Sports Students above 20 years.
3. Those who are professional sportsman.

Tools and their Administration

I. Socio Demographic Profile Sheet: this questionnaire was developed by researcher included items related to personnel characteristic of non-sports students such as age, gender, education.

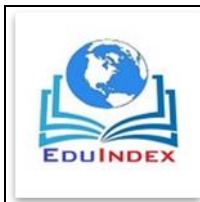
II. Circle Technique (Thrower, Bruce and Walton in 1982) was used to explore self other relatedness and relationship dynamics of non-sports students.

(a) About the Technique

With the help of circle drawings illustrated in graphic, form the patterns of closeness distance, power in a family and alliance and boundaries. The circle source a rich source of information concerning family dynamics and interpersonal relations.

(b)Administration of the Tool

The subject was asked to devote his own ‘self’ and ‘significant person’ in his life space. After establishing the rapport with the subject following instructions were given-



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“यह गोला आपके जीवन क्षेत्र / जिंदगी का दायरा है। हम आपको छोटी बड़ी सभी प्रकार की बिंदीनुमा गोले दे रहे हैं। इन बिंदियों की सहायता से आप खुद को तथा अपनी जिंदगी के महत्वपूर्ण लोगों को (जो आपकी जिंदगी में बहुत मायने रखते हैं) उनको दिखाए। यह बिंदीनुमा गोले छोटे भी हो सकते हैं (o) और बड़े भी हो सकते हैं (O)। यह इस बात पर निर्भर करेगा कि अमुक व्यक्ति आपके जीवन में कितना महत्वपूर्ण है व कितना मायने रखता है। यदि किसी व्यक्ति की मृत्यु हो चुकी है लेकिन वह आज भी आपकी जिंदगी में बहुत महत्वपूर्ण है, तो उसको भी आप इस गोले में दिखा सकते हैं। प्रत्येक गोला किस व्यक्ति को दिखा रहा है उसका नाम अथवा रिश्ता अवश्य बताएँ। आपके द्वारा दी गई यह जानकारी हमारे पास ही रहेगी तथा गोपनीय रखी जाएगी।”

(c)

Scoring & Analysis

Data obtained on circle technique has been analyzed on five dimensions: Presence of self, Centrality of self, Size of self related to others, Autonomy of self, significant others emerged in life space. Thereafter tabulation of the obtained raw data with the help of content analysis and percentage analysis were used.

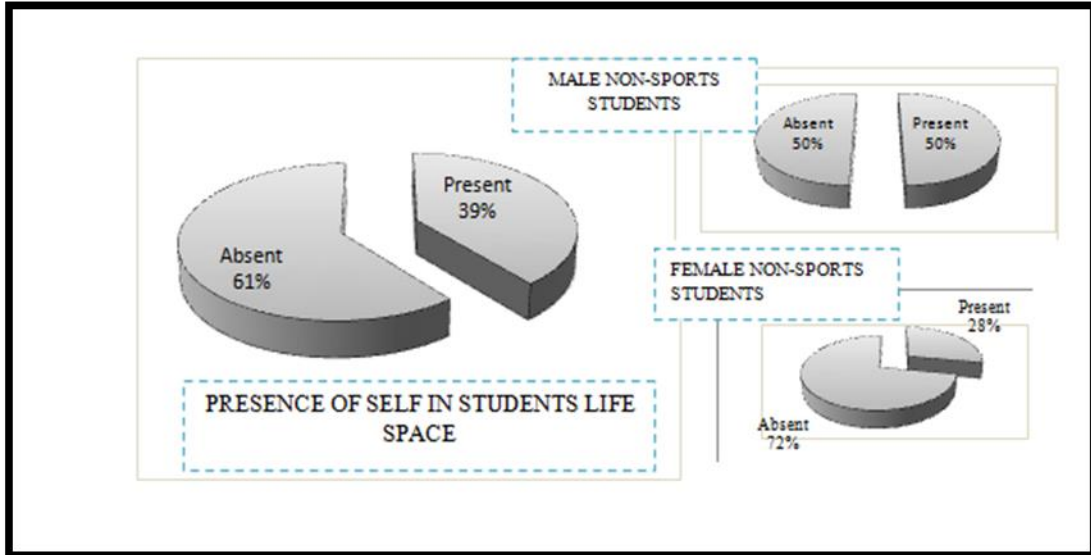
Result:

Relationships are an essential part of health and wellbeing. Relationships supply strength to a long, healthy, and happy life. The key component for any successful relationships are when we make mistakes and take responsibility for own behaviour. The base of any successful relationship is observe and connect with ourselves decides how we would perceive others and relate with them. Laing (1990) proposes that many instances of mental illness are primarily a result of a lack in basic security of the self. We all have two worlds of relationship: the internal world and the external world. How we relate to the external world depends upon the internally construed world of relations. This self-other construing can be understood in a nonthreatening way by projective technique or tests where there is little play of social desirability. There is no existence of self in the absence of others because in relational self knowledge about the self is linked with the knowledge about significant others.

The Circle Technique reflects the construing of the relational world within. The data obtained from Circle Technique has been analyzed on five dimensions, namely – Presence of self, Centrality of self, Size of self, Relation of self to others, and Significant others emerged in life space. These dimensions pertaining to self- other relatedness are being discussed here –

1. **Presence of Self**-Whether the self is present or not in the life space of a person is of considerable importance.

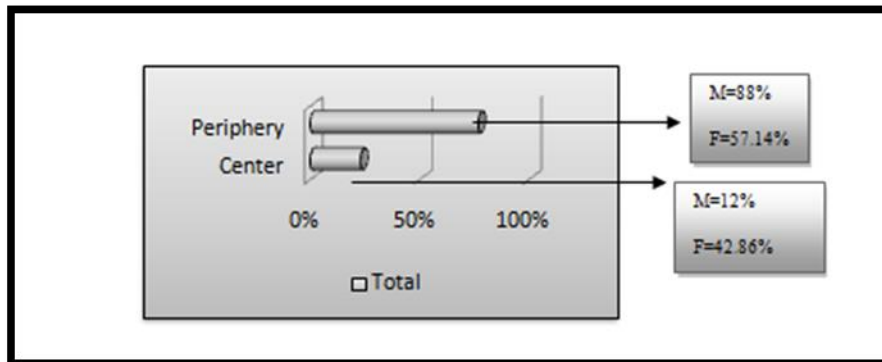
PRESENCE OF SELF



The content analysis of the obtained responses brought forth two response categories. It is clearly apparent that taken as a whole, 61% Students do not have their self in their life space. This reflects that their life space is dominated by others. Self with a programming of rejection by significant others often leads to self rejection. However when the results revisited for gender more Male (50%) in comparison to their Counterparts differences (28%) have their self in their life space. This also has a bearing of the discriminative rearing where the male child right from beginning prized and given importance conceives self as important.

2. **Placement of Self-** Placement of self shows the importance of self in one's life space. Either the self can be in the centre or in the periphery.

Placement of Self



The obtained data on circle technique reflects that for the majority of students self is placed at periphery. The content analysis of the obtained responses brought forth two response categories. As is apparent from Graph, 76.9% of the students made their self at periphery in their life space. This again shows the **inadequacy and inferiority of self**. Others are more important in their lives than their own self. However, more Male Students(88%) than their counterparts (57.14%) made their self at the periphery.



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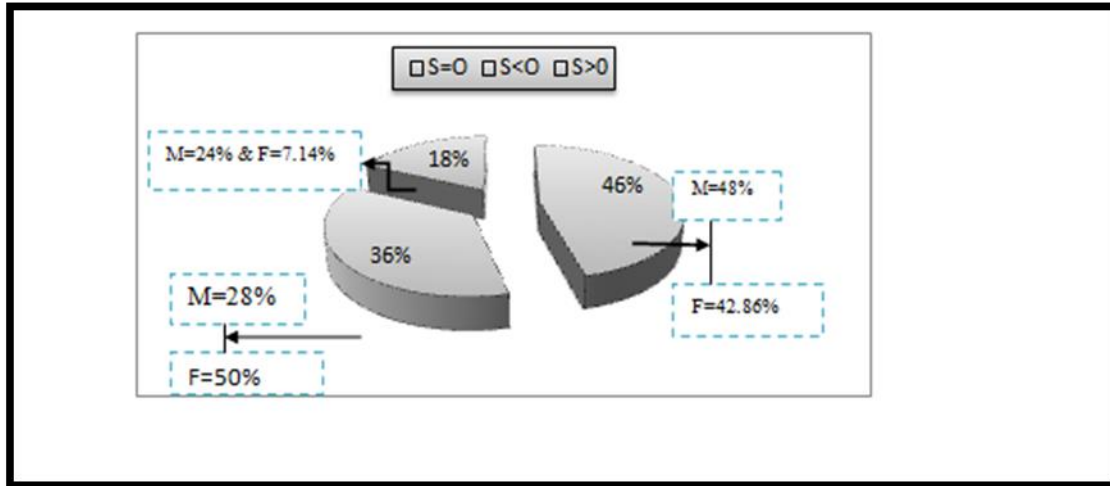
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3. **Size of Self-** This dimension shows the development of self in one's life space i.e., whether the self is depicted as equal to others or bigger than others or smaller than others.

Size of Self



Size of self, denotes the dominance of self in relation to others. This dimension indicates whether the self of the person in relation to others is more important, less important or equally important. When the data was content analyzed it brought forth three response categories, It is clearly apparent from Figure, that 46.15% of the sample made their self equal to others in their life space. This was followed by 35.89% of the sample who made their self smaller than others. In terms of gender Female Students (50%) predominantly made their self smaller than others whereas Male Students (42.86%) predominantly made their self equal to others. In other words more Female Students perceive their self as weak, inadequate, worthless, insignificant and smaller to others than their counterparts.

4. **Relation of Self to others-**

Two major trends have emerged in the data. One which shows a **fused self other relation** where boundaries between persons are very unclear, in this members do not clearly separate there, own feelings, anxieties, concerns and identities. (and) the other where the self is **emotionally divorced from significant others** where members are emotionally separated or divorced, they are distant and share very few of their emotions.

Relation of Self to Others

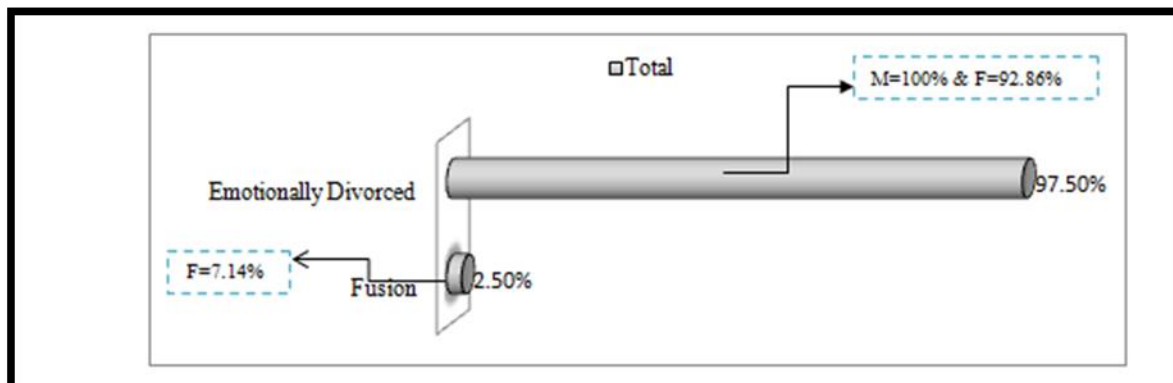


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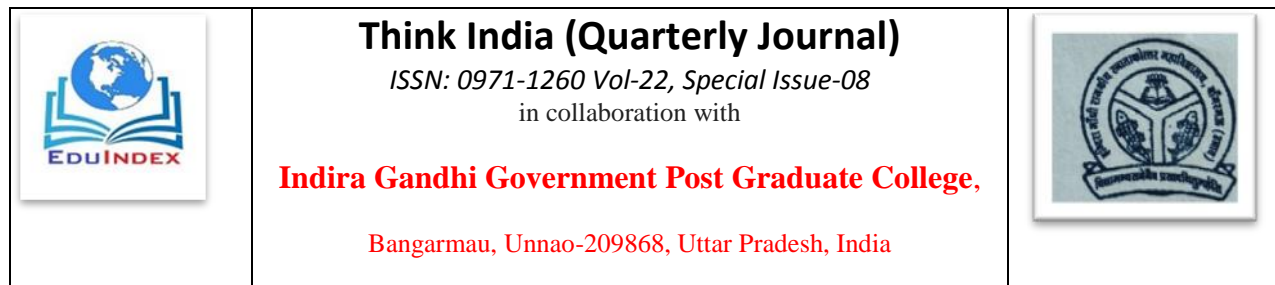


The content analysis of the obtained responses (for only 39 students of various ailments who had their self present in their life space) brought forth two response categories, From the graph it is evident that sample predominantly depicted their self as independent of others in their life space or in other words as emotionally divorced. On analyzing the data according to gender similar trend emerged. However Male Students (100%) were slightly ahead of Female Students (92.86%) in depicting their self as emotionally divorced.

Conclusion:

- Majority Students do not have their self in their life space.
- Another interesting trend In terms of presence of self in life space which emerges is that 100% female students do not have their self in their life space.
- However, those who have shown their self in their life space, the placement of the self is at periphery, which further indicate inadequate self image.
- In terms of gender more Female students perceived their self as weak, inferior, inadequate others than their counterparts.
- Thus absence of self in the life space and self being depicted emotionally divorced indicate conflictual self – other relations. This supports the assumption that “Self – other relatedness of Students caring for person with chronic mental illness would be conflictual”.
- Further in terms of gender as greater number of Female students did not have their self in their internally construed relational world. Besides there appeared greater fusion of self -other relations among those in whom self has emerged.
- In terms of gender difference it is found that females reported greater number of significant others in comparison to their counterpart.

Rather than promoting a “one versus all” mentality, sports can actually have a hugely beneficial effect on building and maintaining good interpersonal relationships. Whether it’s through meeting new people as rec league teammates, bringing family and friends together to play a pickup game, or using your athletic performance tracker to connect with an online community, sports can be a building block for healthy, long-lasting relationships



Major implications arising out of the main findings are as follows-

- The findings strongly suggest the need to provide intervention in the form of psychosocial support on the relationship level to these Students.
- Counselling services by trained mental health professionals or Sports counsellor should be a part of the treatment.
- Radical acceptance of DBT & acceptance and commitment therapy can be given to the patient and their caregiver.

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