SOCIAL COMPETENCE IN THE DEVELOPMENT OF SPORTS PERFORMANCE OF BACHELOR IN PHYSICAL EDUCATION STUDENTS IN TARLAC STATE UNIVERSITY

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ABSTRACT This study focused in social competence, as a facet of sociology, and its relationship with sports performance. The study, also attempted to ensure that aside from the practical sporting abilities and various physical tasks for the respondents to be socially competent in order to have a very satisfactory work outputs. The Pearson Product-Moment Correlation was used to test the relationship between the social competence and the profile of the respondents and other variables through the survey-questionnaire. Also, a Social Competence Scale was administered as a tool to develop an index that measured social competence of the respondents during on-court and off-court sports experiences. Observations, interviews, video clips, group discussions and team dynamics activities were used as measuring tools to establish personal grasps of the respondent’s interactions and dynamics, as a team. Findings of the study will encourage the college sports coordinators, coaches, trainers and sports enthusiasts to focus in-deeply on the sociological and physiological well-being of their athletes. This will boost the morale and performance of their teams’ achievements; the social awareness enhancement of the Tarlac State University’s Sports Development Program and become an eye opener for the Sporting World.

INTRODUCTION

Background of the Study

Sports are institutionalized competitive activities that involve rigorous physical exertion or the use of relatively complex physical skills by participants motivated by personal enjoyment and external rewards (Coakley, 2001). An interesting yet unstudied facet of sociology of sport is social competence. It is possessing and using the ability to integrate social, emotional, and cognitive skills and behaviors in order to achieve social tasks and outcomes valued in a specific society. Being socially competent would mean meeting associated personal social and emotional needs, and developing transferable skills and attitudes of value beyond school. Social competence and sports performance in the ability to create interpersonal relationships in such a manner that the common aim of performance and success is achieved within the framework of accepted rules of the sports system under consideration of the needs of the athlete (Anders, 2003).

The Bachelor in Physical Education (BPE) is the first degree to be offered by the College of Human Kinetics of Tarlac State University. The Board of Regents approved resolution No. 42 s. 2001, issued on October 3, 2001 for its official offering. Legally, this academic program paved the way towards the conversion of the former Institute of Physical Education and Sports (IPES) to College of Human Kinetics on September 6, 2006 by virtue of Board of Regents Resolution No. 156 s. 2006.

Participation in sport can help students develop higher level of physical fitness and attain a higher degree of proficiency in selected sport skills and knowledge of various aspects of the game. Other frequently cited benefits of participation include the development of friendship, cooperation, leadership and loyalty. It is then interesting to probe whether social competence through enhanced social intelligence could be associated with sports performance. This led me to the question: Would social competence have a relationship to sports performance of BPE students?
This study primarily concerned on the relationship between social competence and sports performance of the Bachelor of Physical Education students of Tarlac State University (TSU) in trying to find out if such relationship thus exists, the researcher sought answers to the following questions:

1. What is the profile of respondents? (age, gender, religion and sports played)
2. What is the level of attainment of social competence in the development of sports performance of the respondents along:
   a. Social Awareness (primal empathy, attunement, empathic accuracy, social cognition)
   b. Social Facility (synchrony, self-presentation, influence and concern)
   c. Team Rhetoric (building bonds, team capabilities)
3. What is the relationship between the socio-demographic profile and the social competencies of the respondents?

METHODOLOGY

This study was conducted among the students of the College of Human Kinetics of the TSU during the academic year 2007-2008. The 116 respondents of the study were the students of the College of Human Kinetics of the TSU, school year 2007-2008. The aim of having respondents of the same institute with differing sports performance is to be able to compare the social competence quotients of each player within the college. The researcher used questionnaire as the main instrument in gathering information from the respondents regarding their socio-demographic profile and their level of social competence in terms of social awareness, social facility and teamwork rhetoric in Physical Education. The researcher used a structured questionnaire which was administered to the respondents and adopted a Social Competence Scale which was used in the interpretation of data. It contained statements and the respondents were tasked to respond accordingly. In accordance with this, the researcher also developed an index that measured the social competence as it is perceived in on-court sports played. Equipped with such index, the researcher viewed file videos of respondents games played and rated their social competence as a team. Aside from these quantitative procedures, the researcher also observed the respondents during practice in order to have a personal grasp of their interactions as a team. If still possible, the researcher also conducted interviews and focus group discussions to get acquainted with the dynamics of the team.

Frequency counts, percentages, continuum mean, chi-square test and Pearson Product-Moment were used for interpreting the data gathered through the survey questionnaire. Frequency counts, percentages and continuum mean were used primarily to describe and assess the level of social competency of the chosen respondents. It was useful in identifying what were the areas of strength and weaknesses of the athletes and the teams in terms of their social competency. The t-test was further used to test the hypothesis that the expected level of attainment on social competencies is sometimes true. The chi-square test was used to test the distribution of respondents in terms of their socio-demographic profile. The Pearson Product-Moment was used to measure the relationship between the social competence and the profile of the respondents as well as the relationship between the social competence and the level of sports performance of the respondents. The 0.05 level of significance was set as the criterion point in rejecting or accepting the hypotheses.
RESULTS AND DISCUSSION

Relationship between Social Awareness and Profile of the Respondents

Table 1 presents the relationship between the social awareness and profile of the respondents. It shows that age, religion and sports played have no relationship with the social awareness of the respondents as to primal empathy. It further shows that sex and the extent of competition are the predictors of the primal empathy of the respondents because the computed r exceeded the critical value. Thus, there is a significant relationship (negative) between the primal empathy with the sex of the respondents. This predicts that the primal empathy depends on the sex of the respondents. On the other hand, the primal empathy has a positive relationship with the extent of competition participated by the respondents. The computed r (0.2051) was greater than the critical value. The researcher thus concluded that there is a positive relationship with the extent of competition participated by the respondents. The computed r (0.2051) was greater than the critical value, making the researcher conclude that there is a significant relationship between the primal empathy and the extent of competition participated by the respondents. As the extent of competition increases, the social awareness as to primal empathy also increases.

Table 1. Relationship of the respondents’ social awareness and their profile

<table>
<thead>
<tr>
<th>Profile</th>
<th>Primal Empathy</th>
<th>Attunement</th>
<th>Empathic Accuracy</th>
<th>Social Cognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>-0.0341</td>
<td>0.0395</td>
<td>0.0762</td>
<td>0.1480</td>
</tr>
<tr>
<td>Gender</td>
<td>-0.2012*</td>
<td>-0.1838*</td>
<td>-0.1601</td>
<td>-0.3108*</td>
</tr>
<tr>
<td>Religion</td>
<td>-0.0482</td>
<td>0.0195</td>
<td>-0.0352</td>
<td>0.0509</td>
</tr>
<tr>
<td>Sports Played</td>
<td>0.1016</td>
<td>-0.0889</td>
<td>-0.0683</td>
<td>-0.0111</td>
</tr>
<tr>
<td>Extent of Competition</td>
<td>0.2051*</td>
<td>0.1021</td>
<td>0.0867</td>
<td>0.0757</td>
</tr>
</tbody>
</table>

$r_{0.05} = 0.1780$ * = significant

Considering social awareness in terms of attunement, the age, religion, sports played and the extent of competition have no significant relationship. Only the sex was related to the attunement of the respondents. This further concluded that the presence of the respondents’ attunement is dependent on their sex. As to empathic accuracy, it was revealed that there was no significant relationship between the empathic accuracy and the profile of the respondents.

Social cognition has no relationship with the respondents’ age, religion, sports played, and the extent of competition. Gender is the only profile that signifies a relationship with the social cognition was the respondents. Specifically, there is a significant relationship (negative) between the social cognition and the sex of the respondents.

Although sports sociology has always been inclusive in its population considerations (i.e., race, gender, ethnicity, age, sexuality, ability, and class) and in the diverse issues it covers, there seems to be a globalization or broader realization and outreach of the applications and implications of the effect sports are making on the world. With the increased interest, participation, and spectatorship of sports and physical activity by girls, boys, women, and men of all age levels, cultures, and abilities, the value and meaning of sports have assumed more significant places in our lives and society. Sports and physical activity are not just acceptable for a chosen few, but for all.

Relationship between Social Facility and Profile of the Respondents

Social facility as to synchrony, self-presentation, and concern has no relationship with any of the profile (Table 2). In another formulation, synchrony, self-presentation, and concern were not dependent on the profile of the respondents.

However, there was an influence that was dependent on the sex and the extent of competition of the respondents.

Table 2. Relationship of the respondents’ social facility and their profile

<table>
<thead>
<tr>
<th>Profile</th>
<th>Synchrony</th>
<th>Self-Presentation</th>
<th>Influence</th>
<th>Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>0.0478</td>
<td>-0.0784</td>
<td>0.1326</td>
<td>-0.0660</td>
</tr>
<tr>
<td>Gender</td>
<td>-0.0682</td>
<td>-0.1635</td>
<td>-0.1849*</td>
<td>-0.0746</td>
</tr>
<tr>
<td>Religion</td>
<td>0.0732</td>
<td>0.0605</td>
<td>-0.1237</td>
<td>0.0902</td>
</tr>
<tr>
<td>Sports Played</td>
<td>0.1203</td>
<td>-0.0209</td>
<td>-0.0300</td>
<td>0.0418</td>
</tr>
<tr>
<td>Extent of Competition</td>
<td>0.0288</td>
<td>0.1325</td>
<td>0.1934*</td>
<td>0.0958</td>
</tr>
</tbody>
</table>

$r_{0.05} = 0.1780$  
* = significant

The activities involved in conduct of sports competition help students develop desirable social values, sportsmanship, discipline, hard work, independence, among others. On added important contribution of sports competition to school is the fact that it provides not only popularity but serves as measure of their performance. This means that the more winners there are in sports competitions, the greater the performance accorded, and more importantly the greater respect there would be among parents, community people, sponsors, and patrons to mention a few. Moreover, since sport competition triggers excitement and motivation which a substantial number of people like, leaves school no other option than to continue to participate and aspire for greater athletic performance.

Relationship between Teamwork Rhetoric and Profile of the Respondents

Table 3 shows the relationship between the teamwork rhetoric as to building bonds and team capabilities. Age is positively correlated with building bonds but negative on team capabilities. This means that the younger the student is, the lower is their building bonds but higher team capabilities. In terms of gender, the male students perceived higher than the female students on building bonds and team capabilities. Those who are Roman Catholic had higher level of attainment of the teamwork rhetoric than the non-catholic. Furthermore, the more sports played the lower is the level of building bonds and the higher in their team capabilities.

The extent of competition is negatively correlated with building bonds but positive in terms of team capabilities. However, this relationship is not significant. The higher level of competition, the higher the level of attainment of their building bonds. Furthermore, the higher the level of competition, the higher is their level of attainment of their team capabilities.

Statistically, there is no relationship between the profile and teamwork rhetoric of the respondents as to building bonds and team capabilities of the respondents.

Table 3. Relationship the respondents’ teamwork rhetoric and their profile

<table>
<thead>
<tr>
<th>PROFILE</th>
<th>BUILDING BONDS (r)</th>
<th>TEAM CAPABILITIES (r)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>0.1461</td>
<td>-0.0630</td>
</tr>
<tr>
<td>Gender</td>
<td>-0.0435</td>
<td>-0.1068</td>
</tr>
<tr>
<td>Religion</td>
<td>-0.0468</td>
<td>-0.0307</td>
</tr>
<tr>
<td>Sports Played</td>
<td>-0.0344</td>
<td>0.0820</td>
</tr>
<tr>
<td>Extent of Competition</td>
<td>-0.0037</td>
<td>0.1021</td>
</tr>
</tbody>
</table>

$r_{0.05} = 0.1780$  
$m = not significant

Social competence in team sports is the ability to create interpersonal relationships in such a manner that the common aim of performance and success is achieved within the framework of acceptable rules of the sports system, under consideration of the needs of the athlete (Anders, 2003). In simpler terms, social competence would be the creation and enhancement of interpersonal relationships and consequently communication techniques between the members of the team. In forging this capability, the symbolic team values of individual effort, morality, sportsmanship, teamwork, and eventually winning are developed.
CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. That the students enrolled in the College of Human Kinetics of Tarlac State University are of the right age. They are male dominated during the conduct of the study and they are Roman Catholics. They play variety of sports with preference to team sports. These respondents had the chance of competing in the local, regional and national level and nobody had an experience of competing in the international level. The respondents of the study have varied demographic profile.

2. The students believed that the level of social competence along social awareness considering the four areas is different from what is expected to be sometimes true in terms of their numerical ratings on primal empathy, social cognition but sometimes true along attunement and empathic accuracy. On social facility along synchrony, self-presentation and concern, the students believed that they perceived different from sometimes true. However, not different on influence. In terms of teamwork rhetoric, the students perceived differently from what is expected to be sometimes true on team capabilities and building bonds.

3. That there is a significant relationship between gender of the students and primal empathy, attunement and social cognition; and extent of competition with primal empathy. It can be inferred that male perceived higher than female; and the more that they compete; the higher is their social awareness along primal empathy. The relationship between the gender and extent of competition of the students is related with their level of influence. Male had higher level of influence than female and the higher the extent of competition among the students, the higher is their level of social facility particularly on influence. Regardless of age, gender, religion, sports played and extent of competition of the students, their level of teamwork rhetoric on building bonds and team capabilities is not much affected. In other words, the socio-demographic profile of the students does not significantly affect the level of teamwork rhetoric.

RECOMMENDATIONS

Based on the findings and conclusions made, the following recommendations are offered:

1. Feasible avenues of change should be initiated to conduct more and socially relevant activities for BPE students which are geared towards sports development; introduce newer approaches and techniques which could enhance sports performance of varsity and non-varsity students that could help them discover their innate potentialities; initiate relevant social and academic activities for both the faculty, the administration and the clientele for a meaningful and productive social competencies in the College of Human Kinetics.

2. The faculty of the College of Human Kinetics with the support of the TSU administration shall organize “away-from-home” tune-up games for the varsity players and non-varsity players for competition and recreation to internalize the social motivations while playing/competing with their specialized events/sports; thereby, the values of friendship and camaraderie shall be fully developed.

3. The TSU administration shall sponsor various inter-college competitions with the involvement of BPE students as student coaches, officiating officials and student-sport-managers to develop social competence as they brush elbows with their fellow students and at the same view developing sports competence.

4. A follow-up study on social competence in the development of sports performance be conducted for athletes and students of other colleges in the university and outside of the Tarlac State University to validate the findings of this study; a comparative study on social competence in the development of sports performance for female athletes and male athletes; and a
comparative study on social competence in the development of sports performance for male and female coaches and trainers of the Tarlac State University.

LITERATURE CITED