

THE PREFERENCE OF PHYSICAL AND SPORTS ACTIVITIES IN STUDENTS WITH AND WITHOUT DEVIANT BEHAVIOR BETWEEN THE AGE OF 11 TO 15

DOI: <https://doi.org/10.46733/PESH20920129s>
(Original scientific paper)

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Abstract

A survey was conducted on 323 students of both sexes (169 males and 152 females) divided into two sub-groups (group of students who did not show deviation in behavior and a group of students who showed deviation in behavior) aged 11 to 15 years to determine the impact of physical activity, i.e. sports activity, on the behavior of students in two municipalities in the Republic of North Macedonia.

To meet the test objectives, 5 variables were used to assess physical and sports activity. The causal analysis of the relationship between sports participation and behavior was of primary interest, as well as another major question about the role of sports participation in the socialization process among students from fifth to eighth grade.

Keywords: *physical activity, sports activity, students, behavior, socio-cognitive theory*

Introduction

The interest in physical activity and sport from an academic objective and empirical point of view, as well as the research of its meaning and role in the life and social environment of a person, date from recent times and develop in parallel with the rise of social sciences, from the beginning of last century until today. Social disciplines, more precisely sub-disciplines whose main interest is the domain of sports, are the sociology of sports and sports psychology. From a historical point of view, the beginnings of sports psychology are considered to be from the mid-1960s (Wiggins, 1984), a time when scientific and publishing activities were united in a separate academic sphere, which later formed into a profession (Salmela, 1984, 1992). It should be mentioned that it is most often applied in the departments of physical education, kinesiology and recreation, instead of the departments of the home discipline (Wiggins, 1984).

With research being our primary interest, we seek to understand the possible link between sports participation and delinquent youth behavior. Given the fact that interdisciplinary topics, in which the impact of physical sports activity on behavior, are not or very little studied, this topic: the impact of physical, sports activity on behavior in students aged 11 to 15 years, is additional challenge and is of great interest.

In the literature, both theoretical and empirical, there is a general consensus that recreational education programs are necessary and useful for both preventive and rehabilitation purposes (Perry and Richard 1983). If the recreation process can reach its ultimate goal, i.e. to fill their free time in a useful way, then we have a significant opportunity to prevent delinquents and potential delinquents from misusing their free time.

Methods

A survey was conducted on 323 students of both sexes (169 males and 152 females) divided into two sub-groups (group of students who did not show deviation in behavior and a group of students who showed deviation in behavior) aged 11 to 15 years to determine the impact of physical activity, i.e. sports activity, on the behavior of students in two municipalities in the Republic of North Macedonia.

To meet the test objectives, 5 variables were used to assess physical and sports activity:

1. Does the respondent participate in sports in an organized way (member of a sports club)?
2. Does the respondent engage in school sports in an organized manner?

3. In which sports disciplines does the respondent most often engage?
4. How long have they been involved in sports?
5. How many times a week do they exercise?

The obtained results are processed with appropriate statistical methods, i.e. multi-variate and mono-variate parametric analyzes (analysis of variance, discriminant, regressive and mono-variate analysis), while non-parametric Kruskal -Wallis H-test and Mann-Whitney U test are applied.

Results

Table 1 and Chart 1 show the physical, sports activities most often practiced by students from both groups. From the insight in the table and the graph it can be seen that the most popular physical and sports activities among the students who did not show deviation in behavior are: jumping rope, surface exercises (push-ups, sit-ups, back), cycling, weight training exercises, running, basketball and volleyball, while among the students who showed deviation in behavior, the most popular physical and sports activities are: football, basketball, cycling, surface exercises (push-ups, sit-ups, back), running and volleyball.

Table 1. Physical and sports activities in students who have not shown and have shown deviation in behavior

Physical, sports activity	Group 1	Group 2	Mann Whitney U	Q
Soccer	1,76	2,64	7659,000	,000
Basketball	1,99	2,46	9941,000	,001
Handball	1,42	1,49	12252,500	,718
Volleyball	1,95	1,74	10859,500	,025
Swimming	1,20	1,22	11934,500	,206
Tennis	1,10	1,18	11999,000	,244
Gymnastics	1,30	1,45	11357,500	,056
Cycling	2,32	2,88	9874,500	,001
Table tennis	1,28	1,31	12337,000	,782
Badminton	1,06	1,06	12443,000	,895
Rollerblading, skateboard	1,60	1,70	12222,000	,696
Martial arts	1,16	1,23	12048,000	,281
Aerobics, Pilates, Yoga	1,27	1,12	11208,500	,008
Folk dance	1,13	1,32	11375,500	,023
Modern dance	1,16	1,17	12231,500	,0564
Fitness, Bodybuilding	1,27	1,42	11227,500	,022
Jump rope	1,66	1,51	12668,500	,641
Floor exercises	2,51	2,42	20475,000	,511
Trainers exercises	1,29	1,48	30091,000	,097
Climbing	1,42	1,52	30458,500	,398
Weightlifting exercises - at home	1,40	1,69	28811,000	,000
Jogging	2,19	2,24	20954,500	,958
Other activities				
1.	1,05	1,01	20894,500	,523
2.	1,02	1,03	30976,500	,778

Table 2 and Chart 2 show the physical, sports activities most often practiced by male students who have not shown and have shown deviation in behavior. From the review of Table 2 and Chart 2 it can be concluded that the most popular physical and sports activities among male students who did not show deviation in behavior are: cycling, football, basketball, running, jogging and surface exercises. Among the second group of male respondents, the most popular physical and sports activities are: football, cycling, basketball, surface exercises and running.

Chart 1. Physical and sports activities in students who have not shown and have shown deviation in behavior

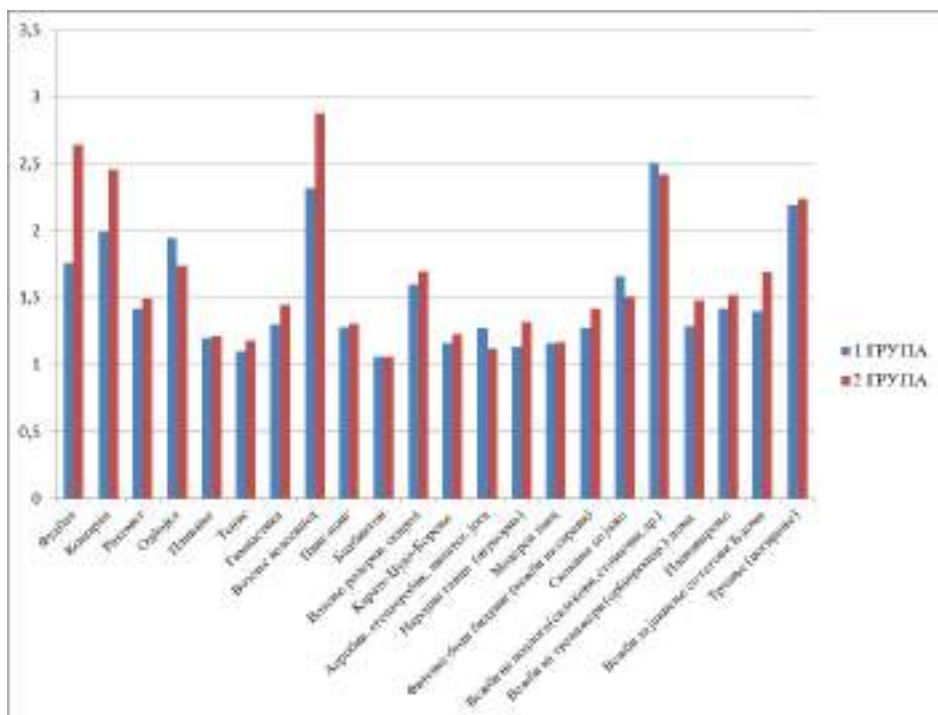


Table 2. Physical and sports activities in male students who have not shown and have shown deviation in behavior

Physical, sports activity	Group 1	Group 2
Soccer	2,64	2,95
Basketball	2,54	2,62
Handball	1,58	1,50
Volleyball	1,26	1,63
Swimming	1,20	1,27
Tennis	1,14	1,18
Gymnastics	1,20	1,41
Cycling	2,65	2,95
Table tennis	1,38	1,39
Badminton	1,06	1,08
Rollerblading, skateboard	1,41	1,58
Martial arts	1,14	1,26
Aerobics, Pilates, Yoga	1,13	1,12
Folk dance	1,16	1,36
Modern dance	1,10	1,19
Fitness, Bodybuilding	1,30	1,48
Jump rope	1,42	1,45
Floor exercises	2,57	2,59
Trainers exercises	1,28	1,50
Climbing	1,48	1,63
Weightlifting exercises - at home	1,52	1,81
Jogging	2,29	2,19

Chart 2. Physical and sports activities in male students who have not shown and have shown a deviation in behavior

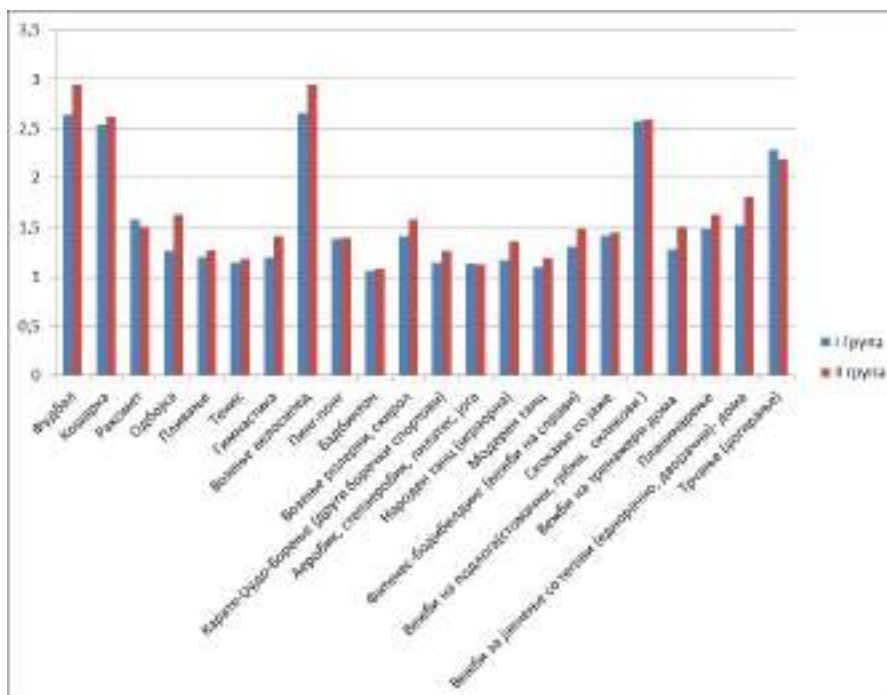


Table 3. Physical and sports activities in female students who have not shown and have shown deviation in behavior

Physical, sports	Group 1	Group 2
Soccer	1,26	1,48
Basketball	1,68	1,83
Handball	1,33	1,48
Volleyball	2,34	2,14
Swimming	1,20	1,07
Tennis	1,08	1,21
Gymnastics	1,35	1,59
Cycling	2,13	2,69
Table tennis	1,23	1,03
Badminton	1,06	1,00
Rollerblading,	1,71	2,14
Martial arts	1,17	1,14
Aerobics,	1,34	1,14
Folk dance	1,11	1,21
Modern dance	1,20	1,10
Fitness,	1,25	1,24
Jump rope	1,79	1,72
Floor	2,48	1,86
Trainers	1,29	1,45
Climbing	1,39	1,17
Weightlifting	1,33	1,31
Jogging	2,14	2,45
Other activities		
1.	1,05	1,00
2.	1,00	1,14

Table 3 and Chart 3 show the physical and sports activities most often practiced by female students who have not shown and have shown deviation in behavior. From the review of Table 3 and Chart 3 it can be

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