

LITHUANIAN SPORTS UNIVERSITY

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**EDUCATION OF SOCIAL
RESPONSIBILITY AMONG SPORT
SCHOOLS STUDENTS**

Summary of the Doctoral Dissertation

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LIETUVOS SPORTO UNIVERSITETAS

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**SPORTO MOKYKLŲ MOKINIŲ
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INTRODUCTION

Relevance of research topic is based on the data of sports competitiveness and self-orientation research, which revealed that the competitive sporting environment and self-orientation promotes immoral and unethical behavior both to their own and to other people (Jewell, 2011; Kavussanu, Seal & Phillips, 2006; Romand, Pantaleon & Cabagno, 2009; Shields, Bredemeier, LaVoi, & Power, 2005; Stanger, Kavussanu, & Ring, 2012). Sports education affects many sports school students. The goal is for young athletes to win the Olympic medals of the Games, World Championships or European Championships in the future, but only a few will succeed in doing so. We do not think about the impact of sports education on students who will not become professional sportspersons. What kind of people will we cultivate? What mark will they leave for sports? We must understand the power of sport and the fact that sport is more important than just focusing on achievements (Carter, 2009). Socially irresponsible behavior, alcohol abuse and violence are a serious social problem, and this behavior is a problematic subject of sport culture (Malnati et al., 2016).

In recent years, research on moral behavior in the field of sport has attracted a lot of attention (Kavussanu, 2012). It has been revealed that athletic activities involve athletes engaging in various anti-social behaviors such as attempting to injure their opponent, fraud, and disputes with judges (Kavussanu et al., 2006; Shields et al., 2005), as well as prosocial activities such as support and encouragement for teammates (Kavussanu & Boardley, 2009).

Sport is a social environment in which athletes interact with one another, and where they can acquire negative experience if they are seeking to win by means such as dishonesty with other athletes, appeal to judges' decisions or rebellion to rivals. On the other hand, the social sporting context (sports schools that implement social responsibility education programs) can experience a positive athletic behavior when a teammate is encouraged after a failed game or aid to a rival (Hayden, 2010; Hellison, 2011; Kavussanu & Boardley, 2009).

The benefits of socially responsible institutions and organizations (in our case, sports schools) for society are the center of today's debate at all levels. However, an individual, as a person who is primarily a family and only afterwards, is part of every community, organization, institution, society so far is being ignored and left to "live for himself"

(Leliugienė, 2012), and this can happen if at a sports school lack of attention to the development of social responsibility.

As the analysis of scientific literature suggests, there are no uniform principles for the education of young athletes in relation to the development of social responsibility, since there are different approaches in this regard (Cómez-Mármol, Martínez, Sánchez, Valero, & González-Víllora, 2017). Supporters of the first approach (Bredemeier, Shields, & Shields, 1986) believe that sport itself is a process of socialization and values, which correlates with the ideology of the Olympic heritage. On the other hand, supporters of the second approach have noted that the curriculum of young athletes usually restores stereotypes and hostile sporting environments characterized by anti-social and violent actions and attitudes and values that cannot help to develop socially responsible personalities. However, there is an intermediate position which states that the development of young athletes can have a positive or negative impact on young athletes depending on certain conditions, and this position reflects the views of most contemporary sports psychologists and educators (Brewer, 2009; Eklund & Tenenbaum, 2014; Sánchez & Mosquera, 2011).

It can be assumed that the theory that sport and physical activity have the potential to cultivate a personality is unmanageable idea of time. The idea of a potential way to develop social responsibility is developed by researchers in implementing programs based on physical activity and sport (Collingwood, 1997; Gordon, 2010; Hellison, 2011). By accepting this potential, it's keep in mind that results are not achieved simply by participating in sports activities. In order to succeed, programs must clearly identify positive social development as the most desirable priority and need to be carefully organized to increase the chances of achieving this (Shields & Bredemeier, 2001).

Based on sport as a potential for moral and ethical behavior, the theoretical and practical search for a socially responsible personality education model and its application remains an important issue in order to develop the social responsibility among of sports school.

Scientific problem

The relevance of the scientific problem of a dissertation study is substantiated by the following circumstances:

1. The unilateral nature of social responsibility (SR) research.

A large number of studies have been carried out on the education of children and young people's social responsibility through physical

education lessons, but there are no publications that analyze the development of a socially responsible personality in sports schools.

2. Lack of social responsibility research in Lithuania.

Plenty examples of SA implementation and their research work were conducted in the United States. But there are many cultural differences between the United States and Lithuania. There are no social responsibility studies in the field of Lithuania education.

3. Implementation of SA between students who are not at risk.

Most research has been done in programs where students are at risk. The identification of such students is based on factors such as the problem of poverty and, in many cases, redirection from juvenile legal programs. Only limited research was conducted on the impact of the model on students that not belonging to different risk groups.

4. Problematic situation, which is solved by lack of certain scientific knowledge.

To date, there is no model for developing a socially responsible personality through sporting activities.

The analysis of literary sources, as well as the problems and lack of research related to the development of social responsibility of pupils in sport schools, raises a fundamental problematic question: how is the educational program developed in accordance with the developed model of socially responsible personality education in the conditions of modern society would help to develop social responsibility among students of sport schools?

Research object is the development of social responsibility among students of sports schools.

Hypothesis – after the end of the educational experiment the sport school students will have more developed social responsibility.

The aim of research is to analyze peculiarities of social responsibility education among sports school students.

Research tasks:

1. Carry out an interdisciplinary analysis of the concept of social responsibility, justifying the most important concepts that are adequate to the phenomenon under analysis and the theoretical basis for the structure of the construct "socially responsible personality".

2. Theoretically justified the model of social responsibility education for students of sports schools and to develop a social responsibility education program for students of sport schools.

3. Identify peculiarities of the social responsibility among cadets and junior age students in sport schools

4. Determine the effectiveness of social responsibility education programme among soccer sport schools students before and after the curriculum

Scientific novelty of the dissertation. The dissertation presents a substantiated model of social responsibility education for sports school students. The original methodology for studying the social responsibility among students of sport schools is based. A multifunctional program for social responsibility education for sports school students has been created and validated. The collection of empirical data that is useful to science is to reveal the peculiarities of social responsibility among students of sports schools (different age groups). The educational experiment showed the effect of the social responsibility education program among sports school students on the development of social responsibility components and subcomponents of sports school students.

Practical significance of the dissertation. Developed multidimensional model and its research methodology of social responsibility education for sports school students, which allows studying senior age students of sport schools and developing their social responsibility components and subcomponents. The developed and validated sports school students' multidimensional social responsibility education program can be integrated into sports school curricula and content of informal sports activities. The findings of the dissertation, practical recommendations, and empirical research data obtained during this dissertation may be useful for educators, sports, health and other specialists who are analyzing issues social responsibility development for young athletes and practically implementing social responsibility development. Researchers will be able to base this work on further exploring the issue of social responsibility education in the development of young athletes or in other contexts of sporting activities.

Work Structure

The dissertation consists of an introduction, four parts, conclusions, recommendations, references, and appendices. The volume of the study is 195 pages without appendices. There are 31 tables, 22 figures, and 6 appendices. The list of reference consists of 380 sources of scientific literature.

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1. THEORETICAL BACKGROUND OF SOCIAL RESPONSIBILITY AMONG SPORT SCHOOLS STUDENTS

1.1 Analysis of social responsibility concepts

In theory, the basis for the structure of sport school's social responsibility education construct structure revealed that the multi-dimensional structure of the social responsibility construct (consisting of many parts-components) makes sense that the following components and subcomponents of social responsibility are important for the development of social responsibility among students in sport schools: perceived social responsibility (*positive attitude towards importance of social responsibility, a positive attitude to public activities, a positive attitude to social activity, a positive attitude to social responsibility in sport, a positive attitude to sporting activities, a positive attitude to moral self-consciousness, a positive attitude to members of a sports team*), values (*competence values, moral values and status values*), consciousness (*orderliness, goal-striving and dependability*), volition (*courage, perseverance, initiative, self-control*) and positive behavior (*prosocial behavior with teammates, prosocial behavior with rivals*). The expression of the development of all components of social responsibility is the achieved level of social responsibility.

According to the ideas of moral development, social cognitive, humanistic and social constructivism the stages of social responsibility development were distinguished:

- **Presentation of subcomponent** - presented definition and examples of subcomponent, learners discuss with each other or with the educator the importance of the subcomponent.

- **Practical test of subcomponent** - using practical methods, the students test the presented subcomponent in order to master and be able to apply it in new situations.

- **Feedback** - Providing information about the results of the performed activity. The feedback to the student shows whether he is on the right track. The educator summarizes the activities and results of the students by pointing out the positive aspects.

- **Reinforcement of subcomponent** - practical application of the developed sub-component in different environments and situations with different people. The developed subcomponent can be applied both in the sports environment and in life situations. At this stage, the students

decide their change becomes an inseparable part of their personality. Minor or big changes, changing attitudes to personal or professional life lead to further decisions and beliefs. It is important that if people think about the whole process of change, they not only rely more on themselves but acquire the courage and skills to exchange in the future, which is important knowledge (Brookfield, 1995).

Our work assigns the following levels of social responsibility:

1. *Unconscious responsibility* is the level of inadequate social responsibility, which is characterized by only an inner sense of being socially responsible.

2. *Consciousness responsibility* - the average level of social responsibility. This level requires students to demonstrate that they can take responsibility for their learning.

3. *Integral responsibility* - a high level of social responsibility. Expressing the principles of social responsibility, that forcing a person to make decisions, taking into account himself and others equally. These are principles that are based not only on impartiality but also on ethical and moral values. Students are able to behave in a socially responsible manner in other contexts.

According to the theory based a multidimensional model of social responsibility education, social responsibility can be developed in in sport schools by applying the following methods of education: *group discussion, demonstration, small groups, sensitive training, role play, case study analysis, agility games, and imagination training* (Fig. 1).

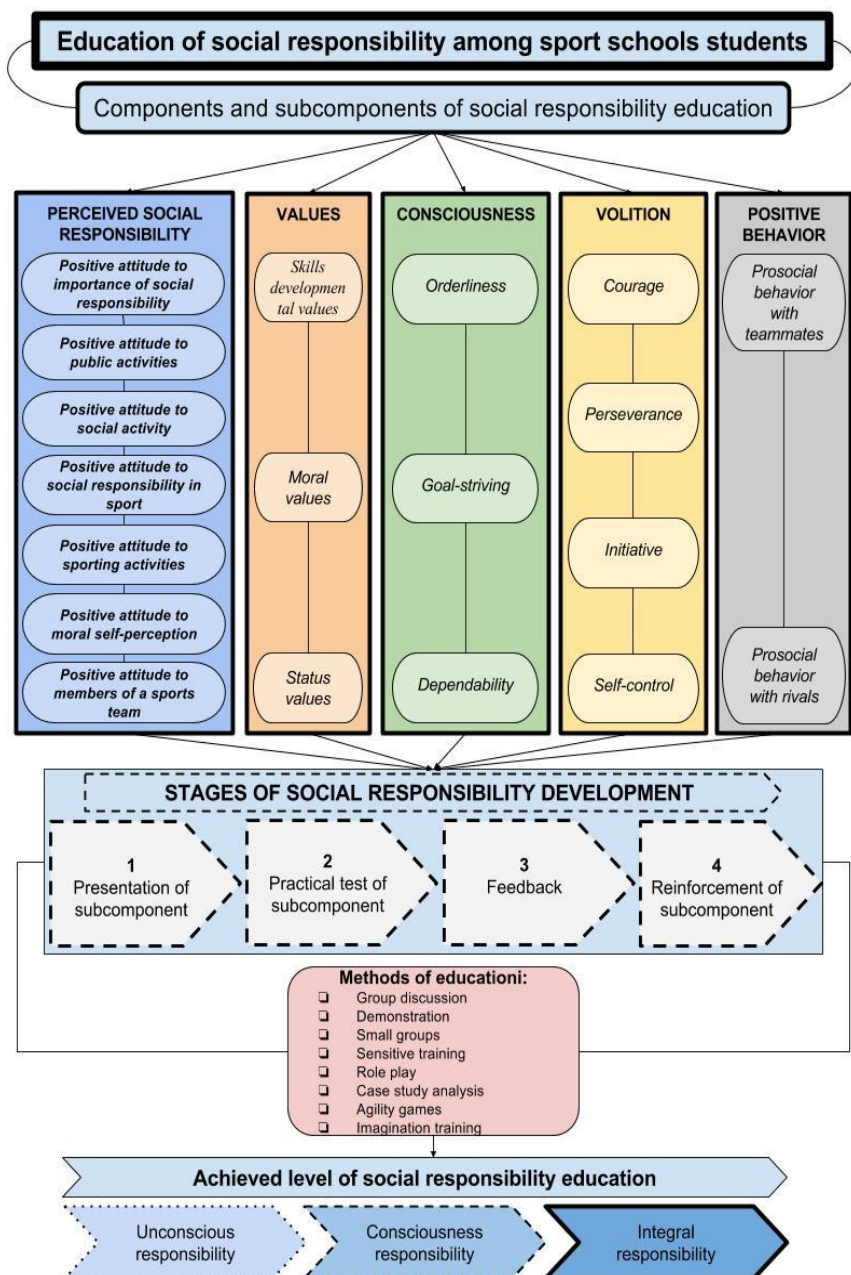


Fig. 1. Multidimensional model of social responsibility education among sports school students (compiled by author)

2. RESEARCH METHODOLOGY

2.1 Research logic and methods

2.1.1 Research strategy and logic

In this study, a mixed-method research strategy was applied to collect and integrate quantitative and qualitative data (Creswell, Clark, & Gutmann, 2003). The study took place in four stages. The study begins with the collection and analysis of quantitative data, which are preferred to find answers to the raised questions. During the initial assessment, quantitative data were collected and analyzed. In the final evaluation, a qualitative study is performed on the basis of the results of the first stage of the quantitative study. The researcher interprets how the qualitative results help to explain the initial results of the quantitative study.

Following the analysis of the theoretical basis of social responsibility among sports school students, a design study was conducted on the study of social responsibility among students of sport schools. Identified stages, selected and described the relevant test methods of the research. The objective of the concluding study was to determine the expression of the social responsibility among students in sport schools, and the educational experiment was to determine the effectiveness of the curriculum.

The first stage. The analysis of scientific and methodological literature sources was carried out in order to reveal the content of the topic and to formulate the research problem, to reveal the aim and objectives of the research. Using the methods of theoretical analysis, the essential theoretical components of social responsibility among students of sports schools are systematized. The structure and model of social responsibility education for students of sport schools are theoretically justified. The research methodology was prepared and relevant research methods were selected.

The second stage. Implementation of the declarative study, which assessed the social responsibility indicators of the representative sample of sports schools students (15 – 18 years old) (n = 333).

The third stage. Applied educational experiment. At the initial stage, a social responsibility education program for sports school students was developed. Experimental and control group (n = 45), qualitative study participants (n = 10) were selected. Conducted control and experimental group's preliminary assessment of social

responsibility. The experimental impact (application of the multidimensional social responsibility education programme in sport school) on the experimental group was applied. The final study allowed quantitative and qualitative evaluation and comparison of the experimental and control groups of social responsibility indicators.

The fourth stage. The analysis of quantitative and qualitative data was carried out, on the basis of which the results were summarized and the conclusions and recommendations were formulated.

2.1.2 Methods of survey data collection

In order to determine the peculiarities of developing social responsibility among students of sports schools, we applied the following research methods in the dissertation:

- **Questionnaire.** A method to identify peculiarities of social responsibility among students in sports schools and to compare data before and after the educational experiment. The written questionnaire, unlike the interview, does not show flexibility, i.e. prepared questionnaire is provided to respondents without the possibility of change (Bitinas, Rupšienė, & Žydzūnaitė, 2008).

- **Semi-structured interviews.** The purpose of the interview with the students' parents is to establish the experience of developing social responsibility. It is a method of data collection that allows us to approach people's perceptions, meanings, and interpretation of reality (Tidikis, 2003). In order to be focused on the interview, a semi-structured interview was selected and a list of interviewing questions was drawn up, which allowed a more detailed overview of the peculiarities of developing social responsibility.

- **Educational experiment.** This method has been applied to test our multidimensional social responsibility education program for sports school students, whose goal was to develop social responsibility for students.

Data processing method. Statistical analysis was applied for quantitative data, during which data was processed using the Statistical Package for Social Sciences Statistical Package for Social Sciences version 22.0. Data correlation analysis was performed, differences and significance of the results of the study were determined, estimated effect size was calculated. Qualitative content analysis was applied for Qualitative data analysis.

2.2 Research sample

2.2.1 Sample of declarative study

Sports games are the best medium for developing social responsibility for interactions between players. The most popular sports are basketball and soccer. Nonetheless, a number of studies have been conducted on the social development of young basketball players (Šniras, 2005; Brusokas, 2014), the non-sporting behavior of football players is higher than that of basketball players (Gürpınar & Güven, 2012); therefore, it was chosen to study soccer sports schools in this dissertation, while non-basketball sports schools. According to the *Lithuanian Sports Statistics Yearbook* (2014), 1853 junior and 684 cadets play sports at soccer schools i.e. 2537 students.

333 sports school students (footballers) took part in the declarative study. 243 cadets (15-16 years old) and 90 junior (17-18 year old) footballers were investigated.

2.2.2 Sample of educational experiment

45 young football players from the Prienai and Alytus sports schools participated in the educational experiment. These sports schools have been selected (randomly) from a list of all soccer sports schools. Two sport schools were selected for the educational experiment, which consisted of 45 students (aged 15-16) who were divided into experimental ($n = 22$) and control ($n = 23$) groups.

The experimental groups did not differ statistically significantly by age: the mean age of the experimental group was 15.30 ± 0.47 years, while the control group was 15.09 ± 0.29 years ($t(43) = -1.81$; $p > 0.05$). The experimental groups also did not differ in their performance level, as both teams competed in the second-highest division in the youth football section of this age group, so it can be argued that the experimental and control groups are homogeneous according to the age and the achievements of football.

2.2.3 Sample of interview

About 10 subjects are sufficient In the majority of qualitative studies, from which the representativeness of the data obtained is determined not by chance but by target or criterion-based selection, which selects informative subjects from the research point of view (Bitinas et al., 2008; Kardelis, 2005; Rupšienė, 2007). Based on the recommendations of these methodologists and in order to obtain reliable information for the organization of further research stages, a sample of

qualitative research consists of 5 subjects (parents) from the control and 5 (parents) from the experimental groups. The researchers were selected on the basis of a random criterion, which gives greater probability of equivalence, i.e. the proportional distribution of the various factors or subjects' characteristics between the experimental and control groups that can significantly affect the experimental variables that are of interest to the investigator (Kardelis, 2002).

2.3 Research instrumentation and organization

2.3.1 Research instrumentation

The quantitative research tools were applied in the declarative study, mixed research methods were applied during the educational experiment. The quantitative survey instrument for the social responsibility among students of sport schools was consisted of 6 research methodologies in which we seek to assess the peculiarities of social responsibility education.

1) *General social responsibility methodology.* A modified social and personal responsibility questionnaire is applied to assess the level of social responsibility (Li et al., 2008), in our case only the areas of social responsibility are applied. A modified version of the questionnaire has already been applied in previous surveys to assess the social responsibility of young athletes (Juodskukis, 2015, Juodsnukis & Malinauskas, 2014).

2) *Methodology of consciousness.* NEO-FFI (NEO Five-Factor Inventory) is a short version of the NEO Personality Inventory (NEO) (Costa & McCrea, 1992). A shortened version of the questionnaire consists of 60 statements, but in our case, 12 statements were applied which measure consciousness. The questionnaire consists of 3 sub-scales: regularity, goal-finding, commitment.

3) *Methodology of values attitudes.* Youth Sport Values Questionnaire (Lee, Whitehead, Nthomanis, & Hatzigeorgiadis, 2008). The 13-item questionnaire was headed *what is important to me in sport*. The YSVQ Included three-factors (moral, competence, and status values) that were confirmed with the Lithuanian version of this questionnaire (Šukys, 2010).

4) *Behavioral methodology.* Analyzing the positive behavior among students of sports schools, Prosocial and Antisocial Behavior in Sport Scale was applied (Kavussanu et al., 2008), in our case, only positive behavioral spectrum was analyzed, therefore only aspects of prosocial behavior were analyzed.

5) Method of volitional characteristics. We applied the modified method for the characteristics of the volition that consists of four wills: perseverance, courage, initiative, self-control (Стамбулова, 1999).

6) Perceived Social Responsibility Questionnaire. A modified social perceived questionnaire was applied to identify peculiarities of social responsibility perceptions (Маришук et al., 1984).

2.3.2 Interview with parents questionnaire

A focused semi-structured interview was chosen for qualitative research, with pre-scheduled interview questions and the possibility to freely change places, ask additional questions to understand the situation, identify the individual's specific social behavior, relationships with the family, interactions with others, ability to solve interpersonal problems, participation in social activities (Bitinas et al., 2008).

Interview questions for the applied semi-structured interview method based on the purpose of the research work and the hypothesis that the development of social responsibility among students in sport schools and youth sports schools will be effective if a multidimensional model is used (by applying a curriculum based on the developed model of multi-dimensional education, it is possible to expect greater social responsibility among students in sport schools).

Definition of the basic concepts and the possibilities of the interview method helped to formulate the main questions of the interview. The questions of parents' interviews allowed to assess the experience of developing social responsibility among students in sports schools. The questionnaire can be divided into the following diagnostic constructs: instruction - *the purpose of the research, general information about the investigator, anonymity assurance*; cognitive aspect - *perception of social responsibility development*; educational change - *behavioral changes are associated with or lack of social responsibility education*; personal experience - *informant experience in social responsibility education*.

Qualitative data analysis. The research material recorded during the interview was transcribed. For qualitative content analysis, a qualitative content analysis strategy was chosen for data analysis (Bitinas et al., 2008). Before performing the content analysis, the information which unrelated to the field of research or which may violate the principle of anonymity from the transcribed text has been removed, (Rupšienė, 2007).

2.3.3 Organization of the declarative study

The declarative study was carried out during the period from October, 2015 to December, 2016. The volume of the study sample consisted of 333 students of senior school age (15-18 years old), selected from twelve Kaunas, Marijampole, Prienai, Birštonas, Šiauliai, Alytus towns, sports schools. According to the results of previous surveys (Gómez-Mármol, Sánchez-Alcaraz, Cruz-Sánchez & Valero-Valenzuela, 2014; Gordon 2010; Wray-Lake, Syvertsen & Flanagan, 2016), social responsibility is particularly evolving with the changing age of teenagers during adolescence, in our study, we split older students into two different age groups: 15-16 year-olds and 17-18 year-olds. By age, the subjects were distributed as follows: 15 to 16 years old - 243 students and 17 to 18 years old - 90 students. Researchers were randomly selected from athletic training centers operating in Lithuania (sports schools).

2.3.4 Organization of the educational experiment

An educational experiment was conducted to assess the effectiveness of the education of social responsibility among students in sports schools. Experiment is an empirical study that helps to plan (modify, adjust) the process or phenomenon conditions, verify hypotheses of causation relationships (Kardelis, 2007). The structure of the educational experiment corresponds to the structure of the classical experiment (Kardelis, 2002; Bitinas, 2006), when the differences between the experimental and control groups are estimated using the initial (before experiment) and the final (after experiment) measurements. The basis of the educational experiment is the program of social responsibility education for sports school students (footballers), based on a multidimensional model of social responsibility education, which is based on moral development, social cognitive, social constructivism and humanistic theoretical assumptions. The educational experiment was applied during the period from October 1, 2016 to June 30, 2017, its duration is 9 months. The experimental group participated in the social responsibility education programme that included sixty, 15 minutes long (total: 15 hours) modified education groups. The educational influence on the control group was not applied. The modified education groups were conducted by the author of the dissertation.

2.3.5 Organization of qualitative research

Semi-structured interviews are an individual type of interview, during which the researcher may not follow the sequence of questions, freely change their place (Rupšienė, 2007). Referring to the situation, the answers received, the researcher, with full freedom, can submit additional and refined questions in order to take a closer look at the image of the investigated phenomenon (Tidikis, 2003; Rupšienė, 2007). Therefore, such an interview requires the ability of the investigator to listen, react quickly to the situation, recognize the response of the informant, and respond to it.

Like the use of each research method, as well as interviews, it requires compliance with the rules of conduct of the investigator concerned (Kardelis, 2002).

A specific, comfortable interview time is agreed with each informant. Before the study, the participant of the study was acquainted with the purpose of the study. At the beginning of the research, the researcher introduced himself in order to establish positive relationship with the informant. Interviews were guided by the research guidelines, i.e. pre-formed interview plan. All interviews were tape recorded on a small audio-tape machine placed carefully to ensure that both the interviewer and the researcher could be heard clearly when the tape was replayed. The duration of the interview ranged from 15 minutes up to 25 minutes, at the end of the interview, the researcher always asked the investigator what he would still like to add. At the end of the study, we would like to thank the participant of the study for participation in the study. Frequently, an interview with the participant of the study was discussed without using the recording machine, which allowed the person to understand deeper the significance of the phenomenon, to give a deeper picture of the investigated phenomenon.

2.3.6 Statistical analysis of research data

Statistical analysis of the data was performed using descriptive data statistics (the means (M) and standard deviations (SD)); *Student's t-test* for dependent and independent samples; Cronbach's alpha coefficient for internal consistency of the scales; two-way analysis of variance ANOVA; repeated measures (RM) multivariate analysis of variance (2×2 (Group $\times$ Time) MANOVA) for the assessment of the effect of an education programme; Wilks's lambda was used to evaluate all multivariate effects; effect sizes for F-statistics were expressed as partial eta-squared (η_p^2), and statistical power P were calculated.

According to Tabachnick and Fidell (2007) effect size based on $\eta_p^2 = 0.01$ corresponds to a small effect, $\eta_p^2 = 0.09$ corresponds to a medium effect, and $\eta_p^2 = 0.25$ represents a large effect. Effect sizes for mean differences were expressed as *Cohen's d* (was applied during the declarative study), which are generally defined as follows: small ($d = 0.2$), medium ($d = 0.5$), and large ($d = 0.8$). The data were analyzed by applying SPSS 22.0 (*Statistical Package for Social Sciences*).

2.4 Principles of research ethics

The research followed the main principles characteristic of social research ethics (Žydzīūnaitė, 2011): the right for protection from damage; the right not to be exploited; research efficiency; justice, privacy, anonymity, and confidentiality. Survey respondents participated voluntarily and for no remuneration. The subjects gave consent to participate in the study. Parents gave verbal consent to participate in the study

3. RESEARCH RESULTS

3.1 Results of the declarative study

3.1.1 Results of perceived social responsibility

The comparison of perceived social responsibility among 15 – 16 years old and 17 – 18 years old students revealed that 17 – 18 years old students have a more developed general level of perceived social responsibility ($p < 0.005$), positive attitude towards the importance of social responsibility ($p < 0.05$), social activity ($p < 0.001$), moral self-consciousness ($p < 0.01$) and members of the sports team ($p < 0.05$) than football players aged 15-16.

3.1.2 Results of values attitudes

The analysis of values among senior sport schools age students showed that there are no significant differences between 15 – 16 years old and 17 – 18 years old students ($p > 0.05$).

3.1.3 Results of consciousness

The comparison of consciousness among 15 – 16 years old and 17 – 18 years old students revealed that 17 – 18 years old students have higher general consciousness level, were more able to strive their goal and have higher level of dependability than football players aged 15 – 16 ($p < 0.001$).

3.1.4 Results of volitional characteristics

The analysis of volitional characteristics among senior sport schools age students showed that there are no significant differences between 15 – 16 years old and 17 – 18 years old students ($p > 0.05$).

3.1.5 Results of positive behavior

The analysis of social positive behavior among senior sport school age students showed that 17 – 18 years old students have more developed prosocial behavior with teammates than 15 – 16 years old students ($p < 0.05$).

3.1.6 Results of social responsibility

The comparison of social responsibility among 15 – 16 years old and 17 – 18 years old students revealed that 17 – 18 years old students have a more generalized level of social responsibility ($p < 0.05$) and more concerned with others ($p < 0.005$), social responsibility is more pronounced both in training and competition ($p < 0.005$), and in life situations ($p < 0.05$) than football players aged 15 – 16.

3.2 Results of the educational experiment

3.2.1 Quantitative data

3.2.2 Results of perceived social responsibility

Student's *t* test for independent samples showed that according to the components of perceived social responsibility, the experimental and control groups before the educational experiment did not differ significantly ($p > 0.05$).

Overall RM MANOVA results showed a significant effect of an education programme on senior sport school age students' perceived social responsibility attitudes in education groups, i.e., the influence of group by time interaction was significant (Wilks Lambda = 0.65; $F(8,36) = 2.39$; $p = 0.035$; partial $\eta^2 = 0.34$; $P = 0.81$)

Univariate tests of RM MANOVA confirmed the significant effects of the educational programme on six components of perceived social responsibility: after the end of the educational experiment, the experimental group students demonstrated better positive attitude towards the importance of social responsibility ($p < 0.005$), towards public activities ($p < 0.001$), towards social activity ($p < 0.005$), towards social responsibility in sport ($p < 0.001$), towards sporting activities ($p < 0.001$), towards moral self-consciousness ($p < 0.001$), towards members of a sports team ($p < 0.001$) and have more developed general level of perceived social responsibility ($p < 0.001$). The results of perceived social responsibility are summarized in Table 1.

Table 1. The statistical indicators of Perceived social responsibility among senior sport school age students in education groups before and after the educational experiment ($M \pm SD$)

Perceived social responsibility	Experimental group		Control group		Univariate tests of RM MANOVA		
	Before experiment	After experiment	Before experiment	After experiment	Group $\times$ Time		
					F	p	η^2
Perceived social responsibility	22.50 $\pm$ 4.25	28.68 $\pm$ 3.35	21.52 $\pm$ 4.07	21.34 $\pm$ 3.93	17.61	0.000	0.29
<i>Attitudes of perceived social responsibility</i>							
<i>Positive attitude towards importance of social responsibility</i>	2.95 $\pm$ 1.25	4.04 $\pm$ 1.04	2.86 $\pm$ 1.28	3.00 $\pm$ 1.08	5.68	0.022	0.11
<i>Positive attitude to public activities</i>	3.36 $\pm$ 0.90	3.95 $\pm$ 0.95	2.91 $\pm$ 1.08	2.65 $\pm$ 0.93	4.88	0.032	0.10
<i>Positive attitude to social activity</i>	2.04 $\pm$ 0.89	3.00 $\pm$ 1.15	2.00 $\pm$ 0.85	2.13 $\pm$ 0.69	5.33	0.026	0.11
<i>Positive attitude to social responsibility in sport</i>	3.09 $\pm$ 1.54	4.27 $\pm$ 0.82	2.78 $\pm$ 1.24	2.86 $\pm$ 1.54	4.11	0.049	0.08
<i>Positive attitude to sporting activities</i>	4.27 $\pm$ 0.82	4.86 $\pm$ 0.35	4.30 $\pm$ 0.55	4.26 $\pm$ 0.61	5.36	0.025	0.11
<i>Positive attitude to moral self-consciousness</i>	3.13 $\pm$ 1.08	4.09 $\pm$ 1.11	3.30 $\pm$ 1.01	3.21 $\pm$ 1.04	5.53	0.023	0.11
<i>Positive attitude to members of a sports team</i>	3.63 $\pm$ 1.09	4.45 $\pm$ 0.59	3.34 $\pm$ 0.93	3.52 $\pm$ 0.79	3.54	0.066	0.07

Notes. ($M \pm SD$) – mean and standard deviation; (η_p^2) – effect size.

3.2.3 Results of values attitudes

A comparison of the statistical indicators of the experimental and control groups showed that values attitudes of the experimental and control groups before the educational experiment did not differ significantly ($p > 0.05$).

Overall RM MANOVA results showed a significant effect of an education programme on senior sport school age students' values attitudes education in education groups, i.e., the influence of group by time interaction was significant (Wilks Lambda = 0.78; $F(3,41) = 3.80$; $p = 0.017$; partial $\eta^2 = 0.21$; $P = 0.77$).

RM MANOVA univariate analysis revealed the significant effects of an education programme on these components of values attitudes: competence values ($p < 0.05$) and moral values ($p < 0.01$).

3.2.4 Results of consciousness

It was found that the experimental and control groups before the educational experiment did not differ significantly according to the statistical indicators of consciousness in education groups ($p > 0.05$).

Overall RM MANOVA established a significant effect of an education programme on senior sport school age students' consciousness education in education groups, i.e., the influence of group by time interaction was significant (Wilks Lambda = 0.83; $F(3,41) = 2.85$; $p = 0.049$; partial $\eta^2 = 0.17$; $P = 0.64$).

Univariate tests of RM MANOVA confirmed the significant effects of the educational programme on senior sport school age students' consciousness education: after the end of the educational experiment, the experimental group students had more developed orderliness ($p < 0.01$), dependability ($p < 0.01$) and have more developed general level of consciousness ($p < 0.01$).

3.2.5 Results of volitional characteristics

A comparison of the statistical indicators of the experimental and control groups showed that volitional characteristics of the experimental and control groups before the educational experiment did not differ significantly ($p > 0.05$).

Overall RM MANOVA results showed a significant effect of an education programme on senior sport school age students' social volitional characteristics education in educational groups, i.e., the influence of group by time interaction was significant (Wilks Lambda = 0.58; $F(4,40) = 7.03$; $p = 0.000$; partial $\eta^2 = 0.41$; $P = 0.98$).

RM MANOVA univariate analysis revealed the significant effects of an education programme on these components of volitional characteristics: courage ($p < 0.05$), self-control ($p < 0.01$) (Table 2).

Table 2. The statistical indicators of volitional characteristics among senior sport school age students in educational groups before and after the educational experiment ($M \pm SD$)

Volitional characteristics	Experimental group		Control group		Univariate tests of RM MANOVA		
	Before experiment	After experiment	Before experiment	After experiment	Group $\times$ Time		
					<i>F</i>	<i>p</i>	η^2
<i>Courage</i>	60.31 $\pm$ 4.34	68.50 $\pm$ 4.23	58.65 $\pm$ 6.67	59.39 $\pm$ 3.43	12.40	0.001	0.22
<i>Perseverance</i>	59.54 $\pm$ 4.72	62.04 $\pm$ 4.34	57.26 $\pm$ 4.60	60.73 $\pm$ 4.53	0.28	0.597	0.007
<i>Initiative</i>	58.63 $\pm$ 3.86	57.63 $\pm$ 4.62	55.91 $\pm$ 5.21	58.34 $\pm$ 3.28	3.41	0.072	0.07
<i>Self-control</i>	65.22 $\pm$ 6.44	69.22 $\pm$ 4.12	61.95 $\pm$ 5.36	60.13 $\pm$ 3.29	9.35	0.004	0.17

Notes. ($M \pm SD$) – mean and standard deviation; (η_p^2) – effect size.

3.2.6 Results of positive behavior

Student's *t* test for independent samples showed that according to the components of positive behavior, the experimental and control groups before the educational experiment did not differ significantly ($p > 0.05$).

Overall RM MANOVA established a significant effect of the education programme on senior sport school age students' positive behavior education in educational groups, i.e., the influence of group by time interaction was significant (Wilks Lambda = 0.85; $F(2,42) = 3.45$; $p = 0.04$; partial $\eta^2 = 0.14$; $P = 0.61$).

Univariate tests of RM MANOVA confirmed the significant effects of the educational programme on senior sport school age students' positive behavior education: after the end of the educational experiment, the experimental group students demonstrated better prosocial behavior with teammates and prosocial behavior with rivals ($p < 0.05$).

3.2.7 Results of social responsibility

It was found that the experimental and control groups before the educational experiment did not differ significantly according to the statistical indicators of social responsibility in education groups ($p > 0.05$).

Overall RM MANOVA established a significant effect of an education programme on senior sport school age students' social responsibility education in educational groups, i.e., the influence of group by time interaction was significant (Wilks Lambda = 0.83; $F(3,41) = 2.95$; $p = 0.04$; partial $\eta^2 = 0.17$; $P = 0.65$).

Univariate tests of RM MANOVA confirmed the significant effects of the educational programme on senior sport school age students' social responsibility education: after the end of the educational experiment, the experimental group students had more developed respect ($p < 0.005$), social responsibility in training and competition situations ($p < 0.005$), social responsibility in life situations ($p < 0.05$), and have more developed general level of social responsibility ($p < 0.05$) (Table 3).

Table 3. The statistical indicators of social cognitive skills among senior high school age students in physical education groups before and after the educational experiment ($M \pm SD$)

Social responsibility	Experimental group		Control group		Univariate tests of RM MANOVA		
	Before experiment	After experiment	Before experiment	After experiment	Group $\times$ Time		
					F	p	η^2
Social responsibility	4.76 $\pm$ 0.51	5.27 $\pm$ 0.55	4.73 $\pm$ 0.46	4.74 $\pm$ 0.34	6.14	0.017	0.12
<i>Components of social responsibility</i>							
<i>Respect</i>	4.89 $\pm$ 0.54	5.49 $\pm$ 0.41	4.89 $\pm$ 0.57	4.89 $\pm$ 0.51	7.39	0.009	0.14
<i>Caring and helping</i>	4.67 $\pm$ 0.75	5.11 $\pm$ 0.72	4.62 $\pm$ 0.49	4.61 $\pm$ 0.37	2.95	0.093	0.06
<i>Social responsibility in training and competition situations</i>	4.76 $\pm$ 0.55	5.36 $\pm$ 0.59	4.73 $\pm$ 0.46	4.74 $\pm$ 0.42	7.72	0.008	0.15
<i>Social responsibility in life situations</i>	4.77 $\pm$ 0.54	5.19 $\pm$ 0.61	4.73 $\pm$ 0.52	4.72 $\pm$ 0.37	3.46	0.070	0.07

Notes. ($M \pm SD$) – mean and standard deviation; (η_p^2) – effect size.

3.2.2 Qualitative data

An analysis of the parents' interviews suggests that the development of social responsibility among students in sports schools in children's and youth sports schools will be effective if a multidimensional model of social responsibility is applied. Comparing the control and experimental groups of categories, the approach to social responsibility and its education in sports schools was revealed. Parents of the control group described social responsibility as *a common goal of all members of the organization*, which has little to do with the concept and description of social responsibility presented in this study. Meanwhile, the category formed by the parent group of the experimental group states that *social responsibility is a responsibility based on moral values and caring for others*. The description of social responsibility given by the parents of the experimental group is close to the conception of the development of social responsibility presented in our survey, because, as in our survey, moral values and care for others are singled out. Similarly, the parent's statements made it possible to form a category in which *responsibility and commonality contribute to the common goal*. Attempts were made to reveal the parental attitude towards the development of social responsibility in sports schools, as the parents of the control group had a *negative or unclear effect of social responsibility education due to sporting results*, while the experimental group's parents had a *positive attitude towards the interaction of sports and social responsibility*. Based on these results, we can assume that the parents from the experimental group were properly acquainted with the curriculum and their experiences from the social responsibility education program were positive.

In our parents' interview we also sought to reveal changes in socially responsible behavior after the educational period. Comparing the results of the control and experimental groups, it was found that the parents of the control group indicated a lack of socially responsible behavior with other people as well as with the parents themselves, claiming that the behavior of the students (the curriculum was not applicable) remained unchanged, but noticed a changed attitude towards respect for authority, increased self-esteem and not others. The statements of the parents of the experimental group made it possible to form a category of respectful and caring behavior towards other people, as well as the category of positive attitude towards the development of social responsibility in sports schools and the category of socially responsible parenting.

Summarizing the results of the interview, we can say that the experimental group members have a deeper insight into social responsibility. Their attitude is closer to the concept of social responsibility presented in this study and is more expressed in socially responsible behavior changes than in the control group.

4. DISCUSSION

The research results obtained during the educational experiment allow us to propose that the hypothesis has been proved. Since the social responsibility of the sports school students in the quantitative study in most scales was statistically significant, a qualitative study was conducted to understand the deeper understanding and to treat the results of the whole study more comprehensively, giving it an overview. An analysis of the parents' interviews suggests that the development of social responsibility among students in sports schools if a multidimensional model of social responsibility is applied. Comparing the control and experimental groups of categories, the approach to social responsibility and its education in sports schools was revealed. Parents of the control group described social responsibility as a common goal of all members of the organization, which has little to do with the concept and description of social responsibility presented in this study. Meanwhile, the category formed by the parent group of the experimental group states that social responsibility is a responsibility based on moral values and caring for others. The description of social responsibility given by the parents of the experimental group is close to the conception of the development of social responsibility presented in our survey, because, as in our survey, moral values and care for others are singled out. Similarly, the parent's statements made it possible to form a category in which responsibility and commonality contribute to the common goal. Attempts were made to reveal the parental attitude towards the development of social responsibility in sports schools, as the parents of the control group had a negative or unclear effect of social responsibility education due to sporting results, while the experimental group's parents had a positive attitude towards the interaction of sports and social responsibility. Based on these results, we can assume that the parents from the experimental group were properly acquainted with the curriculum and their experiences from the social responsibility education program were positive. The results of our educational experiment do not contradict the data of other authors (Carter, 2009; Gordon, 2007; Leliugienė, 2012; Race, 2011) and the conclusion that it is appropriate to implement similar programs of social responsibility education.

The study, conducted with 11-12 year old young football players, revealed that after personal and social responsibility educational programs, students' social responsibility increased, but there was no

change in personal responsibility (Cryan & Martinek, 2017). Analyzing the possibilities of combining social responsibility education and sport education revealed that the development of social responsibility and sports education can be combined together. When the athletic education takes into account the goals of social responsibility development, it is evident that students engage in well-developed sports education programs by performing the roles selected in the classroom, students can show respect for others, strive to engage, initiate self-learning, and care for other students. The group has a variety of competences and experience for a team that provide students with an excellent opportunity to practice personal and social responsibility. With the ultimate goal of transferring learning to other areas of life, it can be seen that the vast majority of learning experiences can be potentially applied to other situations of student life (Gordon, 2009).

Analyzing the impact of social responsibility education among students of sports schools and explaining the links between quantitative and qualitative research, the attempt is made to reveal a deeper attitude towards the development of social responsibility. Applying mixed research integration, an attempts were made to reveal the interactions between the results of a quantifiable experimental group survey among students and interviews with parents. Interviews with parents revealed an interaction between how students in an experimental group perceive social responsibility and its development, as well as socially responsible behaviors. After identifying interactions between post-educational experimentation, statistically significant improvements in social responsibility indicators and subcategories of parental interviews in the experimental group revealed that the perceived component of social responsibility is related to the *positive parent's view of the interaction between social responsibility and sports activities, integration with sport, with an interest in the environment and the importance of moral values*; Consciousness characteristic are related to *respect and consciousness, as well as through the development of social responsibility through the development of behavior and consciousness, sense of responsibility, respect, consciousness*; The positive behavioral component is related to *social responsibility in the development of behavior and consciousness also caring and helping*; The levels of social responsibility are relate to the *revealed category of respect and respect for others, caring and helping, care for others and responsibility for others*.

The relationship of the qualitative research interaction with the results of the quantitative research was confirmed by the impact of the social responsibility education program among students of the experimental group. Based on the established relationships between quantitative and qualitative research, we can propose that the impact of social responsibility education has been revealed both in qualitative and quantitative research. The integration of the mixed research (quantitative and qualitative) data is presented in Figure 2, which reflects how the six quantitative research factors (perceived social responsibility, consciousness, values, volition, positive behavior, social responsibility) are supplemented by qualitative data.

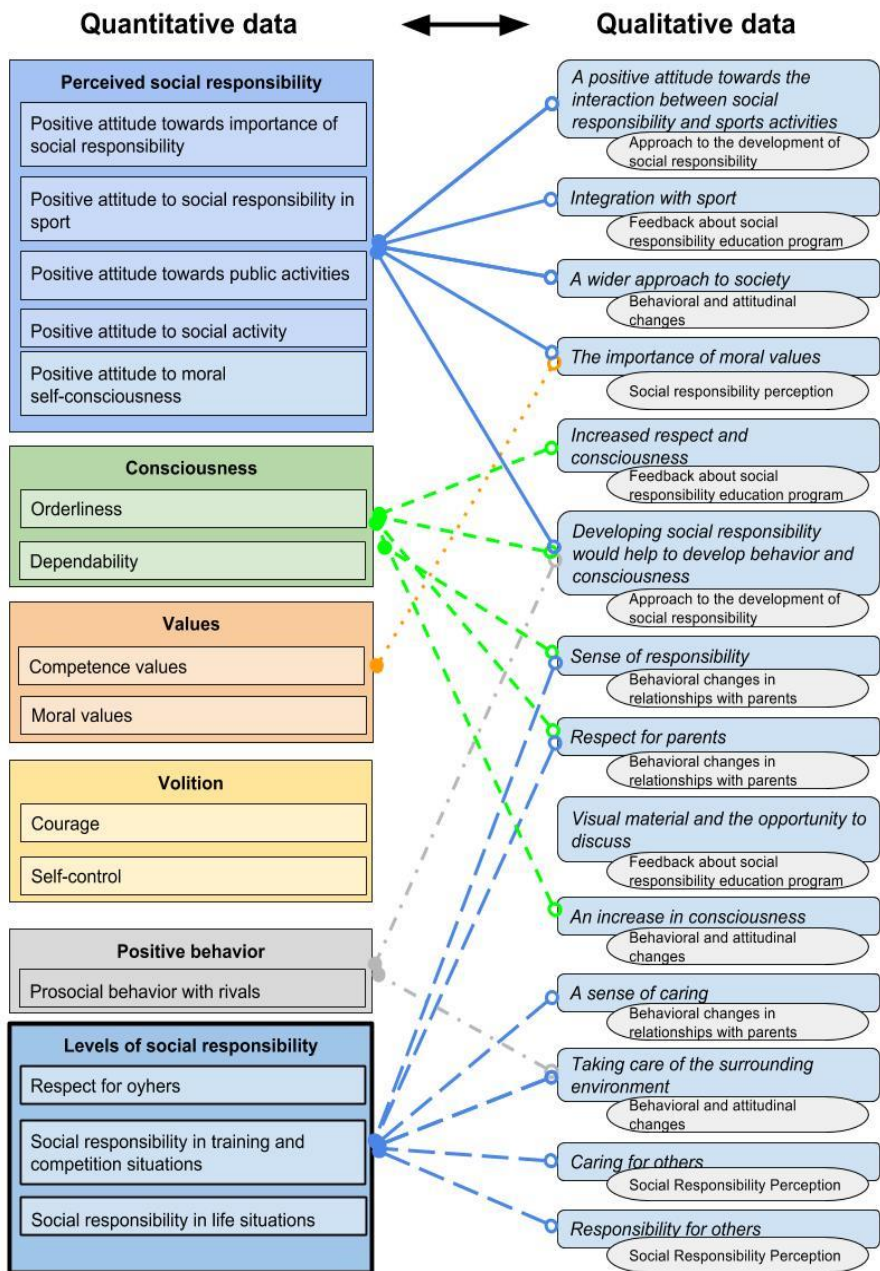


Fig. 2. Mixed research: quantitative and qualitative research interaction links

CONCLUSIONS

1. After the theoretical substantiation of the assumptions for the senior sport school age students' social responsibility education and the structure of the social responsibility structure it appeared that:
 - The development of social responsibility among students of sport schools can be implemented on the basis of the ideas of moral development, social cognitive, humanistic and social constructivism theories.
 - An analysis of the concepts and definitions of responsibility and social responsibility revealed that social responsibility could be described as an integral personality characteristic, expressed in moral and ethical behavior, the adoption of conscious norms of society, the basis of attitudes and values, the expression of volition and perception of the consequences of the activity itself person and other people.
 - The theoretical basis for the structural structure of the social responsibility education of sports schools has revealed that the multidimensional structure of the social responsibility construct makes sense that the following components of social responsibility are important for the development of the social responsibility among students in sport schools: perceived social responsibility, values, consciousness, volition and positive behavior. Educational expression among all components of social responsibility represent achieved level of social responsibility.
2. Theoretically based model of social responsibility education for students of sports schools and its developed social responsibility education program:
 - Research literature review and the generalization of results allowed distinguishing the social responsibility five different components, such as components of a multidimensional construct (sub-components), which is a multidimensional model of social responsibility education for students of sports schools.
 - The program of social responsibility education for sports school students is based on the theoretically based model of social responsibility education for sports school students.
 - Developing social responsibility components and sub-components through the following stages of education: presentation of

subcomponent, practical test of subcomponent, feedback, reinforcement of subcomponent.

- Social responsibility of different components and subcomponents were developed using the following methods of education: group discussion, demonstration, small groups, sensitive training, role play, case study analysis, agility games, imagination training.
3. The following social responsibility peculiarities of sports school students were identified:
- 17 – 18 years old students have a more developed general level of perceived social responsibility and a positive attitude towards the importance of social responsibility, social activity, moral self-consciousness and members of the sports team than football players aged 15-16.
 - 17 – 18 years old students have higher general consciousness level, were more able to strive their goal and have higher level of dependability than football players aged 15-16.
 - 17 – 18 years old students have more developed prosocial behavior with teammates than 15 – 16 years old students.
 - 17 – 18 years old students have a more generalized level of social responsibility and more concerned with others, social responsibility is more pronounced both in training and competition, and in life situations than football players aged 15-16.
4. Educational experiment showed the effect of social responsibility education programme among senior sport school age students in education groups for the senior sport school age students' social responsibility (learning) in education groups: the multidimensional social responsibility education programme applied during the educational experiment had a statistically significant ($p < 0.05$) effect on the components of the experimental group senior sport school age students' positive attitude towards the importance of social responsibility, towards public activities, towards social activity, towards social responsibility in sport, towards sporting activities, towards moral self-consciousness, towards members of a sports team, general level of perceived social responsibility, competence values, moral values, orderliness, dependability, general level of consciousness, courage, self-control, prosocial behavior with teammates, prosocial behavior with rivals, respect, social responsibility in training and competition situations, social

responsibility in life situations and have more developed general level of social responsibility in education groups. The findings of the educational experiment confirmed our research hypothesis that the application of our specially prepared education programme would allow expecting more developed social responsibility among senior sport school age students in education groups.

- An interview with parents revealed that the experimental group's parents had a deeper insight into social responsibility and its development in sports schools and more pronounced changes in socially responsible behavior than those in the control group. The parental approach of the experimental group was more in line with the concept of social responsibility presented in this paper.
- After identifying interactions between the socially responsible indicators and the experimental group parent interview data after the educational experiment, it has been disclosed that the perceived component of social responsibility is related to the positive parent's view of the interaction between social responsibility and sports activities, integration with sport, with an interest in the environment and the importance of moral values; Consciousness characteristic are related to respect and consciousness, as well as through the development of social responsibility through the development of behavior and consciousness, sense of responsibility, respect, consciousness; The positive behavioral component is related to social responsibility in the development of behavior and consciousness also caring and helping; The levels of social responsibility are relate to the revealed category of respect and respect for others, caring and helping, care for others and responsibility for others. The relationship of the qualitative research interaction with the results of the quantitative research was confirmed by the impact of the social responsibility education program among students of the experimental group. Based on the established relationships between quantitative and qualitative research, we can propose that the impact of social responsibility education has been revealed both in qualitative and quantitative research. The integration of the mixed research suggests that in one context (workout, competition) developed socially responsible personality traits can be transferred to other contexts.

SANTRAUKA

Temos **aktualumas** grindžiamas sporto konkurencingumo ir orientacijos į save tyrimų duomenimis, kurie atskleidė, kad konkurencinė sporto aplinka ir orientacija į save skatina amoralių ir neetišką elgesį tiek savo tiek ir kitų žmonių atžvilgiu (Bussey, 2008; Jewell, 2011; Kavussanu, Seal, & Phillips, 2006; Romand, Pantaleon, & Cabagno, 2009; Shields, Bredemeier, LaVoi, & Power, 2005; Stanger, Kavussanu, & Ring, 2012). Sportinis rengimas paveikia daugelį sporto mokyklų mokinių. Yra siekiama, kad ateityje jaunieji sportininkai laimėtų olimpinis žaidynių, pasaulio ar Europos čempionatų medalius, bet iš daugelio tai pavyks padaryti tik keletui. Mes nepagalvojame apie sportinio rengimo poveikį mokiniams, kurie netaps profesionaliais sportininkais. Kokiais žmonėmis mes juos išugdysime? Kokią žymę jiems paliks sportas? Mes turime suprasti sporto galią ir tai, kad sporto reikšmė yra didesnė negu tik susikontcentravimas į laimėjimus (Carter, 2009). Socialiai neatsakingas elgesys, piktnaudžiavimas alkoholiu ir smurtas yra rimtos socialinės problemos, o toks elgesys yra problematiškas sporto kultūros objektas (Malnati et al., 2016).

Pastaraisiais metais, didelio tyrėjų dėmesio sulaukė moralaus elgesio tyrimai sporto srityje (Kavussanu, 2012). Atskleista, kad sportinės veiklos metu, sportininkai užsiima įvairiomis antisocialaus elgesio veiklomis, tokiomis kaip bandymas sužeisti savo varžovą, sukčiavimas ir ginčai su teisėjais (Kavussanu et al., 2006; Shields et al., 2005) taip pat ir prosocialiomis veiklomis kaip antai pagalba kitiems žaidėjams, pagalba susižeidus arba patyrus traumą, palaikymas ir padrąšinimas komandos draugų (Kavussanu & Boardley, 2009).

Sportas yra socialinė aplinka, kurioje sportininkai sąveikauja vieni su kitais ir ten jie gali įgyti neigiamos patirties, jeigu yra siekiama laimėti tokiomis priemonėmis kaip nesąžiningumas su kitais sportininkais, apeliavimas į teisėjų sprendimus arba kerštavimas varžovams. Kita vertus, socialinis sporto kontekstas (sporto mokyklos, kuriose vykdomos socialinės atsakomybės ugdymo programos) leidžia patirti pozityvaus elgesio sportinėje veikloje patyrimą, kai paskatinamas komandos draugas po nesėkmingo žaidimo arba pagalba susižeidus varžovui (Hayden, 2010; Hellison, 2011; Kavussanu & Boardley, 2009).

Socialiai atsakingų įstaigų ir organizacijų (mūsų atveju – sporto mokyklų) nauda visuomenei, valstybei, aplinkai yra šių dienų diskusijų centras visais visuomenės lygmenimis. Tačiau individas, kaip asmuo, kuris pirmiausia yra šeimos ir tik paskui kiekvienos bendruomenės,

organizacijos, įstaigos, visuomenės, valstybės dalis, kol kas yra tarsi ignoruojamas ir paliekamas „gyventi sau“ (Leliugienė, 2012), o taip gali atsitikti, jei sporto mokykloje socialinės atsakomybės ugdymui būtų skiriamas nepakankamas dėmesys.

Kaip leidžia teigti mokslinės literatūros analizė, nėra vieningų jaunųjų sportininkų ugdymo principų susijusių su socialinės atsakomybės ugdymu, nes šiuo požiūriu egzistuoja skirtingi požiūriai (Cómez-Mármol, Martínez, Sánchez, Valero, & González-Villora, 2017). Pirmojo požiūrio šalininkai (Bredemeier, Shields, & Shields, 1986) mano, kad sportas pats savaime yra socializacijos ir vertybių ugdymo procesas, nes tai atitinka olimpinį vertybių ideologiją. Antrojo požiūrio šalininkai, priešingai, pastebėjo, kad jaunųjų sportininkų ugdymo programos paprastai atkuria stereotipus ir priešišką sporto aplinką, kuriai būdingi antisocialūs ir smurtiniai veiksmai bei požiūris ir vertybės, kurios negali padėti ugdyti socialiai atsakingų asmenybių. Tačiau yra tarpinė pozicija, kuri teigia, kad jaunųjų sportininkų ugdymas gali turėti teigiamą arba neigiamą įtaką jauniems sportininkams, priklausomai nuo tam tikrų sąlygų, o ši pozicija atspindi daugumos šiuolaikinių sporto psichologų ir edukologų nuomonės (Brewer, 2009; Eklund & Tenenbaum, 2014; Sánchez & Mosquera, 2011).

Galima manyti, kad teorija, jog sportas ir fizinė veikla turi potencialo ugdyti asmenybę, yra laikui nepavaldi idėja. Idėją, kaip potencialų būdą socialinei atsakomybei ugdyti, išplėtoja tyrėjai, įgyvendindami programas, grindžiamas fizine veikla ir sportu (Collingwood, 1997; Gordon, 2010; Hellison, 2011; Siedentop, 1991). Beje, pritarant šiam potencialui, turima omenyje, kad rezultatai nepasiekiami paprasčiausiai dalyvaujant sportinėje veikloje. Kad viskas pavyktų, programos turi aiškiai identifikuoti pozityviąją socialinę raidą, kaip geidžiamiausią prioritetą, ir turi būti kruopščiai organizuotos, kad padidintų galimybę tam pasiekti (Shields & Bredemeier, 2001).

Remiantis sportu, kaip moralaus ir etiško elgesio ugdymo potencialu, teorinė bei praktinė socialiai atsakingos asmenybės ugdymo modelio paieška ir jo taikymas išlieka svarbiu klausimu, siekiant ugdyti sporto mokyklos mokinių socialinę atsakomybę.

Mokslinė problema

Disertacinio tyrimo **mokslinės problemos aktualumą** pagrindžia šios aplinkybės:

1. Socialinės atsakomybės (toliau SA) tyrimų vienpusiškumas.

Atlikta daug tyrimų, kuriuose buvo tiriamas vaikų ir jaunimo socialinės atsakomybės ugdymas per kūno kultūros pamokas, tačiau nėra publikacijų, kuriose būtų analizuotas socialiai atsakingos asmenybės ugdymas sporto mokyklose.

2. Socialinės atsakomybės tyrimų trūkumas Lietuvoje.

Daug SA įdiegimo pavyzdžių ir jų tyrimo darbų buvo atlikta JAV. Tačiau tarp JAV ir Lietuvos yra daug ryškių kultūrinių skirtumų. Nėra atlikta SA tyrimų, nagrinėjančių ugdymą Lietuvos kontekste.

3. SA įdiegimas tarp mokinių, kurie nepriklauso rizikos grupėms.

Dauguma tyrinėjimų atlikta tose programose, kur mokiniai priklauso rizikos grupėms. Tokių mokinių identifikavimas yra grindžiamas faktoriais, kaip skurdo problemos, ir daugeliu atveju nukreipimu iš nepilnamečių teisinių programų. Buvo vykdytas tik siauras tyrinėjimas nagrinėjant modelio poveikį mokiniams, nepriklausantiems įvairioms rizikos grupėms.

4. Probleminė situacija, kuriai spręsti trūksta tam tikrų mokslo žinių.

Iki šiol nėra sukurta modelio, kuriuo būtų galima remtis ugdant socialiai atsakingą asmenybę per sportinę veiklą.

Atlikta literatūros šaltinių analizė, taip pat mokslinių tyrimų, susijusių su sporto mokyklų mokinių socialinės atsakomybės ugdymu problematika ir stoka, iškelia esminį **probleminį klausimą** – kaip parengta edukacinė programa pagal sukurta socialiai atsakingos asmenybės ugdymo modelį šiuolaikinės visuomenės sąlygomis padėtų ugdyti sporto mokyklų mokinių socialinę atsakomybę?

Tyrimo objektas – sporto mokyklų mokinių socialinės atsakomybės ugdymas.

Tyrimo hipotezė – sporto mokyklų mokinių socialinės atsakomybės ugdymas vaikų ir jaunimo sporto mokyklose bus veiksmingas, jeigu bus pasitelktas daugialypis modelis (*taikant ugdymo programą pagal sukurta daugialypį ugdymo modelį, galima tikėtis didesnės sporto mokyklų mokinių socialinės atsakomybės*).

Tyrimo tikslas – atskleisti sporto mokyklų mokinių socialinės atsakomybės ugdymo ypatumus.

Tyrimo uždaviniai:

1. Atlikti tarpdisciplininę socialinės atsakomybės sampratos analizę, pagrindžiant svarbiausias sąvokas, adekvačias analizuojamam fenomenui ir teoriškai pagrįsti konstrukto „socialiai atsakinga asmenybė“ struktūrą.

2. Teoriškai pagrįsti sporto mokyklų mokinių socialinės atsakomybės ugdymo modelį ir pagal jį parengti sporto mokyklų mokinių socialinės atsakomybės ugdymo programą.

3. Nustatyti futbolo sporto mokyklų jaunučių ir jaunių socialinės atsakomybės ypatumus.

4. Ugdymu eksperimentu įvertinti futbolo sporto mokyklos mokinių socialinę atsakomybę prieš ugdymo programą ir po jos, siekiant nustatyti ugdymo programos veiksmingumą.

Disertacijos mokslinis naujumas. Disertacijoje pateikiamas pagrįstas daugialypis sporto mokyklų mokinių socialinės atsakomybės ugdymo modelis. Pagrįsta originali sporto mokyklų mokinių socialinės atsakomybės ugdymo tyrimo metodologija. Sukurta ir validuota daugialypė sporto mokyklų mokinių socialinės atsakomybės ugdymo programa. Surinkta mokslui naudingų empirinių duomenų – atskleisti sporto mokyklų mokinių (skirtingų amžiaus grupių) socialinės atsakomybės ypatumai. Ugdymu eksperimentu nustatytas sporto mokyklų mokinių socialinės atsakomybės ugdymo programos poveikis sporto mokyklų mokinių socialinės atsakomybės komponentų ir subkomponentų ugdymui(si).

Disertacijos praktinis reikšmingumas. Sukurtas sporto mokyklų mokinių daugialypis socialinės atsakomybės ugdymo modelis ir jo tyrimo metodologija, leidžianti tirti sporto mokyklų vyresniojo amžiaus mokinius ir plėtoti jų socialinės atsakomybės komponentus ir subkomponentus. Sukurta ir validuota sporto mokyklų mokinių daugialypė socialinės atsakomybės ugdymo programa gali būti integruojama į sporto mokyklų mokinių ugdymo programas bei neformaliosios sportinės veiklos turinį. Disertacinio darbo išvados, praktinės rekomendacijos, empirinių tyrimų duomenys, gauti atliekant šį disertacinį tyrimą, gali būti naudingi pedagogams, sporto, sveikatos ir kitų sričių specialistams, analizuojantiems jaunųjų sportininkų socialinės atsakomybės ugdymo plėtotės klausimus ir praktiškai įgyvendinantiems socialinės atsakomybės ugdymą. Tuo tarpu, mokslininkai ir tyrėjai šiuo darbu galės remtis toliau tyrinėdami socialinės atsakomybės ugdymo problemą ugdant jaunuosius sportininkus ar kituose sportinės veiklos kontekstuose.

IŠVADOS

1. Teoriškai pagrindus sporto mokyklų mokinių socialinės atsakomybės ugdymo prielaidas ir socialinės atsakomybės ugdymo struktūrą išryškėjo, kad:
 - Sporto mokyklų mokinių socialinės atsakomybės ugdymas gali būti įgyvendintas remiantis moralinės raidos, socialinės kognityviosios, humanistinės bei socialinio konstruktyvizmo teorijų idėjomis.
 - Atsakomybės bei socialinės atsakomybės sampratų bei apibrėžimų analizė atskleidė, kad socialinė atsakomybė galėtų būti apibūdinta kaip integratyvi asmenybės savybė, pasireiškianti moralės ir etikos principais pagrįstu elgesiu, sąmoningu visuomenės normų priėmimu, požiūrių ir vertybių pagrindu, valios išraiška bei suvokimu, kokias pasekmes turi vykdoma veikla pačiam asmeniui ir kitiems žmonėms.
 - Teoriškai pagrindus sporto mokyklų socialinės atsakomybės ugdymo konstrukto struktūrą išryškėjo, kad socialinės atsakomybės konstrukto daugialypė struktūra įprasmina idėją, kad sporto mokyklų mokinių socialinei atsakomybei ugdyti yra svarbūs šie socialinės atsakomybės komponentai: suvokta socialinė atsakomybė, vertybės, sąmoningumas, valia ir pozityvus elgesys. Visų socialinės atsakomybės komponentų ugdymo išraiška yra pasiektas socialinės atsakomybės lygis.
2. Teoriškai pagrįstas sporto mokyklų mokinių socialinės atsakomybės ugdymo modelis ir pagal jį parengta socialinės atsakomybės ugdymo programa:
 - Mokslinės literatūros analizės ir tyrimų rezultatų apibendrinimo pagrindu išskirti penki skirtingi komponentai, kaip daugialypio konstrukto komponentai (jie dar yra sudaryti iš dalių – subkomponentų), kurie sudaro daugialypį sporto mokyklų mokinių socialinės atsakomybės ugdymo modelį.
 - Sporto mokyklų mokinių socialinės atsakomybės ugdymo programa sukurta remiantis teoriškai pagrįstu daugialypiu sporto mokyklų mokinių socialinės atsakomybės ugdymo modeliu.
 - Socialinės atsakomybės komponentai ir subkomponentai plėtoti pasitelkiant šiuos ugdymo etapus: ugdomo subkomponento pristatymo, praktinio išbandymo, grįžamojo ryšio teikimo ir įtvirtinimo.

- Socialinės atsakomybės komponentai ir subkomponentai per sporto mokyklų mokinių užsiėmimus - treniruotes ugdomi, pasitelkiant šiuos ugdymo metodus: demonstravimo, vaidmenų atlikimo, mažųjų grupių, judriųjų žaidimų, jautriosios treniruotės, atvejo situacijos analizės, vaizduotės treniruotės ir grupės diskusijos.
3. Nustatyti tokie sporto mokyklų mokinių socialinės atsakomybės ypatumai:
- 17 – 18 metų futbolininkai pasižymi labiau išsiugdytu bendruoju suvoktos socialinės atsakomybės lygiu bei teigiamu požiūriu į socialinės atsakomybės svarbą, socialinį aktyvumą, moralinę savivoką ir sporto komandos narius nei 15 – 16 metų futbolininkai.
 - 17 – 18 metų futbolininkai pasižymi aukštesniais bendrojo sąmoningumo rodikliais, pasižymi didesniu tikslo siekimu ir yra pareigingesni nei 15 – 16 metų futbolininkai.
 - 17 – 18 metų futbolininkai pasižymi labiau prosocialiu elgesiu su komanda nei 15 – 16 metų futbolininkai.
 - 17 – 18 metų futbolininkai pasižymi aukštesniu bendruoju socialinės atsakomybės lygiu, didesniu rūpinimusi kitais, socialinė atsakomybė labiau pasireiškia tiek treniruočių ir varžybų metu, tiek ir gyvenimiškose situacijose nei 15 – 16 metų futbolininkų.
4. Ugdomuoju eksperimentu nustatytas sporto mokyklų mokinių socialinės atsakomybės ugdymo programos poveikis futbolo sporto mokyklų mokinių socialinės atsakomybės ugdymui(si): ugdomojo eksperimento metu taikant daugialypę socialinės atsakomybės ugdymo programą statistiškai reikšmingai ($p < 0,05$) sustiprėjo eksperimentinės grupės sporto mokyklų mokinių teigiamas požiūris į socialinės atsakomybės svarbą, į visuomeninę veiklą, į socialinį aktyvumą, į socialinę atsakomybę sportinėje veikloje, į sportinę veiklą, į moralinę savivoką, taip pat sustiprėjo bendrasis suvoktos socialinės atsakomybės lygis, tvarkingumas, pareigingumas, bendrasis sąmoningumo lygis, gebėjimų ugdymo vertybių raiška, moralinių vertybių raiška, drąsa, savitvarda, prosocialus elgesys su varžovais, pagarba kitiems, rūpinimasis kitais, socialinė atsakomybė treniruočių ir varžybų metu, socialinė atsakomybė gyvenimiškose situacijose ir bendrasis socialinės atsakomybės lygis.

- Interviu su tėvais atskleidė, kad eksperimentinės grupės tėvai pasižymėjo gilesniu požiūriu į socialinę atsakomybę ir jos ugdymą sporto mokyklose bei labiau išreikštais socialiai atsakingo elgesio pokyčiais nei kontrolinės grupės tiriamieji. Eksperimentinės grupės tėvų požiūris labiau atitiko šiame darbe pateiktą socialinės atsakomybės ugdymo koncepciją.
- Nustatčius sąveikos ryšius tarp po ugdomojo eksperimento statistiškai reikšmingai pagerėjusių socialinės atsakomybės rodiklių ir eksperimentinės grupės tėvų interviu duomenų, buvo atskleista, kad suvoktos socialinės atsakomybės komponentas yra susijęs su *teigiamu tėvų požiūriu į socialinės atsakomybės ir sportinės veiklos sąveiką, su integravimu su sportu, su platesniu požiūriu į visuomenę, su moralinių vertybių svarba ir socialinės atsakomybės ugdymo pagalba ugdant pozityvų elgesį ir sąmoningumą*. Sąmoningumo savybės yra susijusios su *pagarbaus elgesio ir sąmoningumo padidėjimu, taip pat su socialinės atsakomybės ugdymo pagalba ugdant pozityvų elgesį ir sąmoningumą, atsakingumo pojūčiu, pagarba tėvams ir bendruoju sąmoningumo padidėjimu*; pozityvaus elgesio komponentas siejasi su *socialinės atsakomybės pagalba ugdant elgesį ir sąmoningumą bei rūpinimąsi artimąja aplinka*. Socialinės atsakomybės lygis siejasi su *atsakingumo pojūčiu, pagarba tėvams, rūpinimusi artimąja aplinka, rūpinimusi kitais ir atsakingumu už kitus*. Nustatyti kokybinio tyrimo sąveikos ryšiai su kiekybinio tyrimo rezultatais patvirtino socialinės atsakomybės ugdymo poveikį eksperimentinės grupės mokiniams. Remdamiesi nustatytais kiekybinio ir kokybinio tyrimo sąveikos ryšiais, galime teigti, kad socialinės atsakomybės ugdymo poveikis buvo atskleistas tiek kiekybinio, tiek ir kokybinio tyrimo metu. Mišraus tyrimo rezultatai sudaro prielaidą, kad viename kontekste (treniruotės, varžybos) iš(si)ugdytos socialiai atsakingos asmenybės savybės gali būti perkeliamos į kitus kontekstus.

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