

SOCIETY SOCIAL ACCEPTANCE AND CULTURE PERSPECTIVE IN SPORTS

¹Dr. Mandeep Singh ²Dr. anek Goel

¹Department of Higher Education, Govt. of J&K, India

²Asstt. Prof. in Physical Education, Deendayal Upadhyaya College, University of Delhi, India

ABSTRACT

There is a moderately high correlation between assessments of social acceptance and popularity. Nonetheless, there is growing evidence that by middle childhood, being well accepted and being perceived as popular by peers are not synonymous. Culture can be defined as the set of learned behaviours and beliefs that characterize a people group. Culture makes a population into a people group. It's their beliefs, attitudes, and ideals. From their diet to their religion, to their family structure, to their jobs, to even their entertainment, it's what makes them. When talking about culture, we're talking about things that are sort of tangible, almost like objects. They are our language, our technology, and our institutions - things like our churches, our schools, or even our houses. However, culture is also intangible; it's our values and our behaviors. Our culture includes our norms, the standards or rules about acceptable behavior.

Key words- Culture, Behavior, Acceptance and Social.

INTRODUCTION:

Unlike culture, which encompasses the tangible and intangible things of a people group, society is defined as a group of people who occupy a particular territory and who share a culture. Stating it simply, we would say that a society is a people of a culture. The people living and interacting with one another in order to create a culture. People bonded together by their shared beliefs, attitudes, languages, and institutions; in other words, by their culture.

"Society" is the sum of all the different social groups, social rules, and social interactions we experience in living, working, and playing with our fellow humans, whether we want to or not. The "culture" of a society is its own particular stage or level of refinement, especially in intellectual and artistic pursuits. A society or group that is highly cultured will have a highly refined--thought out and experienced--level of intellectual and artistic sensitivity.

It is possible for culture to be set back. Often, the cultural level of a country is dependent upon the length of time it has been at peace, and the relative wealth it has, allowing people time to think and to be artistic about things other than mere day-to-day survival. If such is the case, then we might find that society and culture are helped by technology only because technology makes a safer, better living possible for a wider number of people--and thus most of us can have more time to develop our thought and feeling. Culture is what differentiates one group or society from the next.

Different societies have different cultures, a culture represents the beliefs and practices of a group, while society represents the people who share those beliefs and practices. Material culture refers to the objects or belongings of a group of people (such as automobiles, stores, and the physical structures where people worship). Nonmaterial culture, in contrast, consists of the ideas, attitudes, and beliefs of a society. In 18th and 19th century, the term 'culture' was equated with civilization and considered a unique aspect of society. Today, social scientists understand culture as a society's norms, values, and beliefs, as well as its objects and symbols -- and the meaning given to those objects and symbols. Culture and society are not the same thing. While cultures are complexes of learned behavior patterns and perceptions, societies are groups of interacting organisms. People are not the only animals that have societies. Schools of fish, flocks of birds, and hives of bees are societies. In the case of humans, however, societies are groups of people who directly or indirectly interact with each other. People in human societies also generally perceive that their society is distinct from other societies in terms of shared traditions and expectations. While human societies and cultures are not the same thing, they are inextricably connected because culture is created and transmitted to others in a society. Cultures are not the product of lone individuals. They are the continuously evolving products of people interacting with each other. Cultural patterns such as language and politics make no sense except in terms of the interaction of people. An individual perform any physical activity or sports with in the society only. On the one hand society and culture teaches us the process of acquiring social values and living together, on the other hand physical education and sports also deals with

learning of social values and collective performances. Society and culture has great influence in the field of physical education and sports.

SOCIAL ACCEPTANCE AND RECOGNITION:

Social acceptance and recognition in a group helped early humans survive harsh environments. Because of Social acceptance and recognition individual feels as part of a group that helps people feel safe and protected. People who feel isolated and lonely and excluded tend to have poor physical health. They don't sleep well, their immune systems sputter, and they even tend to die sooner than people who are surrounded by others who care about them. Social acceptance and recognition is not actually limited to individuals only, it ranges from a custom to style, from simple word to long phrase, from any simple act to high stunt. Social acceptance and recognition can be of any matter or thought related to individual or the whole society. Absence of social acceptance and recognition is always associated with poor mental health and depression and it may contribute to suicide. Absence of social acceptance and recognition suffers it, either; it can disrupt society at large.

Social acceptance and recognition is not an independent aspect in itself, it is highly associated with satisfaction, respect etc. Each of us has a desperate demand for acceptance by the group whose good opinion we cherish. We must be insiders of the group. We must belong. Every person wants group or social acceptance, to reign supreme in the heart of one individual, but that is not enough. Each must have an individual reason for existence. Each must feel that he or she stands out from the group as an individual in his or her own right. We all long to be important individuals.

The properties and aims of physical education are well accepted and recognized by the society. The historical aspects have shown that physical education was regarded as a respectful trend in the society. Present society is also accepting and recognizing the modern concepts of physical education. The contribution of physical education is always applauded and Physical education programs are designed to get very beneficial results, therefore society members are completely satisfied with the degree of social acceptance. Physical education aims to produce good social

beings. A self-centered person is usually unpopular because he is customarily negative, argumentative, stubborn, uncooperative, difficult to get along with, and inclined to strut. The social-minded and socially approved person is more friendly, cooperative, easy to get along with, and reasonably modest.

Social acceptance is generally operationalized as an indicator of likability or positive regard from peers. Typically, the participating youths are asked to identify peers who are well liked or who are preferred as social partners. The resulting indices are associated primarily with positive behavioral features. For example, well accepted youths have been described as friendly, responsible, and socially skilled. Behavioral styles of this nature are predictive of positive academic outcomes. From a somewhat different tradition, sociological theories on the organization of peer groups during childhood and adolescence have focused on popularity as an indicator of social standing. These perspectives portray popularity as a shared recognition among peers that a particular youth has achieved prestige, visibility, or high social status. Popularity is not viewed as an indicator of liking by peers but rather is seen as a reputational construct involving power and status in the group. Conceptualized in this manner, popularity has only recently become the subject of significant empirical attention in the developmental psychology literature. Popularity is linked to a more mixed pattern of attributes than is social acceptance. Popularity is associated with prosocial behaviors, on the one hand, and aggressive or dominating behaviors, on the other hand. A sports person becomes popular with social acceptance and recognition, but in case of a serial killing issue, murderer may get more popularity but social acceptance or recognition will not be there. On a theoretical level, popularity and social acceptance might be viewed as closely related but must not be considered as synonyms.

CONCLUSION:

There is a moderately high correlation between assessments of social acceptance and popularity. Nonetheless, there is growing evidence that by middle childhood, being well accepted and being perceived as popular by peers are not synonymous. There may be important differences in the

implications of popularity and social acceptance for an adolescent's adjustment at school. Acceptance by peers is predictive of adaptive outcomes in both social and academic domains. In contrast, popularity can incorporate notable risks for development. For example, popular youths tend to experience increases in relational and overt aggression over time. Popularity has also been linked to involvement in risky behaviors during adolescence, including sexual experimentation and alcohol use.

Reference:

- Agrawal, J. C. (1966). Educational Research - An Introduction. New Delhi: Agra Book Depot.
- Buch, M. B. (1997). (Ed.) Fifth Survey of Research in Education. New Delhi: NCERT
- Mahila, D. S. (1995). Yoga Illustrated. New Delhi: Patiala House.
- Manroe, W. S. & Englehart, M. D. (2014). The Techniques of Educational Research Urban-III, Bureau of Educational Research, University of Illinois, Bulletin No. 38.
- Yoga Sudha.: (1998). Vol-9, Bangalore, Vivekanda Kendra, Yoga Prakashan.