

The Role of Sports in Children's Education

Case Study 09 Helsinki Human Rights

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ABSTRACT

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This is a research oriented thesis and the aim of the study was to strive to know how sports can be used as a tool in child development and education. The target group were the service users of 09Helsinki Human Rights who take part in the free sporting activities organised by 09Helsinki. The methodology of the study was qualitative which involved interviews with five children between the ages of seven to ten from 09Helsinki Human Rights.

The data collection was done through two different types of interviews: general interview guide approach and a close fixed response interviews. The data was analysed using the thematic analysis and the findings of research revealed that sports plays a great role in child development and education through the sporting activities organised by 09Helsinki Human Rights. This was explained by the following themes which had been categorised from the data: teamwork, morals, social development and social networking.

Key Concepts: Sports and Education, Empowerment, Collaboration

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INTRODUCTION

In the world of sports, we have different games with each having its own specific rules. These games are usually physical activities that are done either by individuals or teams for leisure, entertainment as well as to compete against one another. The topic of sports is very broad: it can serve as a form of therapy as well as a tool in different aspects of life which can help to change the world. The Novak Djokovic Foundation (NDF, 2017) states that sports are also quite beneficial for children. By playing sports children develop physical skills; learn how to exercise; make new friends, have fun; learn to be team players; and improve their self- esteem.

In Cameroon, where I come from, growing up as a child I never really had an opportunity to participate in any sporting activity. This is due to the fact that sports were never considered to have any importance or benefits in the life of children. Sports were seen as something for idle people and for children who were not intelligent. Parents were afraid their children will become delinquent if they pay too much interest in sports. Children who dared to go for any sporting activities after school hours were perceived as stubborn and sometimes received corporal punishment since most parents did not allow their children to participate in any sporting activity after school. In my country, besides Physical Education (P.E) classes that were organized in most schools at the primary level of education, there was nothing like children having hobbies or any sporting activities especially after school hours. I remember the only time most children including myself did some sporting activities was during our P.E classes in primary school. At this point in my life many people including myself did not see the importance of sports in education as well its value, for we thought sports was just a form of physical activity. We thought sports was being used as a tool for distraction that kept children off the streets and prevented people from attaining their academic goals in life.

Sport is more than just a physical activity that diverts the attention of children in the streets. Sports play a great role in advancing education and in enhancing knowledge. (Smart School Programs 2013). My childhood experiences in sports together with my experiences during the Community Empowerment Participation (CEP 4) placement at 09 Helsinki Sport for Human Rights (based on model, methods and strategies of community development work) gave me every reason to write on this topic. Watching parents leave children at 09 Helsinki daily for about four hours after school developed my concern for this topic.

Furthermore, what I experienced and observed at 09 Helsinki Sports for Human Rights, led to the purpose of this study. The study will be done in collaboration with 09 Helsinki Human Rights with an aim to seek the connections that exist between sports, education, as well as the interest and importance of sports to children from diverse backgrounds. Before giving a brief description of 09Helsinki which is the working life collaboration of my thesis, I deem it necessary to define some terms like sports, play and Children.

1.1: An Analysis of play, games and sports

To understand the impact of sports to a child's life and society, it is imperative to understand the meaning of the following terms: play, games and sports. It is also important to understand who is a child. Although sports involve play which may be seen as a useless activity, it has a very important function. Through play, children learn and develop their brains.

Play is a learning process and there are important differences between children's way of playing in different cultures. There are also some striking similarities, and children in different cultures go through the same stages of development in their playing behaviour (Seagoe 1970).The importance of play in children's development is indicated by the energy and how much time they spend on playing. Children may occasionally be conscious that they are

learning, for example when practicing to catch a ball. However, playing may also very well be functional without the child being conscious of this function. (Agner Fog. 1999).

Bill Harper, a sports philosopher states that: "Play is voluntary, spontaneous, light and one of the traditional sources of pure pleasure for humans" (Gilbert, 1975, p. 89). He believes that the motivation for play is purely intrinsic in nature, and that participating in an activity for reasons other than to amuse oneself detracts from its playful nature. Hence, for Harper, playing squash to become more physically fit; learning tennis to gain social acceptance; or running around a track to earn an award are not playful motives. Furthermore, Harper believes that participants must have control over the activity, if it is to maintain its playful nature.

In addition, to understand the connection between play and sports, we need to first understand the meaning of the concept of games, since all sports revolve within a game. According to Loy (1968), a game is "any form of playful competition whose outcome is determined by physical skill, strategy, or chance employed singly or in combination". Furthermore, as pointed out by Vanderzwaag (1972), the critical property of game is rules. These rules define what may or may not be done to achieve the desired outcome. Rules also give an activity structure by specifying the spatial and temporal constraints under which opponents strive. In many instances rules can be unique since participants may create them, such as in a "pick-up" basketball or softball game. Otherwise, in more formally structured games, already codified rules are followed.

Furthermore, a sport is a form of game, played by children and adults alike, where the players train for physical skills. The distribution of various sports in different countries can be best explained by the theory of culture centres from where new phenomena spread by diffusion (Agner 1999). Sports have become a universal medium through which people of different countries, socioeconomic levels, cultures, races, genders, and ages can communicate and set standards

of excellence which all can admire and for which all can strive. In many ways, sports have become a modern art form which is accessible, understandable, and cherished by people around the world (Siergel. D. 2001).

Moreover, the United Nations Convention on Rights of the Child (UNHCHR 2010) defines a child as “a human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier”. This is ratified by 192 of 194 member countries. The Oxford University Press (2010) say’s biologically, a child (children) is generally anyone between birth and puberty. The analysis of play, games and sports will be incorporated into my thesis since it is based on sports as a whole. My target group in this study is children between 7-16 years old of 09 Helsinki Human Rights. It will be inevitable not to give a synopsis of the objectives and purpose of the organization which serves as a working life collaboration to my study. However, the plight in this study is to examine how sports build these children educationally (through the extracurricular activities), which has not been explored or worse, neglected globally.

1.2: Brief Description of 09 Helsinki Human Rights

09 Helsinki is a Non-Profit Organization in Finland (NGO). It has different centers with each of them having their own projects and programs for children and young people. At 09 Helsinki Human Rights Malmi Centre, the target group is children between ages 7-16. Here, there are no ethnicity barriers and some children out of these target groups are also welcome if only they stick to the rules. The foundation provides low threshold sporting activities and training to both the Helsinki and Turku regions. The foundation also offers diverse cultural activities to the children in a peaceful atmosphere, thereby enabling these children to freely integrate in the society. The Malmi center also takes care of the children’s health as well as ensures good communication and friendship amongst the children.

Moreover, the O9 Helsinki Human Rights also has some partners as well as networks with other organizations. Some of their sponsors include the city of Helsinki Department of Social and Health care and Ray which deals with slot machines. The foundation also works with the youth department of the city of Helsinki and Arla which is one of their sponsors and partners with the Finnish Ministry of Education and Culture as well as with different schools and youth houses. The foundation receives financial support from all their sponsors except from Arla that provides healthy snacks for the children such as yogurts and juice. The foundation is required to present a yearly application to its sponsors with all activities for the year as well as their estimated budget.

The main purpose of this foundation is to promote human rights and equality in all spheres of life as well as fight against all forms of discrimination based on gender, culture, race and age. Thus the reason why children out of the required age group can as well visit the center as long as they stick to the rules. Also, the foundation ensures availability of services to their service users and enables them to integrate into the Finnish society. The foundation is also trying to develop new models and networks to eliminate any obstacles children with immigrant background might be facing in life. Another role of the foundation is that they train instructors and enable them to handle issues of multiculturalism.

1.3: Problem Statement

Sports nowadays play a huge role in many people's lifestyle on a daily basis which could be either for fun or for fitness reasons. The trend presently is the issue of many parents enrolling their kids into different sport lessons and clubs at a very young age. Also, emphasis has been placed on the importance of sports in the life of children in the area of physical and mental development in their lives.

However, the aspect of sports being a tool for educating children informally has not been explored to a greater extent when compared to other disciplines or

spheres of life. Many studies have proven that sports are more often played for competitive or recreational purposes, thereby under-estimating the educational value and benefits of sports in the lives of children. I therefore, deem it necessary to look into the role sports play towards educating children informally which I presume has been undermined and if not, given less value.

In response to the aforementioned problem, my study is to examine the educational benefits as well as the value sports build in the lives of these children. I plan to use an inclusive participatory investigation; group discussion methods; as well as interviews to get the necessary information for my target group. I will also attempt to initiate one on one discussions since some of the kids might be timid to speak in group settings which can skew their answers.

1.4: Purpose of the Study

The purpose of this study will be to find out how sports can be a tool not just for entertainment, pleasure and physical activities, but also for its educational benefits and impact on the lives of children through extracurricular activities. In addition, the research aims at finding the positive and negative outcomes of sports in the lives of the children in 09Helsinki for Human Rights, with informal education at the core of its entirety.

2 LITERATURE REVIEW

The aim of the literature review is to evaluate the different perspectives and opinions of different authors or scholars towards the role of sports in children's education. Based on my thesis topic, the review will be centred on sports as a tool for educating children as well as the positive and negative impact of sports in their lives. Also the concept of competitive sports used by many authors in the sphere of sports will be evaluated and the educational role of sports will be discussed successively.

Sporting activities are more often in some countries supported by government subsidies. Although sports are known to be leisure activities, there exists a small relation between sports participation and the developmental skills of children. Therefore, by analyzing the effect of sports participation in children, the question of when and through which means sports can influence people's educational and professional success remains open. When addressing this question, it is crucial to bear in mind that success later in life may be explained by cognitive and non-cognitive abilities acquired early in life. Thus, while sports participation during adolescence may leave cognitive skills unaffected, it may very well be the case that sports participation during childhood enhances the formation of cognitive skills as well as non-cognitive skills. For this purpose, my study will be analyzing the role of sports in the lives of the children at 09 Helsinki as different ways of education.

In Finland, the Finnish Act on the promotion of Sport and Physical Activities (390/2015) which is based on growth and development of young people as one of the objectives of sports in Finland stipulates the importance of sports in the lives of children. Also, this Act under section three, defines physical activities as a spontaneous and structured physical exercise. This excludes top-level sports which means they are extensive, goal orientated sports activities aimed at international success. This Act is very much in connection with the purpose of 09 Helsinki Human Right.

According to SportsAccord (2011), sports is a form of usually competitive physical activities or games which, through casual or organized participation, aim to use, maintain or improve physical ability and skills while providing enjoyment to participants, or entertainment for spectators. The sport should not be judged to pose an undue risk to the health and safety of its athletes or participants. Compared to SportsAccords definition, John O' Sullivan (2014) says " sport is like a double-edged sword. Swung in the right direction, the sword can have tremendously positive effects, but swung in the wrong direction it can be devastating. The sword is held by adults who supervise children's sports. Whether sport is constructive or destructive in the psychological development of young children greatly depends on values, education and skills of those adults (John O' Sullivan 2014.)"

Meanwhile Torgler et al (2006) cited that economic analyses of sports have become very popular in the last decades. While the focus of most studies is on labour markets, labour management relations, wage determination, and finance in professional sports like baseball, basketball, football, and soccer, only a few research deals with the impact of non-professional sports on economic outcomes. Conversely, the economic literature about human capital mainly focuses on formal education and on-the-job training. Other forms of human capital investments like out of school activities of students (e.g., sports) are largely neglected.

Sports as a whole, is a very current topic with many researchers coming up with different views. Although there are many publications on this subject, most of them are concerned or focused on the healthy development of children and young people through sports. These publications also emphasize on the social, emotional and developmental strengths as well as the stability that sports create in children.

In addition, most articles lay emphasis on Physical Education and physical activities for children and young people in schools, their benefits, impact, as well as the physical wellbeing of children. However, they suggest the educational

value and benefits of sports should not be under-estimated which might be the case due to the outburst of video games. Most of the researchers believe sports contribute to the education of children both inside and outside school life for children. According to John O' sullivan (2014) "there isn't any other youth institution that equals sports as a setting in which to develop character. There just isn't. Sports are the perfect setting because character is tested all the time".

2.1 Positive Impact of Sports

In the world of sports, we have different games with each having its own specific rules. These games are usually physical activities that are done either by individuals or teams for leisure, entertainment as well as to compete against one another. Sport is a very broad topic. It can serve as a form of therapy as well as a tool in different aspects of life which can help change the world. The NDF (2017) indicates that sport is quite beneficial for children too. By playing sports children develop physical skills; learn to exercise; make new friends; have fun; learn to be team members; improve self- esteem, and more.

According to Morris Kelly (2015) children who participate in physical activities such as sports, experience positive health benefits. These health benefits include a decreased risk of high blood pressure, obesity, heart disease, diabetes and some types of cancer as reported by the president's Council on Physical Fitness and Sports. Furthermore Morris kelly (2015) conveys according to an article published by the University of Florida that children who participate in sports are also less likely to smoke or use drugs and alcohol than children who don't participate in sports. The article also reports that teenage girls who participate in sports are less likely to become pregnant than girls who don't participate in sports.

The University of Florida reports that participation in sports helps children develop self-esteem. For example, girls who participate in sports develop increased confidence and have a healthier body image than girls who don't participate in sports. Improved self-esteem and self-confidence also help improve

mood and mental health (Morris Kelly, 2015). Furthermore, it has been cited by Morris Kelly (2015) that kids who participate in sports earn better grades in school and develop better social skills, according to the University of Florida. Participating in sports provides opportunities for children to develop friendships; to learn to lose and win gracefully; to practice taking turns; to take on leadership roles; to learn to follow rules; and to practice managing conflict. The social interaction experienced while participating in sports also improves mood and mental health. Although these developments are beneficial to all children, the Special Education Advisor website points out that they may be even more beneficial to kids with special needs.

Regular physical activity benefits health in many ways, including helping build and maintaining healthy bones, muscles, and joints; helping control weight and reduce fat; and preventing or delaying the development of high blood pressure (GAO, 2012). On the other hand, it was also noted by the British Journal of Medicine (2013) that "exercise is one of the least expensive ways to stay healthy, with one study finding that exercise can prevent chronic diseases as effectively as medicine. Also some study analysis also found out that extracurricular activities can reduce the risk of different types of cancer.

Also organized sports activity helps children develop and improve cognitive skills, according to many reports from scholar articles and journals especially children from kindergarten age through adolescent age. Physical activity in general is associated with improved academic achievement, including grades and standardized test scores. Moreover, such activity can affect attitudes and academic behavior, including enhanced concentration, attention, and improved classroom behavior (GAO.2012).

Many other scholars have proven that sports have more positive impacts than negative in the lives of children. The NDF (2017) confirms this assertion too by saying that playing sports enables children to create friendships they otherwise might not have formed. This foundation gives an example saying the friendships they create during play last a lifetime. Furthermore, the NDF (2017) noted that

children learn to respect authority, rules, team colleagues, and teamwork. Also the benefits of social interaction among children are best seen in sports. The kids learn they are part of a team that requires the same effort from all members to succeed. They also learn how to win with class and lose with dignity.

Furthermore, the NDF (2017) says the enhancement of physical and mental development of children is certainly the most important contribution of sports for children. Due to its vast reach, unparalleled popularity, and foundation of positive values, sport is definitely one of the greatest things man has ever created. The Novak Djokovic Foundation (2017) articulates that sport is a powerful tool that breaks down all barriers and helps us feel good about ourselves, both physically and mentally. For instance, sport is also a tool that can bring the whole world together. We see a good example through sporting activities like the Olympic Games and the World Cup tournaments which are organized every four years. These activities involve individuals from all nations in the world based on their qualification for each game that is organized.

2.2: Negative Impact of Sports

After going through several research articles, it was noted that less research has been done in the area of the involvement of sports and its effects on the social development of children. This however is evident with very little information on the negative aspects of sports on children. Also, there have been several debates about athletic participation and academic performance and there has always been this assumption that sporting activities for young people are detrimental to their educational productivity. This assertion has been oversimplified especially “since the time spent on sports activities, crowds out time devoted to schooling, the impact of sport is negative”. However, empirical investigations find a rather positive correlation between sport and educational attainment (Barron et al., 2000).

Compared to these debates, Merkel (2013) says "there is an inherent risk of injury for athletes of all ages when participating in sport. During periods of increased growth velocity and closure of the growth plates in adolescence, young athletes are vulnerable to a variety of traumatic and overuse injuries". The discussions in these modern times is that there has been an increase in the number of children who experience injuries in sports, which is based on the way people train their children and also the type of games they play. Many different types of sports can wear the body down over time and some, like boxing, football, can even lead to brain injury.

According to (Silverman. Livestrong, 2015), sometimes the parents of athletes put undue pressure on young performers. Some might be blatant and provide specific expectations. "I expect you to get at least two hits tonight," a father might say because he hopes to bring out a good performance. Others might indicate that the family name is on the line and issue a threat. "You better not do anything to embarrass me," could be a parent's last words before their child takes the field. Those are harmful words. Even if the child does perform well after hearing those words, all he might feel is relief. He won't feel any of the joy that these sports are designed to promote. Apart from both the positive and negative impacts of sports on children another important faction that needs to be addressed is competitive sports. This is due to the fact that they (competitive sports) determine the level to which children will be ready to participate in sporting activities as well as the extent of sports educating them.(Silverman. Livestrong, 2015.)

2.3 Competitive Sports: Pros & Cons

It is a physical activity involving multiple parties to compete against one another with rules and guidelines to achieve a goal (NDF 2017). Some examples of competitive sports include friendly games like football and basketball among friends or inter-school games or even Olympics Championships which can sometimes become very intense and aggressive.

From a global perspective sports is viewed as competitive sports, and many studies have been researching if it is beneficial to children or not. There has been a lot of debates on this matter and many studies have come out with advantages as well as disadvantages. As noted by Kohn (1997), a survey was conducted to see the extent to which competitive sports put off school children. The poll was conducted on Marylebone Cricket club and on the Charity Chance to Shine club in which 1,000 children and 1,000 parents were surveyed. At the end of this survey, it was noted that the majority of the children would be happy if competitive sports were removed and 46% of 8-16 year olds said they would be "relieved , not bothered" if winning or losing was not a factor. The outcome of the survey also showed that many children would rather play sports for fun, and would be relieved if less was at stake to make them less anxious. Findings from this survey show that the competitive element of sports is being seen as an added pressure to children.

Competitive sports affect young children in many different ways: some have positive effects, whilst some have negative effects. I've always known that competition can have both advantages and disadvantages. Competition is a great way of pushing oneself to be the best that they can, and it can provide positive motivation for one to excel. Competitive sports are also a great way to improve social and leadership skills. New friendships and closer bonds can be created between friends and family just by participating in a sport.

Alfie Kohn (1992) also noted that competition in a psychological level is a vicious cycle. For a child, the more he competes, the more he needs to compete to feel good about himself. Competition makes kids anxious, which can interfere with concentration. When a student concentrates on the reward, they become less interested in what they are doing, and the result of that is declining performance. Furthermore, (Alfie. K, 1992) states that competitive sports seem to make a child overall unhappy and they are taught to beat others and feel ashamed if they lose.

On the other hand, the President's Council on physical fitness and sports (2014) argues that competitive sports can be a great thing. It allows children to show their true potential and boost up their self confidence, as well as improve on their social skills. Overall, competitive sports can decrease the risk of high blood pressure, obesity and heart disease in children. In agreement to the point stated by the President's council of Physical Fitness and Sports, Sarah Davids (Livestrong, 2014) also noted that millions of American children and teenagers are overweight. This obesity epidemic has made the early onset of health problems such as diabetes more common. Participating in competitive youth sports can burn calories and prevent obesity. Additionally, many children who are active in sports are motivated to eat healthier foods, such as fruits and vegetables.

Furthermore, Alfie Kohn (1992) cited according to the report from the University of Florida that sports can provide great opportunities for children to develop friendships and to learn to lose and win gracefully. Competitive sports train a child to take on leadership roles, to follow rules and practice managing conflicts. Research also indicates that taking part in competitive sports at a young age is beneficial to children. A study in 2007 found that women who play sports until high school were 73 percent more likely to earn a college degree than those who do not. The psychology of sports is very strong; therefore children who start to play a sport at a young age are more advantaged. Girls and young women engaged in sports are less likely to be overweight, depressed, smoke or have unwanted teen pregnancies.

According to the President's Council on Physical Fitness and Sports, (PCFSN,2014) youth sports can help deter negative behavior, such as joining a gang, because competitive sports provide an outlet for expression, friendship and controlled aggression. Teens who have positive influences and friends feel less of a need to participate in risky behaviors.

Many scholars noted that children tend to become stressed and experience anxiety through their participation in competitive sports. To this effect it was cited by Alfie Kohn (1992) that competitive sports changed from being a fun way to

connect to people to an added pressure for young children to excel at. Many parents put their children in sports teams at such a young age that sports become uninteresting to them. Children get tired of always being yelled at by the coach or sometimes their parents. Both physical and emotional damage such as bone and joint injuries and emotional burnout can lead to a child quitting sports altogether.

In support of the aforementioned fact, T. Marice Huggins, (Livestrong, 2015) noted that competitive sports improve athletic skill and teach players how to work with teammates and win, which can be helpful lessons. When the focus shifts from athleticism to winning, however, what was once an enjoyable and supportive activity can turn into a high-pressure and anxiety-filled job for a child. The mounting pressure to play well can increase stress and make children feel bad and lose confidence when they make mistakes or lose. Even players who win most of the time may lose the pleasure of participating because of the pressure they place on themselves.

As cited by Alfie Kohn (1992), competition is not an inevitable part of human nature. It does not motivate us to do our best but rather than building character, competition sabotages self-esteem and ruins relationships. Kohn argues that we need to restructure our institutions so that one person's success does not depend on another's failure. For this revised edition, he adds a detailed account of how students can learn more effectively by working cooperatively in the classroom instead of struggling to be number one. Furthermore, he continues by saying competitive sports cannot be labeled as a 'good' or 'bad' thing, because it has both its benefits and disadvantages. On a personal note, I believe that sports can be a very important aspect of young children's lives, and friendly competition is advantageous to them. Making sports fun isn't very hard, and I believe that if the objective changes from being pressured to be champions to just having fun and giving it the best shot, competitive sports will definitely have more advantages than disadvantages.

A synopsis from what all the scholars have mentioned concerning both sports and competitive sports is verified that both concepts play a role or are very important in the lives of children because they all have advantages as well as disadvantages. However, the extent to which competitive sports has been objected yet implemented most often than not, I believe will hinder the future growth of sports in children. This reveals that the educational aspect of sports is being under-estimated since children will turn to focus on winning and not learning if competitive sports are not removed from sports which are meant to be for fun and pleasure.

3 THEORETICAL FRAMEWORK

According to Sarah Vinz (2016), theoretical framework is one of the more infamous components of a thesis. A good theoretical framework gives you a strong scientific research base and provides support for the rest of your thesis. The theoretical framework also provides scientific justification for your investigation: it shows that your research is not just coming “out of the blue,” but that it is both grounded in and based on scientific theory. The theoretical framework is the foundation from which all knowledge is constructed (metaphorically and literally) for a research study. It serves as the structure and support for the rationale for the study, the problem statement, the purpose, the significance, and the research questions. The theoretical framework provides a grounding base or an anchor for the literature review, and most importantly, the methods and analysis. (Lysaght, 2011.)

Without a theoretical framework, the structure and vision for the study is unclear, much like a house that cannot be constructed without a blueprint. By contrast, a research plan that contains a theoretical framework allows the dissertation study to be strong and structured with an organized flow from chapter one to the next. Over the past 30 years, there has been an increasing trend to include a theoretical framework in the dissertation (Melendez, 2002).

Recollecting on my childhood experiences, there were no opportunities for after school sporting activities except during scheduled physical education (PE) classes. A sport was seen as a thing for children who were not intelligent and was considered a distraction to one's education. To an even greater extent, it was seen as a “taboo” to most families. Coupled with the experience I had at 09 Helsinki Human Rights during the Community Empowerment and Participation (CEP 4) placement, I was then able to come out with this research question “How can Sports be use as a tool for child development and Education”. Based on these experiences in my life, it became very clear to me that there is more to sports than what meets the eye. I thought that the way it

has and is being perceived by many people, including myself is incorrect. Therefore, I needed to find and discover that hidden aspect of sports which cannot be seen from a distance. Sports in this sense stands as a form of community building because these children through the sporting activities organized by 09 Helsinki Human Rights serve as a healthy way of spending their time after school. I think this is an aspect of community work through empowerment of their service users since it involves well being.

The problem statement indicates or states that sports has not been seen as a tool for educating children, but rather for competitive purposes. Coupled with the research question of "How can sports be used as a tool for child Development and Education", shows that the concept of Sports and Education and Empowerment play a major role in the research or investigation and will be measured later. However, before answering the research question, it is of paramount importance that these concepts have to be defined within the theoretical framework. That notwithstanding, the Allocation of Time Theory will be used to convey the role of sports in children's education. This theory by Becker (1965) "revolutionized the modelling of household behaviour, by unifying Marshallian demand functions for goods with labour supply and related time use decisions within the household".

3.1: Sports and Education

The issue of sports as an instrument for development of children has been over emphasized by (Spielberger, 2004) in the following words "in play, game and sport, children are brought into contact with social order and values inherent in the society and are provided a context within which desirable social behaviours are developed". Many researchers have examined how students who participate in high school sports are affected academically. To justify that sport is a tool that helps in educating children, Broh (2002) noted that there is a general consensus that students who are involved in high school athletics tend to have higher academic achievement and better earnings later in life. In

addition, their participation in sports leads to higher grades in standardized tests.

Furthermore, athletics have always been an essential component of a liberal education, but recently sports in schools have come under attack. If, because of that, athletics are cut out or eliminated from schools, the quality of education would likely be harmed (Bowen & Greene, 2012). Also McNeal (1995) found that student athletes were 1.7 times less likely to drop out of school. High school student athletes have also self-reported higher education aspirations, diligence in homework completion, and lower absenteeism, compared to students that do not participate in sports (Marsh, 1992).

When talking about education people often confuse it with schooling. Many think of places like schools or colleges when seeing or hearing the word. They might also look to particular jobs as Paulo Freire (1973) famously called this banking – making deposits of knowledge. Such ‘schooling’ quickly descends into treating learners like objects. As cited by John Dewey (1916), education is a process of inviting truth and possibility; and of encouraging and giving time to discovery. As he puts it, it is a social process – ‘a process of living and not a preparation for future living’. This shows that the effect of sports on educational attainment is very significant and positive which in effect is the main aim of the study.

3.2: Empowerment

Another concept which also brings out the efficiency of sports as tool for building children’s lives in a positive way is empowerment. To be more explicit, empowerment is defined as "the mechanism by which people, organizations, and communities gain mastery over their affairs". (Rappaport, 1987). Also cited by Maureen Helay (2009), empowering literally means to "put in" or "to cause" power as derived from its Latin roots. The act of empowering children is a process of guiding them to feel and believe that they are powerful now as well

as creating optimum conditions that mirror back to them these concepts. Furthermore, she noted that literally helping them gain a sense of inner confidence, courage and strength to successfully surmount to whatever life presents. It is guiding them to persevere when obstacles arise in childhood as they always do, such as bullies, failed grades, mistakes, disappointments and bruises. Such inner gusto will also goad them onto to pursue their dreams (Maureen Helay 2009).

From the definitions of empowerment by the different authors above, it's very evident that with the working methods at 09 Helsinki for Human Rights, their target group or service users (the children) are being empowered. Through the different sporting activities which are being organized at the foundation, they help in building; improving the social development and skills of the service users. The foundation believes these sporting activities for the children are all about community building and also a way for them to spend time together after school. This is an aspect of community building through empowerment of their service users, since it involves well being.

Street dance is one of the methods that is being used by the foundation and its goal is to help or teach the children how to connect socially. During their dance sessions, these kids are allowed to do their own choreography in groups and this helps them to learn basic skills and techniques from their peers easily without any pressure. These kids sometimes dance in circles which are also another method that the foundation uses to help build a child's confidence and reduces any issue of shyness or fear. It is such a huge step in a child's life who might have been timid because it enables such children to come out from their comfort zone as well as enable them to be bold as they do this more often. All these efforts build up the children in a positive way as well as empower them for the future.

3.3: Collaboration Amongst the Service Users.

Loertscher (2000) defines collaboration as a process in which two or more individuals work together to integrate information in order to enhance student learning. The author argues that various notions of working together have been confused with collaboration. Also collaboration is when two or more people working together towards shared goals but further includes three parts in his definition: two or more (team); working together (process) and towards shared goals (purpose). Furthermore, he says there is a lot of misunderstanding around collaboration stems. If people are working together but have no shared goals, they are “cooperating,” not “collaborating.”

From the definitions, it is clearly seen that there is collaboration at O9 Helsinki because all their sporting activities which are working methods involve all the children. Also, they have a particular goal which is to meet up with the instructions of whatever activity they are involved in. For instance, through basketball, the children are being taught different styles of playing as well as techniques. The main goal or aim of this method is to enable these children to gain control of their life and learn how to succeed. These children also learn how to collaborate, interact and integrate with each other just for fun. Since the instructors come from different cultural backgrounds, they turn to serve as role models to the kids and also give them the chance to identify with them.

The Allocation of Time Theory describes how time can be used in different activities which could either have a positive or negative effect based on the type of activity and not necessarily on the time itself. Becker (1965) says in a simple allocation of time model with only two activities from which an adolescent can choose from, the time devoted to leisure activities like sports cannot be used for school activities like studying and class attendance (substitution effect). However, if we extend the allocation of time model and split leisure activities in good and bad activities, where sport is an example for a good leisure activity this implication can change.

From the above analysis, it is evident that the Allocation Time Theory is very much implemented in 09 Helsinki Human Rights. The opening hours of 09 Helsinki Human Rights are from 1.00 pm to 5.00 pm for the children, which indicates that children can only come there after school hours. This shows that the time allocated for the children's school hours doesn't interfere with their time allocated for their leisure activity (sports).

Furthermore, Becker (1965) cited that in this new framework, time spent on sports does not necessarily reduce the time allocated to schooling but can also reduce bad leisure activities, which might harm educational productivity. Examples for bad leisure activities are: watching television; playing computer games; smoking, drinking, and going to parties. If participation in athletic activities reduces these bad activities, sports can have an indirect positive effect on educational productivity.

In addition, Anderson (1998) reports that male as well as female athletes spend significantly more hours per week on homework and less on watching television than non-athletes. On the contrary Maloney and McCormick (1993) find a strong negative in-season effect of intercollegiate athletic participation in revenue sports (e.g., basketball, football), for during the season the time devoted to learning shrinks, which negatively affects course grades. Whether we expect a negative time allocation effect depends on how time-consuming the sports and the studies actually are.

Again Becker (1965) noted that there might be some direct positive effects of sport on educational productivity. First, the better health status of athletes could increase productivity and lead to more investments in human capital, because healthier people will probably have a longer life span and, hence, a longer amortization period. Second, sport does not only train functional skills like dexterity and balance but it also teaches soft skills like taking orders, leadership, teamwork, performing in a regulated system, and socialization. Third, sports can help to form the character of young people because they teach behavioral habits like motivation, discipline, tenacity, competitive spirit, responsibility, perse-

verance, confidence, and self-esteem, which cannot always be acquired in classroom. These behavioral aspects should lead to reduced truancy; increase the willingness to succeed in school; and encourage social interaction with other students, which are associated with higher efficiency of learning because time is used more productively.

Becker's explanation on some direct positive effects of sports on educational productivity is in effect the aim and purpose of O9Helsinki. This is accomplished through the different sporting activities and through their working methods they strive to empower the children. They also through these methods teach, encourage, build and develop different learning skills, social interaction skills, self-reliance, as well as physical skills in the life of their service users (children) on daily basis.

By extending Becker's Time Allocation Theory, Hendril Wolff (2012) states that in daily life, people plan and execute a large number of activities. Therefore, many activities such as cooking, or going for a walk have to be scheduled around pre-existing time block requirements. Hence, the optimization problem of time allocation is constrained by a large number of individual specific factors such as work schedules, sleep, or family duties. Importantly, the natural environment and institutions also constrain the availability and length of time blocks. Outside recreational activities, such as gardening or jogging are often preferably performed under daylight, whereas housecleaning or TV watching generate lower opportunity costs if performed during less favourable outdoor conditions. Some activities can only be separated into different time blocks under considerable costs or may be impossible to split up. For example, going on vacation requires a certain minimum number of days. Also, playing a regular soccer game involves a continuous time block of ninety minutes which can be costly as other activities may need to be shifted around.

4 METHODOLOGY

This study is qualitative and the aim is to explain how sports impact children through extracurricular activities and examine the educational benefits. A qualitative research makes use of qualitative data, such as interviews, documents, and participant observation data, to understand and explain social phenomena. These research methods were designed in the social sciences to help researchers to understand cultural and social phenomena. This chapter will include the following parts: the target group, the interviewees, the study design, data collection, the limitations and delimitations.

4.1: Description of Target Group/ Interviewees

The target group of this study were the service users (children) of O9 Helsinki Human Rights who took part in all the sporting activities they organized. These children come from different cultural background which is due to the multicultural nature of the organisation as well as the multicultural nature of the Malmi area. The age range of these children is from seven to seventeen. There is a maximum of about twenty to thirty children at the Malmi Centre daily. The number of interviewees was five children based on the fact that the study is using a quality method of data collection.

With the help of the placement supervisor, a small discussion was organised with the target group based on the aims of the interview. After some deliberations of whom to be interviewed, my supervisor and I decided to use two groups of children for the interview. We decided to do this division in order to have a balance, since the children were of different age groups. The first group (A) of interviewees was made up of three kids between ages nine and ten. The second group (B) of interviewees was made up of two children aged seven and eight. This was done so we could get different opinions from the different age groups that were involved in the interviews.

Later on, we had another talk with each group of interviewees and our discussion was still based on the purpose of timeframe, issues of confidentiality of both their identity and their information, not forgetting a reward of candies that was allocated to each interviewee after completion of their interviews. However, the rewards were just to encourage the children

4.2: Research Design

This stage deals with interviews and a qualitative research interview has been used. Interviews are very useful for getting the story behind an interviewees experience. The interviewer can receive deeper information around the topic. Interviews may be used as follow up for certain interviewees and also questionnaires, e.g. to further investigate their responses.

Meanwhile a qualitative research interview seeks to cover both a factual and a meaning level, though it is usually more difficult to interview on a meaning level. (Kvale, 1996). The purpose of the interviews was to find out the extent to which sports has impacted these children educationally through the sporting activities organised by 09Helsinki Human Right. To ensure a smooth outcome of the interviews, certain issues have to be considered, such as how to design the questions for the interview and what type of questions. In addition to this, (Kvale, 1996) also noted that "you need to choose a setting with the least distraction, explain the purpose of the interview, address terms of confidentiality, explain the format of the interview, indicate how long the interview usually takes, provide contact information of the interviewer, allow interviewee to clarify any doubts about the interview and finally prepare a method for recording data, e.g., take notes" (Kvale, 1996).

The questions for the interviews were done in English and later on translated into Finnish so, the interviews were conducted in Finnish. However, it was very necessary as noted by Dapzury Valenzuela and Pallavi Shrivastava, (1996) to describe the entire study to the interviewers for they need to know more than

simply how to conduct the interviews itself. They should have a background of the study and why the study is important.

Furthermore Dapzury Valenzuela and Pallavi Shrivastava,(1996) articulates the importance for the interviewers to organize in detail and rehearse the interviewing process before beginning the formal study. The interviewer needs to know the many ways that they can inadvertently be biased with the results and understand why it is important not to do so. By slanting the results, they might jeopardize the results or purpose of the study. These analyses were very useful in my studies based on a couple of reasons.

I did not conduct the interviews myself due to language barrier but was present while the interviews were being conducted. The fact that all interviewers were not English native speakers and might have no clue of my field of studies, I had to explain the purpose of the study to my supervisor who speaks and understands English very well. He then later on translated the explanations into Finnish to the other staff who were to participate in the interview process. Lastly I thought putting all of this into was less time consuming for the whole interview process since everyone involved was well informed as such gave the studies some credibility.

The interviews were done face to face using two different types of interview methods. The general interview guide approach which is intended to ensure that the same general areas of information are collected from each interviewee; this provides more focus than the conversational approach, but still allows a degree of freedom and adaptability in getting the information from the interviewee. Also there was the closed, fixed-response interview, where all interviewees are asked the same questions and asked to choose answers from among the same set of alternatives. This format is useful for those who have not practiced interviewing. Dapzury Valenzuela and Pallavi Shrivastava, (1996).

The main idea behind these two types of interviews used was to ensure the interviewees had an in-depth understanding of the study in general as well as

the questions which they were being asked. I also decided to use two different types of interview methods because we had two age groups for the interviews.

Since group B was made up of the younger children who could easily get tired and distracted, during the course of the interview, the closed fixed-response interview where there are some questions with alternative answers was very effective and important in such a situation. This helped in reducing the length of time they would have spoken during the interview process since they would have to answer some questions with just one word. A blend of these two types of interviews gave the interviewees some variety, especially based on their ages as well as their level of understanding.

4.3: Data Collection

The basic data provides straight effect on the answers to the various questions and hence the source of the data is very much important as it provides the necessary information.(Singh, 2010). Since this study is qualitative, the source of data collection method was interviews. As cited by (Singh, 2010), the interview method acts as a very important and critical way to collect data involving a very planned and systematic conversation that takes place between the interviewer/ investigator and the respondent. With this type of interview, one is able to get very suitable information relating to a specific research problem as well as collecting a very suitable range of data having both demographic as well as the social characteristics or any one of them.

Prior to conducting these interviews, we had yet another talk with each group of interviewees and our discussion was based on the purpose of the interview, timeframe, issues of confidentiality of both their identity and their information and this gave the children some confidence and relief. The interviews were done in Finnish which is the main language of communication used at 09 Helsinki Human Rights. With the help of the supervisor and two other staff members from the organisation, a total number of five children were interviewed

at different time frames at their convenience. The two groups of children (group A&B) were taken separately into a room for the interviews with group A being the first group. We did this because the room was not big enough to accommodate all five children without distractions. While in the room for the interviews, each group had all members present although they were interviewed separately. This was to enable them to see each other which served as a form of strength and peer support to them thereby reducing any kind of panic or fear. During the interview process, the children could not hear what each person said and there was no distraction. While the supervisor interviewed the three kids in group A who were older, the two younger children in group B were being interviewed by the staff.

The interviews with group A lasted for ten minutes per interviewee whereas the interviews with group B took a bit longer with fifteen minutes per interview which was due to the pace of the interviewees. The three interviews that were conducted in group A took thirty minutes all together, likewise the interviews for group B lasted for thirty minutes as well. This gave a total sum of one hour for both interviews for group A and group B.

4.4: Limitations

No such work goes accomplished without shortcomings. The major difficulties I encountered included time and language barrier. The process of discussing the whole idea of the study to my supervisor and later he translating it in Finnish to both the children and staff, who had to be a part of this study was very cumbersome, as well as time consuming. It was also problematic to get the children involved in group discussions as earlier planned because there were a lot of distractions thereby making it difficult to get the children committed into total participation. The bigger problem was the issue of language barrier and

because of this I was unable to conduct the interviews myself, but needed help from my supervisor as well as from other staff. Also translating the interview questions from English to Finnish could change the meaning of some questions.

4.5: Delimitation

This study was practically limited to the service users (the children) of O9 Helsinki for Human Rights Center at Malmi. However, the sport instructors also had to be included since they spend more time with these children. The research aimed at studying the role of sports in children's education. This was just a sub- section of the study concerning sports as a whole. This study helped to bring out the educational aspects sports create in the lives of these children at O9 Helsinki Human Rights. Having stated the area of study, the limitations and delimitations, I will proceed to chapter four which deals with the analysis of data

5 DATA PRESENTATION AND ANALYSIS

This chapter contains analysis of data collection and the interpretation of results. As noted by Judd Charles & McClelland Gary (1989), data analysis is a process for obtaining raw data and converting it into information useful for decision-making by users. Whereas data for a quantitative analysis involves numbers and is collected and analyzed to answer questions, test hypotheses, or disprove theories, data analysis for a qualitative analysis which was being used in this study deals with data like text, images, audio and video including simple expressions, themes and points of view.

In this study the data was being analysed using the thematic analysis. According to (Saldaña & Leavy, 2011) a thematic analysis is the "process of detailed examination of the data collected to get the direct quotation in order to support the conclusion. Also during" thematic analysis patterns within the data are identified, analyzed and reported" (Saldaña & Leavy, 2011). The thematic Content analysis was used for the data collected through interviews. As cited by(Ranjit, 2014) this is the" process of analysing the contents of interviews through identifying and analysing the main themes that emerge from the responses given by the respondents".

The first step was to get familiar with the data that was transcribed from Finnish to English. I had to separate the text of each interviewee to ensure their responses do not mix up. The next step was to start generating codes. Codes are sentences, phrases or concepts which are of importance to the study. Later on themes were acknowledged through coding. "Themes work in relation to the coded extracts and entire data set generating thematic map of the analysis" (Braun & Clarke, 2006) . An example of a thematic table is seen below Table 1. The results of this study were obtained from answers from the interviews that were being conducted with five children at 09 Helsinki Human Rights and this equally determined the findings of the study. The data analysis of this study began with coding of relevant facts from the original transcript such as some

phrases, terms as well as concepts which were later on transformed into themes. This can be seen from the table below

Table 1: Coding Process

| THEME/ CITATION FROM THE INTERVIEWS | SUB-THEME | CODES | NO OF INTERVIEWEES |
|---|---|--|--------------------|
| I have learned to concentrate and communicate with other children Can listen to adults Everybody is treated the same at 09 Helsinki Everyone has the right to play I play along with others | Different skills Equality Recognition of others | Social Development | 3 |
| I like 09 Helsinki because I have made new friends Exercise daily and have something to do after school To have fun and play with friends I learned from others | New Friends Participation Interaction | Social Networking | 5 |
| I learned how to take responsibility of my actions Giving others a chance to also play | Responsibility Sharing | Teamwork | 5 |

| | | | |
|--|---|--------|---|
| Learned to report any problem to instructors I learned not to bully anyone Not use bad words Friendly to others | Respect | | |
| I learned to be obedient I have learned to be patient I have learned to be honest Learned not to fight but to report any problem to the instructors | Responsible Respect Trust | Morals | 4 |

Finally since there were many codes, some of them were being merged together and formulated into categories of different themes and sub themes depending on their similarities and how they are related to each other. However some of the themes that I thought were irrelevant to my study were dropped.

5.1: Ethical Issues

It is the responsibility of a researcher to stick to code of ethics if they want the research to go on smoothly and also if the interest of their interviewees are put first. This helps to provide professionals with the means to deal with practical problems results in organisations from ethical issues. From every indication, code of ethics plays a vital role in every aspect of social sciences as well as in a qualitative research. These ethical principles were being executed during my data collection since it was of paramount importance for the study. According to (Silverman, 2011) two ways in achieving ethical goals are: ethical

guidelines and ethical responsible research practice. This explains why in a research there are certain factors you need to take into consideration when conducting interviews. In an ethical research the researcher also has to reduce if not prevent harm from the participants as well as give them the right to withdraw if they want to. Another practical component of research is the protection of the participant's identity and confidentiality. The researchers have to seek the consent of the participants and participation should be voluntary.

5.2: Data Description

This part of the study, deals with an explanation of how the data was analysed, leading to the findings. The responses of the interviewees are the findings of the study which were being analysed using a thematic analysis. As cited by Braun and Clarke, (2006) a thematic analysis is a qualitative analytic method for identifying, analysing and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail. However, it goes further than this, it also interprets various aspects of the research topic. Furthermore, Braun and Clarke noted a theme captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data". From the analysis of the data where themes had been chosen through coding based on their importance to the study, this gave way for the use of the thematic analysis. The findings of the study were based on the responses of the interviewees and these responses were categorised into four different aspects or categories which helped to facilitate the analytical process.

6 FINDINGS

This chapter explains how the data was analysed and then brings out the results of the study. Some quotations from the responses of the interviewees will be included in the findings and will be represented by numbers. The data was interpreted using the thematic analysis beginning with citations from the interviews to sub-themes and then codes which finally led to the categorisation of four themes: Teamwork, Social Networking, Social Development and Morals.

The questions for the interviews were based practically on what the interviewees have learned from the organisation and how it has helped in their grades in school. From the responses from the interviewees, there was really no negative feedback. The diagram below shows the four different themes which were being categorised from what the interviewees have learned as well as benefited from 09 Helsinki Human Rights. However with 09 Helsinki Human Rights being at the centre of the diagram is an indication that all the four themes which were being categorised after the coding generated from the sporting activities organised by the NGO. Also it is evident that all four themes are connected because all the themes contribute towards the children's well being which is an aspect of community work.

Figure 1 : How Different Themes are Related Together

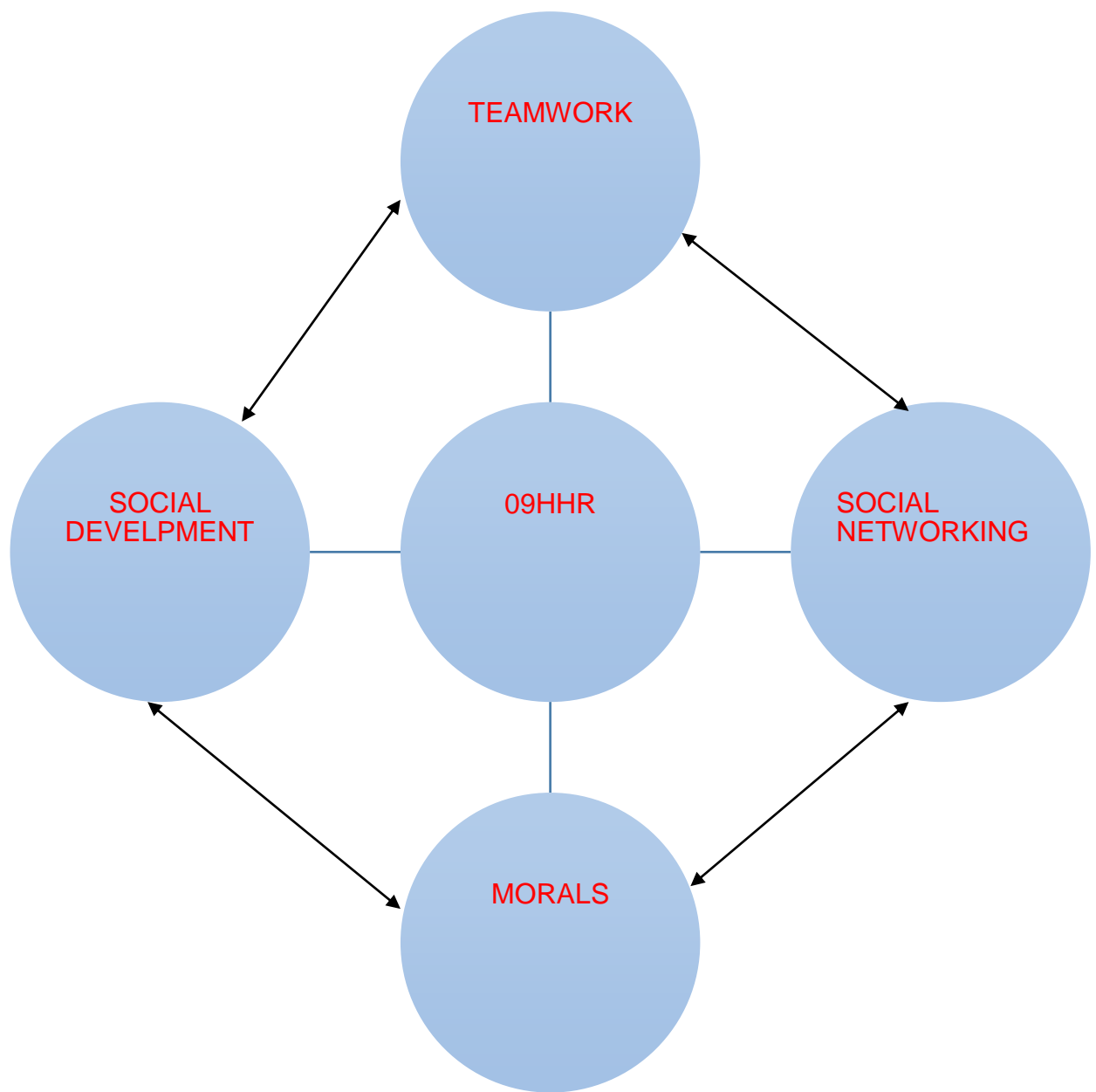


Figure 1: How the Different Themes are Connected Together

NB: See Chapter 5

From the above diagram I will review the key themes listed by the interviewees and include some quotations which they mention which were important in the study.

6.1: Teamwork

As cited by Happy Manger (2017) teamwork is “when a group of people work together cohesively, towards a common goal, creating a positive working atmosphere and supporting each other to combine individual strengths to enhance team performance.” From the responses of the interviewees, all five of them mentioned teamwork as one great achievement for them.

Three of the *interviewees 1, 2, 3* *”said teamwork has helped me to be responsible children at the organisation and also at home and inschool.*

Interviewee 3 and 4 said” teamwork teach me to take responsibility for my actions no matter the problem.I have learned how to share with others”.

Looking at teamwork from a theoretical perspective it talks of behaviours and attitudes and such attitudes will only come from the things we like or value and can only be expressed in our behaviours. From the responses of all the five interviewees, teamwork is a great tool to them because it helped in shaping their behaviours as well as gave them a wider perspective of working together. Since these interviewees value sports their attitudes could easily change. Some scholar articles say teamwork creates sense of belonging within a social context. Also from my studies at Diakonia University of Applied Sciences for the past three years, teamwork has been one of the most instrumental tools for the modules and it was always emphasized it is something we shall use in our future working life.

6.2: Social Development

Social development involves learning the values, knowledge and skills that enable children to relate to others effectively and to contribute in positive ways

to family, school and the community. This type of learning is passed on to children directly by those who care for and teach them, as well as indirectly through social relationships within the family or with friends, and through children's participation in the culture around them. Through their relationships with others and their growing awareness of social values and expectations, children build a sense of who they are and of the social roles available to them. As children develop socially, they both respond to the influences around them and play an active part in shaping their relationships (Early Childhood, 2017)

The responses from the interviewees explained that most of them have learned some different skills from the different sporting activities organised by 09Helsinki Human Rights. Some of the developed skills include, social skills, and interpersonal skills. As cited by Tom .P, Dowd and Jeff Tierney, (2005) Social skills are the tools that enable people to communicate, learn, ask for help, get their needs met in appropriate ways, get along with others, make friends and develop healthy relationships, protect themselves, and generally be able to interact with the society harmoniously. Social skills build essential character traits like trustworthiness, respectfulness, responsibility, fairness, caring, and citizenship. These traits help to build an internal moral compass, allowing individuals to make good choices in thinking and behavior, resulting in social competence.

Interviewee 2, 3 and 4 said " my accomplishments in school has improved and I can communicate well with other children.

I would say the interviewees experienced all this because they have learned different skills from the free sporting activities organised by 09 Helsinki Human Rights.

6.3: Social Networking

Social Network is defined as a network of friends, colleagues and other personal contacts. Strong social networks can encourage healthy behaviors. (Dictionary.com). All the interviewees responded that participating in the sporting activities organised by O9Helsinki gave them the opportunity of making new friends, participating in other peoples games as well as interacting with others. The responses also stated that participating in the activities of O9 Helsinki Human Right provided them the opportunity of learning different ideas and ways of doing things from their peers. To them it is much easier and less time consuming because there is no pressure or fear to make mistakes since they are all within the same age group. This shows the extent to which they collaborate with each other.

6.4: Morals

Morals are like code of conduct that are implement by organisations and morals play an important role in the formation of ethics. However morals values are either based on the idea of what is right and wrong and it can be adopted not only by societies but also by institutions as well as organizations especially in the social field. Moral is "a message that is conveyed or a lesson to be learned from a story or event. The moral may be left to the hearer, reader, or viewer to determine for themselves, or may be explicitly encapsulated in a maxim" (Free Encyclopedia, 2017) The interviewees all said they have learned and acquired some lessons both at personal level and at team level from the sporting activities at O9Helsinki Human Right. During the sporting activities as the children interact and collaborate with each other they were able to learn and experience some lessons such as: respect for others, honesty, generosity, kindness and being loyal and all these has build their confidence and abilities to be able to face challenges. From these responses, it is very evident that sports have played a great role as a tool in child development as well as in education.

7 DISCUSSION /CONCLUSION

In this chapter, the results will be discussed and related to the previous literature and research question. Based on the findings from the responses of the interviewees, it was evident that the sporting activities organised by O9Helsinki Human Rights helped to develop different abilities in the children(service users as well as empower them in different aspects of their lives such as in their education as well as in different skills. Unlike in the previous literature in chapter two which states that sport in terms of educating children has been under-estimated. Also the four themes which were being categorised at the end of the coding process such as Teamwork, Social Development, Social Networking and Morals reveals the connection which they have together which is for the well being of all the children and an aspect of community well being.

Whereas the earlier literature talks of competitiveness of sports which causes children not to concentrate to learn but to win and is seen rather as a vicious cycle because the more you win the more you have to compete to win. Also from the findings there was really no negative aspects of sports just like the facts mentioned earlier stated the positive aspect of sports outweighs the negative aspects.

In all my view point of sports at O9Helsinki Human Rights with the sporting activities that they organise I would say sports has been used as a tool for child development and education as well as creating a positive impact in the lives of their service users (interviewees) based from the findings.

In conclusion the study of the Role of sports in Children's Education was done in collaboration with O9 Helsinki Human Right whose service users were the target group for the study. This study was done using a qualitative method with the use of interviews. Also looking at the different themes that were developed

from the responses of the interviewees, one can notice the correlation that exists between them.

Teamwork I would say is the core amongst the four themes because it empowers the children in all areas of the lives. Meanwhile social development, social networking and morals all spring from teamwork. Teamwork serves as a tool for the existence of the other three themes. Through teamwork the children get to network, make new friends, develop new skills as well as learn some morals in order to keep the work of the team to be effective. A holistic view of the responses from the interviewees portrays that sports play a positive role as a tool both in child development and in education.

7.1: Recommendation

My first recommendation will be based on the working methods of 09Helsinki Human Rights. I would suggest that they should try and explain other benefits of these working methods to their service users other than the idea of making new friends. For there is more to learn from these working methods which I think includes: learning of different skills, learning how to be responsible, how to interact and communicate with others etc. I would also recommend that 09 Helsinki should continue this study so that they will be able to know what area in their working methods needs to be developed. Also I think this will help not just 09Helsinki Human Rights but also similar organisations may copy from them on how to use their working methods as a tool for child Development and Education and not just for fun and entertainment.

Although sports is a very current topic with many researchers coming up with different perspectives of sports ranging from leisure, entertainment, fun, physical activities as well physical education, the aspect of educational development has been neglected. My suggestion is that more researchers should come up

with topics in sports that talk of educating children and not just the aspect of competitive sports which is nowadays based on money making thereby making sports to lose its credibility as a tool for socialisation.

7.2: Professional Development

This study has given me a clear picture and meaning of what sports is all about unlike before when I had some misconceptions about sports which was based from my upbringing. On the other hand my creativity as well as analytical skills during this study has developed. It has been a learning process to me from the beginning of the thesis process which started with deciding on a topic, forming of the research question, data collection and then analysing the findings which involves the process of labelling and coding of the data into various themes or categories. All of these helped to widen my scope of thinking as well as to evaluate.

From my previous and present placement at 09Helsinki Human Right I have obtained many practical lessons as well as experiences based on the multicultural nature of the organisation and these have empowered me to be able to face future challenges in any working life situation. With the positive impacts in my professional life from 09Helsinki Human Rights I am able to come out with this study. Thanks to 09Helsinki Human Rights.

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APPENDIX 1

INTERVIEW QUESTIONS

1. Why do you go to 09Helsinki Human Right

To spend free time after school

To have fun

To make new friends

To exercise daily

To learn something new

2. What are your favourite sporting activities at 09Helsinki Human Rights?

Choose at least two

Football

Basketball

Trampoline

Handball

Dodgeball

Boardgames

3. What have you learned from any of these sporting activities?

4. What type of skills have you developed from the sporting activities?

Concentration

Listening skills

How to communicate with other people

How to play along with other

To be focus

5. What kind of benefits have you gained from participating in the sporting activities?

6 Which of the following things have you learned through your participating in the sporting activities? -Equality, patience, Friendship, listening to adults, healthy eating habits, respect and Patience.

7. Have you ever had problems with friends at 09Helsinki Human Rights? Yes or NO. If yes how did you solve it?- By fighting back, Reporting to instructors, By involving other children and By using physical violence

8. What have you learned from your peers at 09Helsinki Human Rights?

9. What kind of rules are being practiced at 09Helsinki Human Rights. Choose at least three : Respect, honesty, Cheering others, Taking everybody along to the games, Not bully anyone, and to share

10. Why is it important to obey these rules?

11. Has the sporting activities organised by O9Helsinki influence your studies in any way.