

The Relations among Sport Participation, Social Skill and Peer Relationship in Adolescence

黃偉勝、謝智玲

E-mail: 387202@mail.dyu.edu.tw

ABSTRACT

The purpose of this study was to research on the relations among youth sports participation, social skills, and peer relationships. The study used questionnaires to collect data from 600 junior high students in the central Taiwan (286 boys and 314 girls). Research tools were Sports Participation Scale, Social Skills Scale, and Peer relationships Scale. The data were analyzed by descriptive statistics, Pearson's correlation, and multiple regression analysis. The results were summarized as follows: A. Sport participation, social skill, and peer relationship in adolescence were associated. B. Sport participation and social skill could be used to predict peer relationship.

Keywords : sports participation, social skills, peer relationships

Table of Contents

封面內頁 簽名頁 中文摘要.....	i i i	英文摘要.....	iv 誌
謝.....	v 目錄.....	vi 圖目錄.....	viii 表目
錄.....	ix 第一章 緒論.....	1 第一節 研究動機.....	1 第二節 研
究目的.....	3 第三節 研究問題.....	4 第四節 名詞釋義.....	4 第五節 研究範圍與
限制.....	5 第二章 文獻探討.....	7 第一節 運動參與.....	7 第二節 社交技
巧.....	13 第三節 同儕關係.....	23 第四節 青少年運動參與、社交技巧與同儕關係.....	27
第三章 研究方法.....	35 第一節 研究設計與架構.....	35 第二節 研究對象.....	36
第三節 研究工具.....	38 第四節 實施程序.....	49 第五節 資料處理與分析.....	51 第
第四章 研究結果.....	52 第一節 調查樣本之結構分析.....	52 第二節 描述性統計分析.....	
55 第三節 青少年運動參與、社交技巧與同儕關係之相關情形.....	59 第四節 青少年運動參與、社交技巧		
與同儕關係之預測情形.....	63 第五章 討論、結論與建議.....	67 第一節 討論與結	
論.....	70 參考文獻 中文部分.....	75 英文部	
分.....	78 附錄 附錄一 運動參與量表.....	85 附錄二 社交技巧量表.....	
86 附錄三 同儕關係量表.....	87 圖目錄 圖 3-1 研究架構圖.....	36 表目錄 表 3-1 學生基本資	
料表.....	37 表 3-2 青少年社交技巧量表之項目分析摘要表.....	41 表 3-3 青少年社交技巧量表之因素分析摘要表.....	
43 表 3-4 青少年同儕關係量表之項目分析摘要表.....	46 表 3-5 青少年同儕關係量表之因素分析摘要表.....	55 表	
48 表 4-1 樣本人數分配及百分比分析表.....	53 表 4-2 青少年在運動參與之平均數與標準差.....	56 表	
4-3 運動參與頻率人數分配及百分比分析表.....	56 表 4-4 運動參與時間人數分配及百分比分析表.....	56 表 4-5 運動參與強度人數分配及百分比分析表.....	
56 表 4-6 青少年在社交技巧之平均數與標準差.....	58 表 4-7 青少年在同儕關係之平均數與標準差.....	59 表 4-8 青少年運動參與、社交技巧與同儕關係之相關分析 摘要表.....	
59 表 4-9 青少年運動參與與社交技巧對交談程度之迴歸分析 摘要表.....	62 表 4-10 青少年運動參與與社交技巧對互動程度之迴歸分析 摘要表.....	63 表 4-11 青少年運動參與與社交技巧對親密程度之迴歸分析 摘要表.....	
64 表 4-12 青少年運動參與與社交技巧對排斥程度之迴歸分析 摘要表.....	64 表 4-13 各項假設可考驗主要結果摘要表.....	65 表	
5-1 各項假設可考驗主要結果摘要表.....	70		

REFERENCES

- 一、中文部份 沈連魁(2004)，嘉義地區大學新生運動參與程度與心理適應能力關係之探討。體育學報，36，131-144。李真玲(2005)，公立體育場域民眾運動參與動機與滿意度之研究-以台中縣為例。東海大學公共事務碩士學程在職進修專班論文，未出版，台中縣。林佑忠(2008)，臺北市國中肢體障礙學生運動參與現況及阻礙因素研究。國立臺灣師範大學體育學系碩士論文，未出版，台北市。林芳如(2005)，國中智能障礙學生社會技巧訓練方案之成效研究。未出版碩士論文，國立高雄師範大學特殊教育學系研究所，高雄。林佩琪(2000)，社會技巧訓練對國小「退縮-被拒絕」兒童之社會技巧、同儕接納與社會自尊影響之實驗研究。國立東華大學教育研究所，未出版，花蓮。易文雲(2010)，合作學習於體育課中學生人際關係影響之研究。國立體育大學，未出版碩士論文，桃園。卓曼怡(1999)，青少年運動能力與同儕關係發展之探討，中華體育，13(3)，52-59。洪麗瑜(2002)，社會教巧練的理念與實施。台北:台灣師範大學特殊教育學系。陳建台(2005)，雲林縣國中生運動參與程度、運動自我效能與壓力因應能力之關連性研究，國立中正大學運動與休閒教育所

未出版之碩士論文，嘉義縣。陳瓊茶(2005)，凝聚力與運動表現的關係探討，大專體育報，78，33-45。陳芮淇(2000)，新竹市某高職學生運動行為及其影響因素之研究，國立台灣師範大學體育研究所未出版之碩士論文，台北市。陳李綱、羅品欣(2005)，國小學童的家庭結構、親子互動關係、情緒智力與同儕互動關係之研究。國立台灣師範大學教育心理與輔導學系教育心理學報，36，221-240。陳皎眉(2004)，人際關係與人際溝通。台北市：雙葉。陳玉蘭(2009)，馬祖地區國小高年級學童自我概念與人際關係之相關研究。銘傳大學教育研究所碩士論文，未出版，臺北市。張正發(2000)，台北縣新莊市國小學生家長運動參與行為及其影響因素之研究，國立體育學院體育所碩士論文，桃園縣。張春興(1996)，教育心理學-三化取向的理論與實踐。台北：東華書局。黃德祥(1994)，青少年發展與輔導。臺北市：五南。黃永任(2007)，運動與骨骼健康。中華體育，21卷1期，1-6頁。楊慕慈(2002)，人際關係與溝通。或北市：禾楓。蔡忠昌、劉蕙綾(2006)，運動對於腦部功能的影響：多上體育課會影響學業成績嗎。大專體育，87，184-190。劉坤宏(2003)，彰化縣國中生運動行為及其影響因素之研究。國立臺灣師範大學體育研究所未出版之碩士論文，台北市。

二、英文部份

Adler, U. B. (2003). Karate and mental health: Can the practice of a martial art reduce aggressive tendencies? (Doctoral dissertation). Retrieved from Dissertation Abstracts International-B. (AAT#3080475).

Allender, S., Cowburn, G., & Foster, C. (2006). Understanding participation in sport and physical activity among children and adults: A review of qualitative studies. *Health Education Research*, 21(6), 826 – 835.

Asher, S. R., Markell, R. A., & Hymel, S. (1981). Identifying children at risk in peer relations: A critique of the rate of interaction approach to assessment. *Child Development*, 52, 1239-1245.

Bellack, A. S. (1983). Recurrent problems in the behavioral assessment of social skill. *Behavioral Research and Therapy*, 21, 29-41.

Beverley, Johns, Paula, & Eleanor. (2005). The Central Role of Teaching Social Skills. *Focus on Exceptional Children*, 37(8), p1-8.

Bigelow, B. J., Lewko, J. H., & Salhani, L. (1989). Sport-involved Children ' s Friendship Expectations. *Journal of Sport & Exercise Psychology*, 11, 152-160.

Blair, S. N., Kohl, H. W., Barow, C. E., Paffenbarger, R. S., Gibbons, L. W., & Macera, C. A. (1995). Change in physical fitness and all-cause mortality. *Journal of the American Medical Association*, 273, 1093-1098.

Brustad, R. J., Babkes, M. L., & Smith, A. L. (2001). Youth in sport: Psychological considerations. In R. N. Singer, H. A. Hausenblas, & C. M. Janelle (Eds.), *Handbook of sport psycho* (2nd ed., pp.604-635).

New York: Wiley.

Caldarella, P., & Merrell, K. (1997). Common dimensions of social skills of children and adolescents: Taxonomy of positive behaviors. *School Psychology Review*, 26, 264-279.

Caspersen, C. J., Christenson, G. M., & Powell, K. E. (1985). Physical activity, exercise and physical fitness: Definition and distinctions for health related research. *Public Health Report*, 100, 131-146.

Coleman, J. S. (1961). The adolescent society: The social life of the ten ager and its impact on education. NY: The Free Press.

Combs, M., & Slaby, D. (1977). Social-skills training with children. In B. Lahey & A. Kazdin (Eds.). *Advance in Clinical Child Psychology*. New York: Plenum.

Denham, S. A., Blair, K. A., DeMulder, E., Levitas, J., Sawyer, K., Auerbach-Major, S., & Queenan, P. (2003). Preschool Emotional Competence: Pathway to Social Competence? *Child Development*, 74(1), 238-256.

Eccles, J. S., Wigfield, A., & Schiefele, U. (1998). Motivation to succeed. In W. Damon (Series Ed.) & N. Eisenberg (Vol. Ed.), *Handbook of child psychology: Vol.3. Social, emotional, and personality development* (5th ed., pp. 1017-1094).

New York: Wiley.

Eisler, R. M., & Frederikeen, L. W. (1980). Perfecting social skills: A guide to interpersonal behavior development. Now York: Plenum Press.

Elksnin, N., & Elksnin, L. K. (1998). Teaching social skills to students with Learning and behavior problems. *Intervention in School and Clinic*, 33(3), 131-140.

Fillingim, R. B., & Blumenthal, J. A. (1993). Psychological effects of exercise among the elderly. In P. Seraganian (Ed.), *Exercise psychology: The influence of physical exercise on psychological processes* (PP. 237-253).

New York: John Wiley & Sons.

Field T., Diego M., & Sanders C. E. (2001). Exercise is positively related to adolescents relationships and academics. *A adolescence*, 36, 105-110.

Frey, J. H., & Eitzen, D. S. (1991). Sport and society. *Annual Review of Sociology*, 17 , 503-522.

Gencdogan, B. (2008). Psychometric properties of the Turkish version of the children's self-report social skills scale. *Social Behavior and Personality*, 36(7), 955-964.

Gresham, F. M., & Elliott, S. N. (1984). Assessment of childrens social skills: A review of methods and issues. *School Psychology Review*, 13, 292-301.

Gresham, F. M. (1998). Social skills training: Should we raze, remodel, or rebuild? *Behavior Disorders*, 24(1), 19-25.

Gresham, F. M., Sugai, G., & Horner, R. H. (2001). Interpreting outcomes of social skill training for students with high-incidence disabilities. *Exceptional Children*, 67 (3), 331-344.

Hartup, W. W. (1996). The company they keep: Friendships and their developmental significance. *Child Development*, 67, 1-13.

Hartup, W. W. (1979). The social world of childhood. *American psychologist*, 34, 944-950.

Heiman, T. (2000). Friendship quality among children in three education settings. *Journal of Intellectual & Developmental Disability*, 25(1), 1-12.

Hinde, R. A., titmus, G., Easton, D., D., & Tamplin, A. (1985). Incidence of friendship and behavior toward strong associates versus non associates in preschoolers. *Child Development*.

Hong, Z., Lin, H., & McCarthy Veach, P. (2008). Effects of an extracurricular science performance, self-worth, social skills, and sexist attitudes of Taiwanese adolescents from single-parent families. *Sex Roles*, 59, 555-567.

Homans, G. C. (1950). *The human group*. New York: Harcourt, Brace & World.

Huang, L. (2002). Peer Relations and Student Achievement in Norwegian Secondary Schools. *The International Journal of Learning*, 16, 295-306.

Iwasaki, Y., Zuzanek, J., & Mannell, R. C. (2001). The effects of physically active leisure on stress-health relationships.

Kelly, J. A (1982). Social-skills training: A practical guide for interventions. New York: Springer Publishing Co.

King, C. A., & Kirschenbaum, D. S. (1992). (*Helping Young Children Develop Social Skills*).

Kogan, S. (2004). *Step-By-Step. A complete Movement Education Curriculum*.

Laporte, R. E., Montoye, H. J., & Caspersen, C. J. (1985). Assessment of physical activity in epidemiologic research: Problems and prospects. *Public Health Reports*, 100(2), 131-146.

Lair, J. (1984). Change induction groups, group psychotherapy, integrity groups, peer counseling. *Encyclopedia of psychology*, 1(2), 493-494.

Larson, R. W. (2000). Toward a psychology of positive youth development. *American Psychologist*, 55, 170-183.

LeMenestrel, S., & Perkins, D. (2007). An overview of How sports, out-of-school time, and youth well-being can and do intersect. *New Directions for Youth Development*, 2007(115), 13-25. doi: 10.1002/yd. 220.

Licciardello, C. C., Harchik, A. E., & Luiselli, J. K. (2008). Social skills intervention for children with autism during interactive play at a public elementary school. *Education and Treatment of Children*, 31(1), 27-37.

Mathur, S. R., Rutherford, R. B. (1996). IS social skills training

effective for students with emotional or behavioral disorders Research Issues and needs. *Behavior Disorders*, 22, 21-28. Mull, R. F., Bayless, K. G., Ross, C. M. & Jamieson, L. M. (1997) .Recreational Sport Management. (3 rd.Ed.) .Human Kinetics. Newcomb, A. F., Bukowski, W. M., & Pattee, L. (1993). Children ' speer relation: A meta-analytic review of popular, rejected,neglected, controversial, and average sociometric status.Psychological Bulletin, 113, 99-128. Perry, J. C. (1979). Popular, Amiable, Isoated, Rejected: A Reconceptualization of sociometric status in preschool children. *Child Development*, 50(4), 31-1234. Powell, K. E., & Paffenbarger, R. S. (1985). Workshop on epidemiologic and public health aspects of physical activity and exercise. *Public Health Report*, 100(2), 118-125. Ramsey, P. G. (1991). Social skills and peer status: A comparison of two socioeconomic groups. *Merrill-Palmer Quarterly*, 34(2), 185-202. Rubin, K. H., Bukowski, W. M., & Parker, J. G. (1997). Peer interactions, and groups. In W. Damon, N. Eisenberg (Eds.). *Handbook of child psychology*, Vol3: Social, emotion, and personality development. New York: John Wiley & Sons. Scanlan, T. K., & Lewthwaite, R. (1984). Social psychological aspects of competition for male youth sport participants: I. Predictors of competitive stress. *Journal of Sport Psychology*, 6, 208-226. Schutte, N. S., Malouff, J. M., Bobik, C., Coston, T. D., Greeson, C., Jedlicka, C., Rhodes, E., & Wendorf, G. (2001). Emotional Intelligence and Interpersonal Relations. *The Journal of Social Psychology*, 141(4), 523-536. Schutz, W. C. (1966). The interpersonal under word. Palo Alto, CA.: Science and Behavior Books. Spence, S. (1983). Social skills training manual. London : Nelson. Turnbull, M., & Wolfson, S. (2002). Effects of exercise and Outcome feedback on mood: evidence for misattribution. *Journal of Sport Behavior*, 25(4), 394-406. Verderber, K. S., Verderber, R. F., & Berryman-Fink, C. (2006). Inter-Act: Inter personal comm. unication concept, skills. And contexts. Oxford University Press. Weisner, T. S. (2001). Children investing in their family: The importance of child obligation in successful development. *New Directions for Child and Adolescent Development*, 94, 77-83. Weiss, M. R., & Ferrer-Caja, E. (2002). Motivational orientations and sport behavior. In T. S. Horn (Ed.), *Advances in sport psychology* (2nd ed., pp.101-183). Champaign, IL: Human Kinetics. Whitney, C. (2006). A perspective on the role sports play in the development of the human factor. *Review of Human Factor Studies*, 12(1), 96-113. Zarbatany, L., Ghesquiere, K., & Mohr, K. X. (1992). A context perspective on early adolescents ' friendship expectations. *Journal of Early Adolescence*. 12, 111-126.