



저작자표시-비영리-변경금지 2.0 대한민국

이용자는 아래의 조건을 따르는 경우에 한하여 자유롭게

- 이 저작물을 복제, 배포, 전송, 전시, 공연 및 방송할 수 있습니다.

다음과 같은 조건을 따라야 합니다:



저작자표시. 귀하는 원저작자를 표시하여야 합니다.



비영리. 귀하는 이 저작물을 영리 목적으로 이용할 수 없습니다.



변경금지. 귀하는 이 저작물을 개작, 변형 또는 가공할 수 없습니다.

- 귀하는, 이 저작물의 재이용이나 배포의 경우, 이 저작물에 적용된 이용허락조건을 명확하게 나타내어야 합니다.
- 저작권자로부터 별도의 허가를 받으면 이러한 조건들은 적용되지 않습니다.

저작권법에 따른 이용자의 권리는 위의 내용에 의하여 영향을 받지 않습니다.

이것은 [이용허락규약\(Legal Code\)](#)을 이해하기 쉽게 요약한 것입니다.

[Disclaimer](#)

스포츠 매니지먼트 석사 학위 논문

# **Measurement of the Social Impact of Sport in a Mexican Context**

멕시코에서 스포츠의 사회적 효과에 대한 측정

2015 년 8 월

서울대학교 대학원

체육교육과

**Dosal Rodrigo Ulloa**



## **Abstract**

# Measurement of the Social Impact of Sport in a Mexican Context

Dosal Rodrigo

Department of Physical Education

Graduate School

Seoul National University

Lately there has been an enthusiasm to find the effect of sport as an issue for development. Distinctive associations like the United Nations or the International Olympic Committee have stated that sport could be an instrument for improving wellbeing, society, health or education. According to Beutler (2008), this kind of potential is focused around the widespread fame of sport in the global acceptance of sport. In Mexico sport has being used as the promise of political campaigns or the

solution to different problems like criminality or drug consumption. But, there has been, little research, in Mexico and around the world to quantitatively measure social outcomes from sport, which is the objective of this study.

---

**Keywords:** Social capital, Human capital, Well being, Collective Identities

**Student Number:** 2013-23905.

# Table of Contents

<b>I. INTRODUCTION</b>	7
<b>II. LITERATURE REVIEW</b>	13
<b>2.1 Social Capital</b>	13
2.1.1 Sport and social Capital	18
<b>2.2 COLLECTIVE IDENTITIES</b>	21
2.2.1 Sport and Social Identity	24
<b>2.3 HEALTH LITERACY</b>	28
<b>2.4 WELL BEING</b>	35
2.4.1 Well Being and Sport	37
<b>2.5 HUMAN CAPITAL</b>	39
<b>III. METHOD</b>	41
3.1 Data	41
3.1.1 Selected Sample	49
<b>IV. RESULTS</b>	51
<b>V. DISCUSSION</b>	57
<b>List of References</b>	64



## **I. INTRODUCTION**

Lately there has been an enthusiasm to find the effect of sport as an issue for development. Distinctive associations like the United Nations or the International Olympic Committee have stated that sport could be an instrument for improving wellbeing, society, health or education. According to Beutler (2008), this kind of potential is focused around the widespread fame of sport and on its global acceptance.

According to Beutler (2008), this kind of potential is focused around the widespread fame of sport and on its global acceptance. In Mexico sport has been used as the promise of political campaigns or the solution to different problems like criminality or drug consumption. However, there has been, little research, around the world to quantitatively measure social outcomes from sport.

Different authors like Bailey, 2005; Beutler, 2008 or Jarvie 2003, have already signaled out that many past findings regarding the social outcomes of sport depend on qualitative examinations by interviews, observations, focus groups, poetry readings and video messages.

Beutler, is one of the authors who points out the difficulties of using sport or trying to use sport as a general solution for different problems and he recognizes that to put into action sport for development or peace initiatives it is particularly important to:

- Prioritize and recognized that sport can help with programs like sport for all and physical education classes but it has to be integrated and developed as a national priority. It is not logical or consistent that everybody recognizes the benefits of sport for the resolution of problems like sedentary behavior, marginalization or gender inequalities, but still after recognizing that sport could represent a possible solution it has not a sufficient budget in many countries to operate programs, and in many cases it is even marginalized out of policies. The prove of this is that after the simultaneous consensus of the value of sport in improving health in an holistic way it is a common practice to kicked out sport or Physical education classes from the education system of different countries.

- It is necessary to implement sport programs to address social problems. The common lack of movement from a sedentary style of life in the lives of citizens of many different countries can be moderately fixed using sport as an instrument. It is particularly important to implement programs but maybe it is even more important to consider that to implement and sustain programs it is fundamental or essential that the community perceives itself like the owner of that program, there is also a big lack of correspondence in the provision of resources, the greater part of the money is distributed for elite sport instead of going to promote community involvement in sport.

- He also comments the importance of using sport as an instrument for combating intolerance or discrimination; and as a very important point to achieve gender impartiality and use sport as a way to promote empowerment of women and girls. It could be true that sport can help in providing a basis to develop participation of different sectors or groups of societies, for example: persons with disabilities, women and girls, deprived, aged population and many other marginalized communities, but it is substantially important to have an specific plan for that specific sector or strategy.

- Synchronize sport for development and peace programs and policies using an agreed, approved and common institutional framework. The international community has acknowledged the need for a structure or a commanding hierarchy within which to govern and coordinate programs, but not only programs but also policies related to sport. He claims that an inter-governmental organization a national sport committee or various secretaries or ministries of state should work together to make a parallel between the objectives, processes and goals of that specific sport program or goal.

- Develop a global coordination of sport for development and peace programs. It is a recognized need that there is a requirement for stronger collaboration and coordinated strategies for partnerships between sport stakeholders and its many different organizations in between the private sector and organizations from the local, national and international level. This need of

stronger collaboration between sport stakeholders is recognized as a general precondition for agreements. A global coordination of sport for development and peace could help countries to share expertise and experiences in order to work against imbalances and problems in the global level.

The major problem is that in order to achieve the recommendations mentioned above, it is necessary to first, expansively understand the social value of sport and too few studies, specially quantitative studies, have been devoted to that. For that reason and accordingly to the recommendations of Lee, Cornwell and Babiak, 2012, the purpose of this research is to measure the social impact of sport in a Mexican sample and make a contribution to the lack of quantifiable data applying the Social Impact of Sport Scale with a different population sample, that is the first Spanish speaking sample ever measure with the Social Impact of Sport Scale (S.I.S.S., 2012).

As a review of the conceptual measure proposed in the S.I.S.S., 2012 the constructs to explore are: Social capital, that accordingly to Bourdieu, 1997 could be interpreted as the social relationships and conditions including trustworthy and diverse networks, social proactivity, and participation in community to conducive cooperation for mutual success in society. The second construct is collective identities, which Deaux defines as the sense of belonging to a social group or community reflecting self-categorization with positive attitude and important self-concept in a social context. The next and

third concept is about health that if we took the World Health Organization explanation is the individual's functional, interactive and critical abilities to understand and use health care information to make appropriate health decisions, the fourth construct is taken from the Niebor et al. , 2005 description of Well-being. Well being can be interpreted as the harmonious life quality in both psychological and economic aspects for human function and development. The last and fifth construct is human capital, which was taken from the OECD explanation that says that human capital is the attributes of individuals in terms of knowledge, skills, competencies and attitudes conducive to personal development and societal well being.

After explaining the sources for the conceptual measures developed by Lee, Cornwell and Babiak, 2012. , as a way of showing the conceptual limits of this research, it could be said that an approach to measure some research questions is establish. Those research questions are:

- What are the most important relations between sport participation and the social constructs of the Social Impact of Sport Scale?

and

- What differences exist between the Mexican and the American context?

As mentioned above the instrument will be applied for the first time with a Spanish-speaking sample, for that reason is why as a first step, the

Social Impact of Sport Scale (S.I.S.S., 2012) was translated and adapted to Spanish language. Taking as a reference the Lee et al., 2012 article a sample of 90 university participants were recruited. The same kind of participants took part in this research the instrument was be applied in the Mexican National University (UNAM), which represents the largest university in the country.

## **II. LITERATURE REVIEW**

### **2.1 Social capital**

According to Putnam, the term social capital turns out to have been used separately at least six times over the last twentieth century.

The first utilization of the idea is credited to L. J. Hanifan who summoned the thought of social capital. For Hanifan social capital is: each one of those substantial substances that count for most in day by day lives of individuals, like: good will, fellowship, sympathy, and social intercourse among individuals and families who make up social unit. He states that the individual is powerless socially if left to himself. If a individual comes into contact with his neighbor, and they with different neighbors, there will be a gathering of social capital.

Putnam points out that the idea was freely rediscovered by Canadian sociologists to describe the club membership participation of arriviste suburbanities, in the 1960's by Jane Jacobs to praise neighborliness in the modern metropolis, in the 70's by Loury (economist) to dissect social legacy of slavery, and especially in the 80's by the French sociologist Pierre Bourdieu and by the economist Ekkehart Schlicht to underline the social and financial assets embodied in social networks.

Social capital likewise can have “externalities” that influence the wider community, so that not all the expenses and profits of social interactions accrue to the person making the contact.

Social capital, as indicated by Putnam can be all the while a “private good” and a “public good”. Some of the profits from an investment in social capital go to onlookers, while a percentage of the profit or benefit redounds to the immediate interest of the individual making the venture.

Toward the end, the general idea reflects that a society characterized by generalized correspondence or reciprocity is more efficient than a wary society, for the same reason that cash is more productive than barter. If we don’t have to balance every exchange instantly, we can get a lot more accomplished. Trustworthiness greases up social life. Civic engagement and social capital involve mutual shared commitment and responsibility for action. An alternate approach to say the same is reflected in Hanifan’s contemplations: When monetary and political managing is embedded in thick networks of social interaction, impetuses for advantage are decreased. Dense social ties encourage gossip and other important methods for developing reputation- a key foundation for trust in a complex society.

The urban sociologist Xavier de Souza, calls attention that networks and the related standard norms of reciprocity or correspondence are for the most part useful for those inside the system or network, yet the outer impacts

of social capital are not always positive. Social capital can be coordinated to bad, antisocial purposes like some other manifestations of capital.

Social capital could be understood in a wide range of forms, some of them involve repeated, intensive, multi-stranded networks, but of all the forms of social capital, Putnam makes the distinction between bringing (or inclusive) and bonding (or exclusive). In one side bonding social capital are looking to reinforce exclusive identities and homogenous groups, for example, ethnic fraternal organizations or fashionable country clubs. On the other side bridging social capital is outward looking across diverse social cleavages An example of bridging social capital include the civil rights movement.

For Putnam, bridging social capital can generate broader identities and reciprocity, whereas bonding social capital bolsters our narrower selves. Bonding social capital, by creating strong group loyalty, may create also out-group antagonism. For him, under many circumstances both bridging and bonding social capital can have power full social effects. Bonding and Bridging are not supposed to be understood as either-or categories, but more like dimensions in which we can compare different forms of social capital.

We should be aware that a perfect measure for the concepts of bridgingness and bondingness is almost impossible, like Putnam says Exhaustive descriptions of social networks –even at a single point in time – do not exist. According to Zakus, 2009 Bridging social capital applies to broader

overlapping networks that produce wider identities and reciprocity, such as associations between people from other social groups which can vary in religion and ethnicity, or socio economic status. By contrast, bonding social capital applies to trust and reciprocity contained in dense or closed networks and is apparent when individuals who know each other are brought closer together.

Social capital is those activities that brought citizens together but they have declined rapidly, one of the problems that Putnam points out is that for example in politics, financial capital has been replacing social capital, as the coin of realm.

One facet of social capital is the one of official membership to formal organizations and it is usually used as a barometer of community involvement. Broadly speaking voluntary associations may be divided into categories like: church based, community based and work. What is significant to understand is that membership may not reflect involvement in an organization or community activities. When we talk about involvement in social organizations, we need to consider changes in the worlds or religion and world. Religion is still today, as in the past, an extremely important sector but we have to acknowledge that work has come to occupy an ever more important place, that is why trends in those domains will have an important effect on the collective supply of social capital. Lets put an example of the importance of faith-based organizations,

which are central to social capital and civic engagement in the Mexican community. The church is one of the oldest social institutions in Mexico. Mexicans from different social strata are religiously compromised to be involved in church activities and participate in the transmission of religious values. Catholic church has been playing an important role in connecting people from different socio-economic characteristics like any other organization has. What is really important from the concept of social capital is not membership but active and involved membership.

Now, talking about work related organizations and the social capital they represent, Putnam puts it like this, work organizations are an important locus of social solidarity, a mechanism for mutual assistance and shared expertise. Fundamentally, these two are mutually reinforcing because solidarity is a precondition for economic collaboration. Work related organizations, unions and business, have traditionally been among the most common forms of civic connectedness. The workplace encourages regular collaborative contacts among peers. Many people form friendships at work, feel a sense of community among peer workers, and enjoy norms of mutual help and reciprocity on the job. Different studies have shown that social connections with co-workers are a strong predictor of job satisfaction, like Hurlbert, 1991 describes it, People with friends at work are happier at work.

### 2.1.1. Sport and Social capital

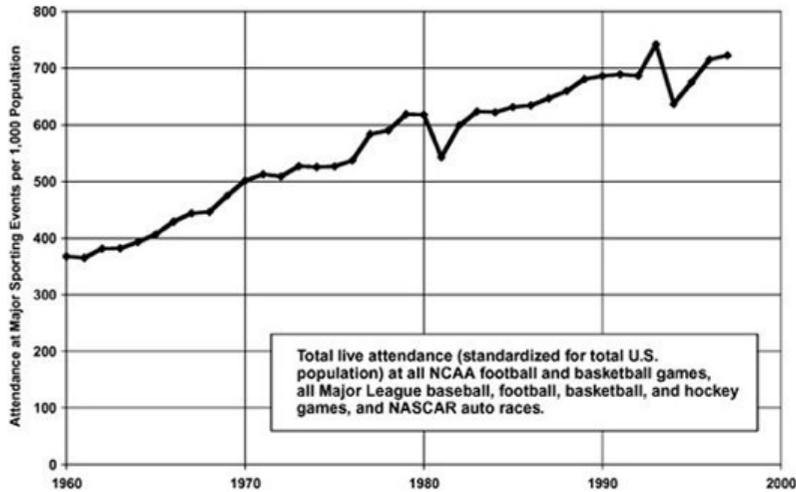
According to Sijja, 2008 a general distinction is the one between organizations based on horizontal and vertical social relations. Putnam, 2000 embraces the conclusion that organizations including more horizontal face-to-face relations hold most social capital of the kind that is significant for generalized trust and political interest. Sport organizations, representing such horizontal organizations, should then show a superior than average score on social capital than other voluntary organizations, and should, as a corollary, also produce further social and political effect.

In his well known book *bowling alone*, Putnam states that individuals are consuming less time with friends and neighbors, than we used to do so, and evidently this has some implications in the terms of social capital. One ordinary form of leisure activity is participation in sports. Sport clubs have become more frequent in the last two decades. Because of the “baby echo” the comprehensive number of participants in youth sports has risen, but it appears that rates of participation have been declining.

Fitness experienced a boost in the 1990’s and health clubs increased as well. The question is: can sport stand for a new form of social bond? For Putnam that depends in the form of practice, some health clubs are filled with people working out speechless while watching a T.V. monitor or a small computer. It appears that the most common action, walking for exercise, is one

of the small number of physical activities that have augmented the quantity of participants. Maybe the most remarkable finding of Putnam is that as individuals are spending minus time doing sports, they are spending more time watching sports. Sports spectatorship has been increasing rapidly, which explains the quick rise in the salaries of professional sport players. An additional important observable fact is that the way people are watching sports reflects population-viewing habits. Presence at major sporting events has nearly doubles since 1960; practically all-major sports have seen enlargement.

According to Putnam the boost in sports spectatorship could be another example of community relational interaction from the point of view of social capital. Meeting with friends for a night and look at a high school football game could be an additional form of social capital. Furthermore, for the fans of winning teams, the sense of communal enthusiasm for a common passion can produce a common feeling of community. Even shared misfortune can create community. Figure # 1 describes the growth of spectator sports from 1960 to 1997.



Figure

1: Growth of spectator sports, 1960-1997 (Putnam, 2000)

If we direct our attention to the White Paper on Sport of the European Union states: "Sport promotes a collective sense of belonging and participation and could therefore also be an important tool for the integration of immigrants" (European Commission, 2007). The confidence in the integrative power of sport is common (Theeboom, Schaillee & Nols, 2012). Not only the former authors had an interest in the subject, also Allport's (1954) has a well-known contact hypothesis, which affirms that raising the interactions among groups of different ethnic backgrounds could lead to more reciprocal understanding and higher levels of social merging.

Seippel noted that social networks developed through sport reinforce communities, further than that increases individual and social competencies, and produces social integration. Finally, another author protecting the social capital of sport: Uslaner 1999, points out that sports fabricates social capital

because it constructs self–confidence and instructs respect for the rules.

## 2.2 Collective identities

Ashmore, characterize collective identification as being the first and leading a statement regarding categorical membership. A collective identity is one that is collectively share with a group of others who have (or are believed to have) some attribute(s) in common. For Simon and Klandermans (2001), it might be understood as “a place in the social group”. Such harmony may be based on recognized characteristics, such as ethnicity or gender, or on achieved conditions, such as profession or political adscription (Deaux, 1996; Sedikides & Brewer, 2001; Simon & Klandermans, 2001). This common position does not necessitate straight contact or interchange with all the others who have that category membership; to a certain extent, the positioning is psychological in character. For Deux (1996) collective identity is defined in terms of the personal acceptance of that identity by the individual whose personality is at stake.

The concept of social identity like collective identity has frequently been used in the literature to talk about this form of identification. Tajfel (1978) presented the often-invoked explanation of social identity as: “that piece of an individual’s self-concept which originates from his awareness of his membership of a social group concurrently with the importance and emotional implication attached to that membership”. To some extent likewise, from a

more sociological custom, Thoits and Virshup (1997) defined social identities as “socially constructed and socially significant categories that are accepted by persons as explanatory of themselves or their grouping” (p. 106). But there is a quantity of modern writers who support a swing in terminology from social identity to collective identity.

According to Stryker and Calhoun, social identities are the identities accredited or imputed to others in an effort to locate them in social space. They are stranded typically in conventional social functions, such as “teacher” and “mother,” or in broader and more comprehensive social categories, such as gender categories or cultural, ethnic and national categories, and thus are regularly referred to as “role identities” and “categorical identities”. Whatever their particular socio-cultural base, social identities are elemental to social interaction due to the fact that they provide points of orientation to “alter” or “other” as a social object.

In the situation of personal identities Snow and Anderson agreed that personal identity is composed by the attributes and meanings attributed to oneself by the actor; they are self-designations and self-attributions regarded as personally unique. They are especially prone to be asserted during the course of interface when other-imputed social identities are considered as contradictory, as when individuals are direct into social roles or categories that are offensive and shameful. Thus, personal identities may draw from role

incumbency or category-based memberships, but they are not automatically analogous since the relative salience of social roles or category membership with defer to personal identity can be to a certain extent changeable.

Just as social and personal identities are dissimilar yet typically overlaying and interacting concepts, such is the correlation between collective and social and private identities. Even though there is no consensual classification of collective identity, thoughts of the concept consistently insinuate that its quintessence resides in a collective sense of “one-ness” or “we-ness” fixed in authentic or expected common attributes and experiences between those who embrace the collectivity and in relation or distinction to one or more concrete or expected sets of “others.” Implanted within the common sense of “we” is a matching sense of “collective agency.” This second sense, which is the action factor of collective identity, not only insinuate the likelihood of collective action in search of shared interests, but even induces such actions. Therefore, it can be dispute that collective identity is constituted by a common and interactive sense of “we-ness” and “collective agency.” This double-edged meaning can be gathered from classic sociological concepts such as Durkheim’s “collective conscience” and Marx’s “class consciousness,” although is exposed even more evidently in the majority of theoretical discussions of collective identity, although the

dimension is every now and then implied rather than straightforwardly articulated (e.g., Castells 1997; Cerulo 1997).

### 2.2.1 Sport and Social Identity

According to Wann, 2006 as shortly as a fan has developed a sense of identification with a specific team, that identification is believed to have a helpful impact on social psychological wellbeing. Even so, this is not only for the reason of team identification, but due to the fact that identification can direct to very important associations with others. Merely following a team would not be expected to result in enhanced well-being. Just when the character of team follower leads to a sense of belongingness to and companionship with others, would one be expecting to find psychological benefits associated to the identification.

This is consistent with work in social psychology findings that merely group association or volume of group memberships is not sufficient for gaining well-being benefits (Ellemers, Kortekaas, & Ouwerkerk, 1999) Instead, what is necessary is a sense of identification with other members of the group and the social component (i.e., contact with others) of group membership (Ellison & Levine, 1998).

Another work of Wann (Wann, Dimmock, et al 2003) states that there is another second and equally persuasive line of evidence that was found in research demonstrating that plain sport fandom is not related to well-being

benefits. As Rowe and Kahn (1998) noted: social support profit results from active participation in an activity, not only from interest. Just having an interest in sport should not lead to the same level of relationship with others as it is found when individuals form a high level of identification with a certain team.

Another line of support for this thesis can be establish in the research examining the association between well-being and identification with geographically remote teams. In most cases, when a fan has a strong loyalty to a distant team, he or she does so in virtual isolation from other fans of that team. (Wann & Pierce, 2005)

High-identified persons can achieve substantial psychological benefits basically in the course of their association with a group, due to the fact that social actions habitually lead to a sense of relation and belongingness with others and a bond with society (Gibson, Willming, & Holdnak, 2002).

Wann, created the team identification social psychological health model (figure # 2) that is based in three different propositions: psychological well being that is positively interrelated to identification with a local team, not interrelated to identification with a local team and not interrelated to simple sport fandom.

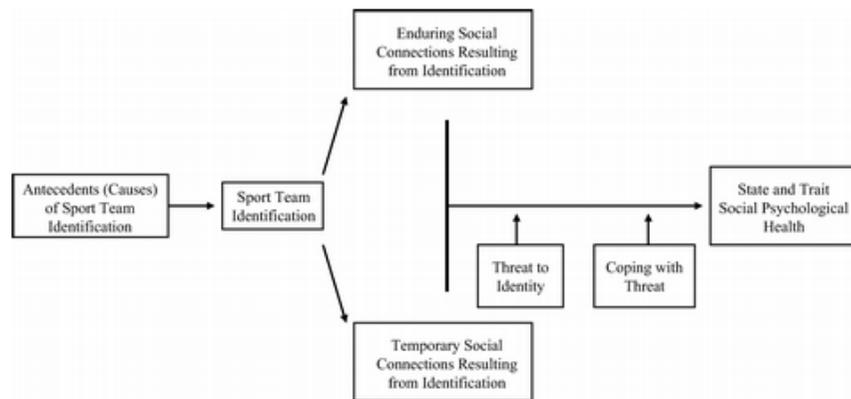


Figure 2: The team identification social-psychological health model (Wann, 2006)

In accordance to the model, team identification can direct to both durable and provisional social connections. Durable connections result from the actual interaction of residing in an atmosphere in which other fans are easy to identify. In a broad perspective, this refers to relations with others achieved in supporting a specific home team. In environments like this supporters of a local team can experience a sense of companionship. It is imperative to consider that the mere fact of following a local team would not lead to a perception of well being except the case that the activity involves connections with others.

Now, for the case of transitory social connectedness it involves situations for the fan in which he is not living in an enduring environment, for example: when the individual is a relocated fan supporting a team from an away distance.

In the work of Giulianotti, he considers a distinction among four different spectator categories that he named: supporters, followers, fans and flaneurs.

Supporters are conventional spectators, with emotional and significant long-term personal devotions with the sport club or team. Even the real ground becomes an article of a exceptional connection, but not only that, supporting the team or club is essential to the way of life of this category of spectator. It can be said that supporters shape a subculture, in the classic sense of the concept.

Followers procure a detailed but further remote interest in a team or club. Ways of cohesion and solidarity could moreover be slight or deep, ranging from specific links involving teams or clubs, or when a much loved player or team member goes to another team or club, other expression is based in philosophical attractions as in the fascistic support of some kind of individuals of some European clubs. Deeper forms include much thicker associations of associates and opposition. Some social and cultural principles are involved in the affection to a team or club. At the most handy level, this can suggest that there is all the time a club or team to support, but there must be some emotional connection.

Fans possess a tough association but is more remote and mediated in the course of market centered sets of interaction, such as the utilization of

associated goods, products, or merchandise contributing to finance raising actions. The affection to specific players is exactly similar to the attachment among fans and other kind of celebrities.

Finally Flaneurs are purchaser audience, capable to look through and stay calm as a result of a not personalized package of market dominated virtual associations. Flaneurs are just as probable to change loyalties among clubs, or even among sports. See Figure # 3 to examine graphically Giullianotti classification of spectator identities.

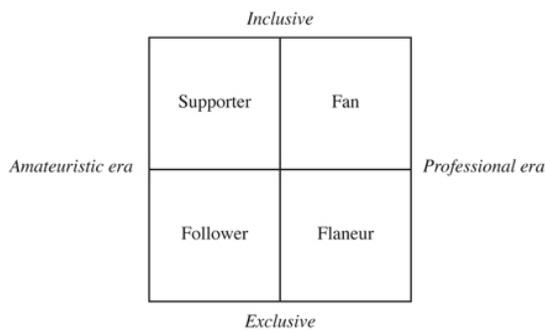


Figure # 3 Four different spectator identities Giullianotti, 2002

### 2.3 Health literacy

The World Health Organization (WHO) stipulates that health literacy represents the cognitive and social aptitudes, which establish the inspiration and capability of persons to gain entrance to comprehend and exercise information in ways, which support and retain good levels of health.

According to Lawson, healthful people and health promoting environments are essential to improvement initiatives. The author also recognizes that sport and movement philosophy are components of something superior and more comprehensive and he also stress that the center of attention should be on human health and wellbeing across life width.

The healthiness and welfare framework involves all of the cultural actions and influences associated with the human body due to the fact that they not only consist of a variety of exercise and sport activities, but also associations with dietary aspects, illness prevention practices and environmental health actions.

The health context is not limited to health encouragement and sickness prevention; the objective is not to encourage a harsh medical model or a public wellbeing model. Much more than only individual health it involves policies and plans to endorse social health interests.

Following Nutbeam ideas, education has been an elemental constituent of action to support health and avoid illness through this century. Campaigns to encourage infant healthiness or to prevent transmissible diseases and other precautionary medicinal services have a prolonged history. In developing countries, healthiness instruction still represents an essential tool in the encouragement of wellbeing. In the case of developed countries, the premature awareness in health campaigning was aimed at the prevention of non-

communicable sickness advancing healthy standards of living. The dilemma of health instruction programs is that they were originated to be effective mainly among the more educated and financially privileged in the area. Subsequent to that knowledge, healthiness education was reinforced by the development of a novel and more refined type of actions that were paying attention on the social framework of behavioral decisions and on serving people to construct social and personal abilities to take an improved health performance action. In the opinion of Glanz, 1997 this kind of program was made conventional through school foundation health education programs aimed at stopping teenage substance abuse and after that useful and applied to other settings.

Townsend, 1988 mentions that sickness and disability in the societies of most developed countries validates the function of social, monetary and environmental reasons in determining augmented possibility of illness and undesirable ending of disease. Health type is shaped by personal behavioral patterns but it is principally influenced by financial and environmental conditions.

For certain number of years significant awareness has been set to exploring the promoters of health, and to the characterization of results related with wellbeing endorsement activity. As a corollary of all this awareness Nutbeam, constructed a hierarchy of results from health intercessions in 1996. Nutbeam, work details and describes the linkages among healthiness

endorsement actions, the determinants of healthiness and succeeding health outcomes. The model is summarized in figure # 4.

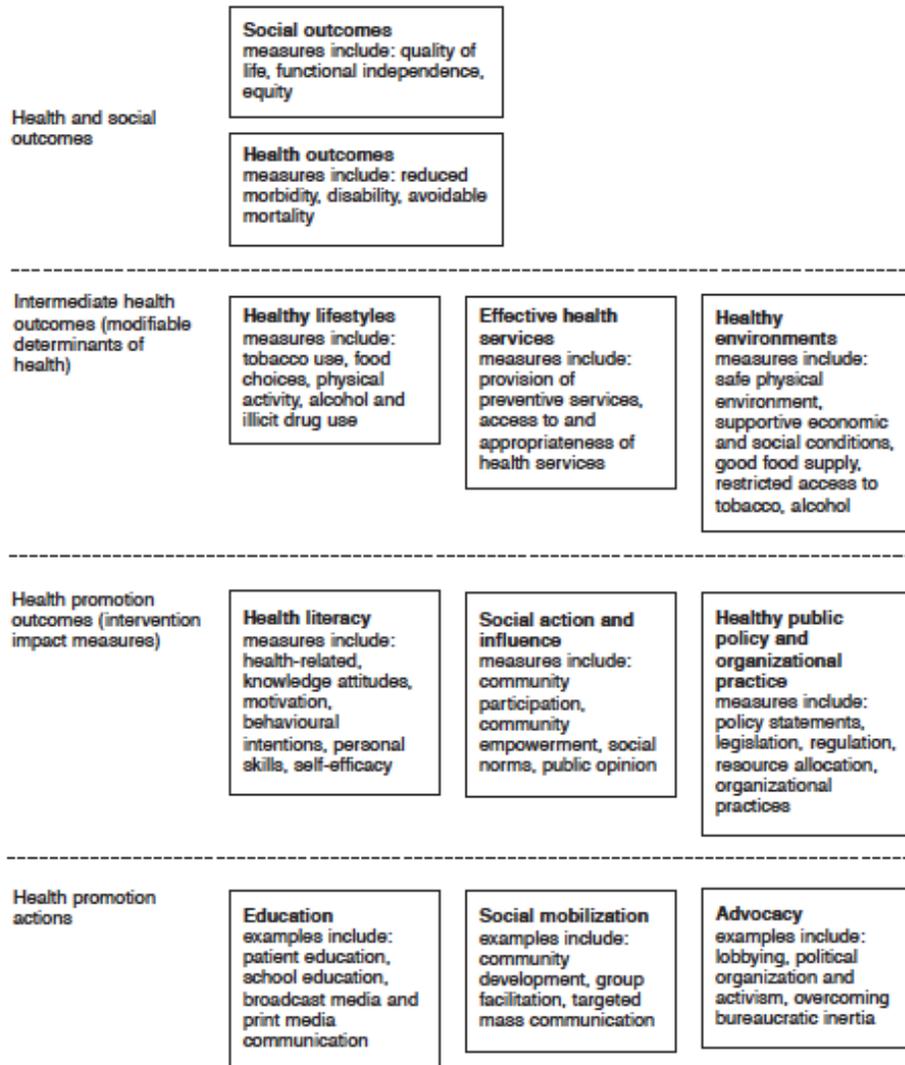


Figure # 4: An outcome model for health promotion (Nutbeam, 1996)

The model differentiates between distinctive levels of endings. At the peak or end stage of interventions are healthiness and social results, normally

articulated in conditions of deaths, disability, quality of life and working independence.

Intermediary outcomes stand for the determinants of these wellbeing and collective outcomes. Individual actions like consuming alcohol or practicing some kind of physical activity may augment or diminish the risk of illness or healthiness and are summarized as healthy or unhealthy way of life. Entrance to proper conditions and suitable use of health services are recognized as significant determinants of healthiness condition. These outcomes as well signify the urgent objective of designed health promotion actions.

Healthiness literacy is obviously reliant upon levels of essential literacy and associative cognitive development. Individuals with smaller amount of skills in understanding reading and writing will not simply have a reduced amount of experience of conventional health education, but also fewer skills to take steps ahead the information acknowledged. Nevertheless, Wallerstein and Bernstein, 1988 have revealed that contributing to elevate the significant awareness of individuals with modest skills can embark on actions and achieve outcomes, that could be closely associated to the description of health literacy.

As Nutbeam states, connecting the understanding of the expression health literacy to the outcome model in Figure # 4 demonstrates that enhanced health literacy may permit healthy lifestyle decisions, and permit the

successful use of health services, counting fulfillment with treatment regimens. Also, educational programs intended for achieving essential health literacy will increase competence for social action, which could be bound for varying public policies and health organizations. As a corollary health education can be heading for achieving variation in the social, financial and environmental determinants of health, which may help the healthiness of a community and the foundation of added programs, intended for the improvement of health systems and the use of these systems.

More importantly as St. Leger and Nutbeam, 2000 affirmed, achieving the ambition of enhanced health literacy will involve more alliances among health and education areas in being successful at achieving the target of better literacy levels in the population at the local, the national and the international level. It is essential to underline the need for planned alliances involving UNESCO and WHO and clearer consideration among agencies at the most national local levels. Enhancing health literacy represents more than the proliferation of information, but it is an underlying and essential step. Helping individuals to create assurance to act on that knowledge and the capability to work with and hold up others will more easily be achieved in the course of more delicate forms of interaction and throughout neighborhood based educational outreach. In order to complete such an imperative objective: trying to endorse superior self-sufficiency and empowerment between persons

and communities it is imperative to comprehend the political aspects to schooling and education, listening carefully on overcoming structural obstructions to health. As a manner to understand the argument just mentioned Nutbeam shaped a model for constructing interactive and vital health literacy abilities, see figure # 5.

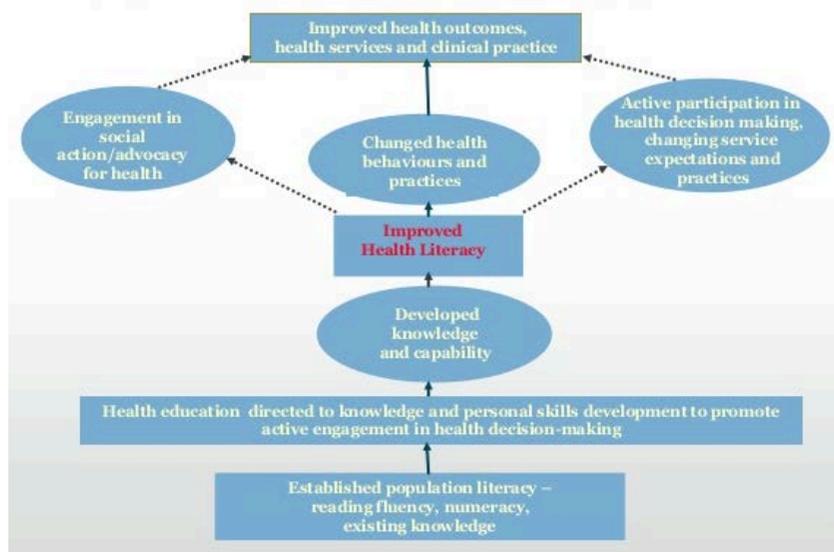


Figure # 5 Developing interactive and critical health literacy skills. Nutbeam 2010

## 2.4 Wellbeing

Berkman & Glass (2000) pointed out that in latest years psychologists, economists and others begun to exhibit that personal Wellbeing can be calculated with consistency and legitimacy, by means of reasonably straightforward self-rating questions with reference to 'joy' and 'life fulfillment'. Commonly speaking, self-ratings of 'joy' turn out to reveal reasonably short-term, situation-dependent terms of temper, whereas self-ratings of 'life fulfillment' seem to appraise longer-term, more steady appraisals.

In the words of Seeman (1993), an additional tough and predictable associate of personal Wellbeing is physical healthiness. Even though the course of cause originating this correspondence rest to some extent controversial, it appears quite probable that healthiness is an essential determinant of personal well-being. In the other hand, a big and increasing literature insinuates that physical healthiness itself is solidly habituated by social factors, so it is conceivable to speculate that healthiness represents one trail during which social factors persuade personal well-being.

Diener and Oishi acknowledged the question: Which characteristics of an individual social circumstance may be projected to distress her subjective well-being? And they answer that one circumstance could be: the financial position, as calculated by possessions, salary or material belongings.

According to them, certainly, this reason seems so evidently important that at least until lately, for the most part of economists scholars have plainly understood that utility is, by designation, an outcome of material wellbeing.

However, Easterlin (2003) confirmed that even at a low level of monetary development, income does in actual fact forecast subjective well-being. To some extent at higher levels (say, above the median for OECD countries) financial well-being looks to enclose a pretty modest effect. In other terminology; wealth can buy you gladness, but not a lot, and above a modest edge, additional money does not mean additional happiness.

Furthermore, some proof robustly suggests that, in detail, it is relative income, not total income that trouble most (Easterlin 1974, 1995, 2003). It is not the income by itself what make people happy, but considerably the positive contrast among one-person income and the others.

Religiosity is frequently found to be related with individual well-being, even though there is significant dispute concerning whether have faith in or belonging is more important; that is, it is still unknown what matters more for personal well-being if it is religious faithfulness or to a certain extent involvement in a spiritual community (Pollner 1989).

### 2.4.1 Well-being and Sport

According to Greenleaf, the bodily and psychological burdens of sport give participants with lots of developmental chances that could completely influence body likeness, discernment of proficiency, and capabilities. The physical necessities of sport, such as power, velocity, quickness, elasticity, and synchronization, with the behavioral manifestation of those corporal abilities in rehearsal and competitive settings permit the individual an appreciation of the body capacities. Greenleaf even goes further and give explanations that the competitive and evaluative environment of sports gives participants many opportunities to evaluate themselves and build up a meaning of self purpose that could constitute, a principle to facilitate the belief that they are in power of their actions and the belief that those actions have an outcome on others.

Hausenblaus and Fallon, 2006 identified that the consequences of sport and physical activity posses a connection to an improved body image. The association linking sport participation and physical self-proficiency is also a well-built one. For example, Craft (2003) thinks that physical activity stage and aerobic training are important predictors of supposed athletic capability amongst adolescent women.

It is important to note that body representation, physical competency, and instrumentality have been coupled with psychological well being between girls and women (Cash et al 2004). Physical look is so very well cherished in

western culture, that it is not unexpected that possessing a good body image could be related with additionally having an affirmative perception of one's person and being.

According to Smith, Ntoumanis and Duda, 2007. Self-determination hypothesis has three normal psychological requirements to be necessary for psychological well being. These are 1. The requirement to be independent or self initiating in the guideline of one's own actions (autonomy), 2. To practice mastery and fabricate wanted actions (competence) and, finally 3 To perceive a link with and a feeling of fit in the social environment (relatedness). The three needs are recognized essential for finest functioning but also for human growth and development. In the sport sphere the projected connection between need fulfillment and psychological well-being has been affirmed by many authors.

Personal well-being has been identified as a multi-dimensional construct defined by the individual assessing the perception of her or his quality of life existence. And more significantly for the purpose of this study, physical activity has been proof to develop aspects of mental well-being like the ones of self-perceptions and mood, but also to ease anxiety in older adults (Windle et al. 2010)

## 2.5 Human capital

According to Lawson 2005 the concept of human capital is an economic construct used to describe labor force characteristics considered fundamental to sustainable, incorporated societal and financial development. Its principal focus is based on the comprehension, abilities, attitudes, aptitudes and distinctiveness of persons and groups, in particular their capabilities to produce citizens proud and job and society related activities in the benefit of that society. For that reason education is a consequence and an essential factor for human capital development. He also notes that youth development is another major important source of human capital development.

In words of Theodore W. Schultz “A great deal of what we identify as consumption constitutes savings in human capital.” This author mentions that expenditures on education, health, or the use of leisure time to improve skills and knowledge are not only examples of expenditure but more exactly of investment in human capital. Schultz like some other economists identified that citizens are an imperative component of the assets of countries, but even more important than that, calculated by what employment contributes to output, the constructive competence of human beings is the better form of wealth of those nations. It is also acknowledged and very important to say that to care for human beings as capital that can be enlarged by investment appears to diminish man to a simple material factor, to something of the same kind to

property. J.S. Mill, for example persevered in the notion that individuals of a nation state must not be looked upon as possessions for the reason that wealth existed merely for the sake of citizens. In the other hand, Shutz contradicts this idea stating that by investing in them, individuals can increase the variety of choice accessible to them.

Shutz declared that human means have mutually quantitative and qualitative proportions. The quantity of individuals, the amount who enter ahead handy work, and hours worked are in actual fact quantitative characteristics, but as for the quality aspects he mentioned skillfulness, comprehension, and analogous attributes that shape specific human capabilities to do constructive work, for example, investment in instruction.

One of the key conclusions of Shutz is that it is basic to emphasize the larger imperfections of the market in giving means for investment in human beings than for speculation in physical goods. The mainly unique aspect of our financial system is the progress in human capital. Without progress in human capital there would be simply inflexible, physical work and deficiency except for those who have profits from possessions ownership

The organization for economic co-operation and development (OECD) characterize human capital as “the understanding, skills, competencies and attributes personified in persons that make possible the construction of individual, societal and financial well-being” (OECD, 2001, p.18). The

comprehension of the dimension of human capital must be on human being characteristics that are helpful in facilitating individual, communal and financial well-being to differentiate it from social capital, which is a feature of social relations.

### **III. METHOD**

#### **3.1 Data**

The Social Impact of Sport Scale was developed in 2012 by Lee, Cornwell and Babiak to measure the effectiveness of impact that sport can have in different communities. As a first step the scale needs to be translated to Spanish following the recommendations of the OECD, that states that a bilingual group of experts should analyze the conceptual structure of the original scale and approve its susceptibility of translation, for this step a group of experts has been already contacted. The next step recommended is that after the approval for conversion, the instrument will be translated into Spanish and this text should be examined by a bilingual and a monolingual group. Then the Spanish text needs to be translated into English by another bilingual expert. After revising this back translated text, the bilingual group has to consider if the Spanish version is equivalent to the original.

After that, different analyses were calculated like: Internal reliability coefficient, total item correlation and differences in scores for gender and groups (faculties). Also we need to do the factorial analysis.

The Spanish translation was developed and finish a detailed of the translation is presented here:

#### Participación en la comunidad local

S1. Soy un miembro activo de mi ciudad o localidad (p.ej. un club de deportes, de manualidades o un club social)

S2. Asisto regularmente a eventos de mi comunidad local

S3. Ayudo a grupos locales como voluntario

#### Proactividad en un contexto social

S4. Estoy dispuesto a buscar información antes de tomar una decisión importante en mi vida (p.ej. sobre una carrera, educación, salud, vivienda, escuela o un doctor).

S-6. Tomo la iniciativa para hacer lo que sea necesario, aún si nadie me pide hacerlo

#### Confianza y redes

S-8. Mi comunidad local se siente como mi hogar

S-11. Me siento parte de la comunidad local en donde vivo y trabajo

S-12. Desayuno o como fuera de casa con otras personas en mi comunidad

#### Diversidad

S-13. La multiculturalidad hace que la vida en mi área sea mejor

S-14. Disfruto vivir entre personas con diferentes estilos de vida (p.ej.

diferente cultura, idioma, edad, religión, sexo)

Capital social: Medida global (Recientemente elaborada)

GS-1. Disfruto la interacción y cooperación confiable con la gente de mi comunidad

GS-2. Cuando interactúo con las personas de mi comunidad, hay un sentido común de confianza y cooperación

GS-3. Siento que trabajo con gente confiable y cooperativa en mi comunidad

Identidad colectiva: Medida compuesta

Auto-categorización (Adaptado de Henderson-King & Swart, 1994)

C-1. Me identifico con la comunidad (p.ej. la ciudad o localidad) en donde vivo o trabajo

C-3. Me siento parte de la comunidad (p.ej. la ciudad o localidad) en donde vivo o trabajo

C-4. Me siento parte de los grupos sociales a los que pertenezco (p.ej. a un club deportivo, lugar de trabajo o escuela)

Evaluación de apreciación privada (Adaptado de Huo et al., 1996)

C-5. Me siento orgulloso de sentirme un miembro de la comunidad (p. p.ej. de la ciudad o localidad) en donde vivo o trabajo

C-7. En general, me siento contento de ser un miembro de la comunidad (p.ej. la ciudad o localidad) en donde vivo o trabajo

C-8. En general, me siento contento de ser miembro de los grupos sociales a

los que pertenezco

Evaluación de la apreciación pública (Adaptado de Luhtanen & Croker, 1992)

C-9. En general, los demás piensan que los grupos sociales a los que pertenezco (p.ej. un club deportivo, mi lugar de trabajo o escuela) son valiosos

C-10. En general, los demás piensan que la comunidad (p.ej. la ciudad o localidad) en donde vivo o trabajo es valiosa

C-12. En general, los demás respetan la comunidad (p.ej. la ciudad o localidad) en donde vivo o trabajo

Importancia explícita (Adaptado de Sellers et al., 1998)

C-13. Ser un miembro de la comunidad donde vivo o trabajo (p.ej. la ciudad o la localidad) es un reflejo importante de quien soy

C-14. Ser un miembro de los grupos sociales a los que pertenezco (p.ej. un club deportivo o el lugar de trabajo o la escuela) es un reflejo importante de quién soy

C-15. En general, ser un miembro de la comunidad donde vivo o trabajo (p.ej. la ciudad o la localidad) es una parte importante de la imagen que tengo de mi mismo

C-17. Regularmente pienso en la importancia que tiene en la vida diaria ser un miembro de la comunidad (p.ej. de la ciudad o localidad) en donde vivo o trabajo

C-18. Regularmente pienso en la importancia que tiene en la vida diaria ser un

miembro de los grupos sociales a los que pertenezco (p. ej. a un club deportivo, el lugar de trabajo, la escuela)

Identidad colectiva: Medida global (Recientemente elaborada)

GC-1. Tengo un fuerte sentido de pertenencia a la comunidad o grupo donde vivo o trabajo

GC-1. Tengo un fuerte sentido compartido del "nosotros" o de "grupo" con la gente en mi comunidad o grupo donde vivo o trabajo

GC-3. Tengo objetivos, ideas u opiniones compartidas con la gente en mi comunidad o grupo donde vivo o trabajo

Conocimientos básicos de salud: Medida compuesta

Conocimientos básicos funcionales de salud (Recientemente elaborado)

H-1. Tengo conocimiento básico de los riesgos de salud y de los servicios de salud

H-2. Cumpla con las recomendaciones e instrucciones de los profesionales de la salud

H-4. Tengo habilidades básicas para saber como utilizar los servicios que proporciona mi sistema de salud

H-5. Tengo buen acceso a las fuentes básicas de información sobre condiciones personales de salud

Conocimientos básicos de salud interactivos (Recientemente elaborado)

H-9. Puedo identificar las mejores fuentes de información de salud.<sup>64</sup>

H-10. Puedo aplicar la información proporcionada por el profesional de la salud que me atiende

H-11. Utilizo en mi vida diaria el conocimiento e información sobre salud que me proporciona el profesional de la salud que visito

Conocimientos básicos de salud analíticos (Recientemente elaborada)

H-12. Evalúo de manera crítica la calidad de la información sobre salud que recibo

H-13. Evalúo de manera crítica la confiabilidad de las fuentes de información sobre salud que utilizo

H-17. Reviso si la información fue válida y confiable

Conocimientos básicos de salud: Medida global (Recientemente elaborada)

GH-1. Entiendo y tengo las habilidades sociales básicas que se necesitan para mantenerme saludable

GH-2. Adquiero y utilizo la información de salud básica en mi vida diaria para mantenerme saludable

GH-3. Tengo la capacidad de obtener, comprender y procesar la información básica y servicios de salud para tomar las decisiones apropiadas en lo referente a mi salud

Bienestar: Medida compuesta

Afecto (Adaptado de Nieboer et al., 2005)

W-1. Las personas me ponen atención

W-2. Las personas me ayudan si tengo un problema

W-3. Siento que las personas se interesan por mí

Confirmación de comportamiento (Adaptado de Nieboer et al., 2005)

W-4. Los demás aprecian mi papel en la casa, el trabajo o en las actividades recreativas

W-5. Las personas piensan que soy confiable

W-6. Me siento útil a los demás

W-7. Las personas me toman en serio

W-8. La gente piensa que soy una persona independiente

W-9. Me conocen por las cosas que he logrado

Comodidad (Adaptado de Nieboer et al., 2005)

W-11. Me siento físicamente en forma o saludable

W-12. Me siento físicamente cómodo

Estimulación (Adaptado de Nieboer et al., 2005)

W-13. Considero que mis actividades son interesantes o son un reto para mí

W-14. Realmente disfruto lo que hago

Bienestar: Medida global (Recientemente elaborada)

GW-1. Me siento bien con mi salud física, con mi salud mental y con las interacciones sociales que tengo

GW-2. Me siento bien con toda mi vida

GW-3. Me siento saludable, feliz y apreciado

Capital humano: Medida compuesta

Conocimiento y habilidades (Recientemente elaborado)

H-1. Siempre estoy adquiriendo nuevos conocimientos y habilidades para mejorar mi vida

H-2. De muchas maneras, tengo conocimientos y habilidades en mi trabajo diario

H-3. Tengo habilidades de resolución de problemas buenas para mis actividades diarias

Competencias (Recientemente elaborado)

H-4. Me siento competente en mi trabajo y en mi vida diaria

H-5. Me siento competente en mi habilidad e aprender y desarrollar habilidades importantes

H-6. Me siento competente para convertirme en una persona educada

Atributos y actitud (Recientemente elaborado)

H-7. De muchas maneras, tengo una actitud positiva acerca de mis logros

H-8. Me siento positivo y confiado acerca de mi vida diaria

H-10. Soy una persona orientada hacia objetivos en mi trabajo

Capital humano: Medida global (Recientemente elaborada)

GH-1. Siento que estoy continuamente creciendo y desarrollándome como persona

GH-2. Tengo una oportunidad de seguir adquiriendo conocimiento,

habilidades y competencias

GH-3. Tengo el conocimiento, las habilidades y las competencias necesarias para desarrollarme como persona

### 3.1.1. Selected Sample

90 participants were voluntary recruited from different undergraduate courses at a large university located in Mexico city. Students were asked by one of the investigators to participate in the study during regular semester classes. Participants were asked to indicate the degree of involvement in, participation in, exposure to, or awareness of various types of sport activities. They will also be ask to respond items that address the dependent variables of social capital, collective identities, health literacy, well-being and human capital. A general analysis of cronbach helps us to identify that there is a good reliability in the adaptation to Spanish of the scale. The exact numbers are presented graphically in the table # 1 which presents the analysis of the scale factor per factor. The general cronbach analysis indicates a value of 0.92 which is recognized for a good reliability. The factor per factor analysisi shows a general value over .70 and only one case below this number for the case of the factor of Trust and networks.

Factors and cronbach values

<b>Factor</b>	<b>Cronbach Alpha</b>
Participation in local community <b>S.C.</b>	0.70
Proactivity in a social context <b>S.C.</b>	0.88
Trust and networks <b>S.C.</b>	0.51
Diversity <b>S.C.</b>	0.77
Social capital (Global Measure) <b>S.C.</b>	0.81
Self-categorization <b>C.I.</b>	0.82
Evaluation of private regard <b>C.I.</b>	0.91
Evaluation of public regard <b>C.I.</b>	0.83
Explicit Importance <b>C.I.</b>	0.86
Implicit Importance <b>C.I.</b>	0.88
Collective Identity (Global Measure) <b>C.I.</b>	0.91
Functional health literacy <b>H.L.</b>	0.88
Interactive health literacy <b>H.L.</b>	0.88
Critical health literacy <b>H.L.</b>	0.92
Health literacy (Global Measure) <b>H.L.</b>	0.89
Affection <b>WB</b>	0.95
Behavioral confirmation <b>WB</b>	0.88
Status <b>WB</b>	0.86
Comfort <b>WB</b>	0.88
Stimulation <b>WB</b>	0.90
Well-being (Global Measure) <b>WB</b>	0.93
Knowledge and skills <b>H.C.</b>	0.94
Competences <b>H.C.</b>	0.91
Attributes and attitudes <b>H.C.</b>	0.93
Human capital (Global Measure) <b>H.C.</b>	0.91

Table #1: Alpha cronbach per factor of the Social Impact of Sport Scale.

## IV. RESULTS

As already stated above, one of the objectives of this research was to find the relations between the social constructs of the Social Impact of Sport Scale. Some important and specific findings were discovered for the Mexican sample.

To examine the principal relations among the social impact constructs and the frequency of involvement in sport, a correlation analysis was established and some important findings show a positive relation between the frequencies of recreation sport activities, and musical and artistic activities. It is also important to detail that in the case of computer or video game playing a negative relation was found for some social constructs.

For the case of recreation sport activities different significant correlations were found. Recreation sport activities are typically associated with the need of a group to perform the activity, which implies a social interaction. The results found in the relation between recreational sport activities and the social impact constructs talk by itself of the need to promote these activities in the Mexican context.

The frequency of recreation sport activities was positively correlated with Proactivity in local community with a value of 0.352 and a p value of 0.014. Social capital was positively correlated too with a correlation value of

0.292 and a p-value of 0.044. Self-categorization was another positive correlation founded with recreational sport activities in the Mexican sample. Evaluation of public regard was correlated in the same way with a value of 0.350 and a p-value of 0.015. Collective identity and Functional health literacy were positively correlated too, with a value with a value of 0.295 both and a p-value of 0.042 and 0.045 respectively. Another positive correlation was the one founded with health literacy with a respective value of 0.346 and a p-value of 0.016. Affection, behavioral confirmation and comfort were correlated in a positive way with a correlation value of 0.299, 0.375 and 0.306 respectively. As for the case of stimulation and Well-being, a positive correlation was identified. A value of 0.414 and 0.401 represents the value of those correlations. Finally a positive correlation was found between recreational sport activities and attributes a attitude with a value of 0.372 see table 2 for a general presentation of the correlations values.

Frequency of recreation sport activities correlations and reports of significance			
		<b>Correlation coefficient</b>	<b>p-value</b>
Social capital	Frequency of individual recreation sport activities	0.292	0.044
Health Literacy	Frequency of individual recreation sport activities	0.346	0.016
Collective Identity	Frequency of individual recreation sport activities	0.295	0.042
Well-being	Frequency of individual recreation sport activities	0.401	0.005
Stimulation	Frequency of individual recreation sport activities	0.414	0.003
Proactivity in a social context	Frequency of individual recreation sport activities	0.352	0.014
Self-categorization	Frequency of individual recreation sport activities	0.336	0.020
Evaluation by public regard	Frequency of individual recreation sport activities	0.350	.015
Functional health literacy	Frequency of individual recreation sport activities	0.295	0.045
Affection	Frequency of individual recreation sport activities	0.299	0.039
Behavioral confirmation	Frequency of individual recreation sport activities	0.375	0.009
Comfort	Frequency of individual recreation sport activities	0.306	0.034
Attributes and attitude	Frequency of individual recreation sport activities	0.372	0.009

Table # 2: Frequency of recreation sport activities and reports of significance

One of the most impressive findings of this research is that recreational sport activities and artistic and musical activities appear to be facing in the same direction, that is, when a person is involved in art and musical activities it was correlated with social impact constructs, like the like founded in the recreational sport activities, which may be associated due to the fact that both of them require a social interaction.

The correlations founded between artistic and musical activities were with the construct of Participation in local community with a value of 0.351, diversity with a value of 0.363, Social capital with a value of 0.351, Self-categorization with a 0.377 correlation value, Evaluation of public regard with a value of 0.319, explicit importance with a 0.485 value, Collective identity with a 0.384 value, as for the health constructs three different correlations were found. A 0.606 correlation with functional health literacy, 0.495 value with Interactive health literacy and 0.520 value with the critical health value construct. The general measure of Health literacy was also correlated with a value of 0.520. Lastly, the Affection construct as well as the behavioral confirmation construct was positively correlated with artistic and musical activities with a value of 0.304 and 0.400 respectively. The knowledge and skills and competences construct were correlated in a value of 0.400 and 0.367, respectively.

Frequency of arts and musical activities correlations and reports of significance				
			<b>Correlation coefficient</b>	<b>p-value</b>
Participation in local community	Frequency of arts and musical activities		0.351	0.014
Diversity	Frequency of arts and musical activities		0.363	0.011
Social capital	Frequency of arts and musical activities		0.351	0.014
Self-categorization	Frequency of arts and musical activities		0.377	0.008
Evaluation by public regard	Frequency of arts and musical activities		0.319	0.027
Explicit importance	Frequency of arts and musical activities		0.485	0.000
Collective identity	Frequency of arts and musical activities		0.384	0.007
Functional health literacy	Frequency of arts and musical activities		0.606	0.000
Interactive health literacy	Frequency of arts and musical activities		0.495	0.000
Critical health literacy	Frequency of arts and musical activities		0.520	0.000
Health literacy	Frequency of arts and musical activities		0.520	0.000
Affection	Frequency of arts and musical activities		0.304	0.036
Behavioral confirmation	Frequency of arts and musical activities		0.339	0.018
Knowledge and skills	Frequency of arts and musical activities		0.400	0.005
Competences	Frequency of arts and musical activities		0.367	0.010

Table # 3: Frequency of arts and musical activities correlations and p-values

Now, for the case of negative correlations an important findings was reveled in this research, that is the finding of a negative social impact in the constructs of the scale for playing computer or video games.

Different negative correlations point out the fact that apparently when a person is being involved in those activities tend to be isolated from different social interactions

The following correlations are negative correlations and explain the fact that when a person is playing computer or video games is less involved in the social constructs of the Social Impact for Sport Scale. Participation in local

community was negatively correlated with a value of -0.289, the trust and networks construct was negatively correlated with a value of -0.450, social capital was correlated with a value of -0.293, self categorization was related with a -0.312 value, Evaluation of private regard was correlated with the value of -0.312, the Evaluation of private regard construct was also negatively correlated with a value of -0.393, explicit importance was correlated with a value of -0.304 and finally, Functional health literacy was correlated in a -0.290 value. All of these correlations values are presented in table 4.

Frequency of computer or video playing correlations and reports of significance				
			<b>Correlation coefficient</b>	<b>p-value</b>
Participation in local community	Frequency of computer or video playing		-0.289	0.047
Trust and networks	Frequency of computer or video playing		-0.450	0.001
Social capital	Frequency of computer or video playing		-0.293	0.043
Self-categorization	Frequency of computer or video playing		-0.312	0.031
Evaluation of private regard	Frequency of computer or video playing		-0.393	0.006
Explicit importance	Frequency of computer or video playing		-0.309	0.033
Functional health literacy	Frequency of computer or video playing		-0.290	0.046

Table # 4: Frequency of computer or video playing and reports of significance.

## IV. DISCUSSION

An important objective of this study was to translate and adapt the Social Impact of Sport Scale and check for the properties of the translated to Spanish scale. After the translation and the properties of the scale were analyzed and determined appropriate for the realization of the study, is that we could start the process of looking for an answer of the research questions.

In a general perspective it could be observe that the question of if there is a difference between the American and the Mexican sample, we can now reply that although there are some differences there are also some similarities. Table 5 and 6 point out the correlations founded in both samples.

Correlations and reports of significance			
		<b>Correlation coefficient</b>	<b>p-value</b>
Social capital	Frequency of individual recreation sport activities	0.292	0.044
Health Literacy	Frequency of individual recreation sport activities	0.346	0.016
Collective Identity	Frequency of individual recreation sport activities	0.295	0.042
Well-being	Frequency of individual recreation sport activities	0.401	0.005
Stimulation	Frequency of individual recreation sport activities	0.414	0.003
Health Literacy <small>(basic functional knowledge)</small>	Frequency of Computer or video playing	-0.290	0.046
Social Capital	Frequency of Computer or video playing	-0.293	0.043
Trust and Networks	Frequency of Computer or video playing	-0.450	0.001
Social Capital	Frequency of Arts and Musical activities	0.351	0.014
Collective Identity	Frequency of Arts and Musical activities	0.384	0.007
Health Literacy	Frequency of Arts and Musical activities	0.520	0.000

Table # 5: Correlations and reports of significance for the Mexican sample

The American sample correlations in the factors are presented in table

# 6.

Correlations and reports of significance			
		<b>Correlation coefficient</b>	<b>p-value</b>
Social capital	Frequency of Exposure to Community Oriented Sport	0.26	0.009
Health Literacy	Frequency of Exposure to Community Oriented Sport	0.2	0.028
Collective Identity	Frequency of Exposure to Community Oriented Sport	0.27	0.002
Collective Identities	Frequency of individual recreation sport activities	0.25	0.004
Health Literacy	Frequency of individual recreation sport activities	0.19	0.032
Health Literacy	Frequency of Watching College Football games on TV	-0.17	0.050
Social Capital	Frequency of Watching College Football games on TV	-0.28	0.002
Collective Identities	Frequency of Watching College Football games on TV	-0.16	0.053
Health Literacy	Frequency of Computer or video playing	-0.28	0.003
Social Capital	Frequency of Computer or video playing	-0.21	0.016

Table # 6 Correlations and reports of significance American sample

As already stated above in the results section, different positive correlations were founded, more importantly specific activities were founded correlating with the scale social constructs. Maybe the most important finding of this research was the association between the scale social constructs and the frequency of recreational sport activities; these activities imply a specific way of approaching sport. A person who wants to be part of sport just for having a recreation opportunity is more likely to continue the sport practice in a regular basis due to the fact that he or she will not be discourage for the result of a

competition because they are not there to compete but to participate, and have fun. It is important to recognize that these activities are generally performed in a social interaction context, and maybe there is a link with the susceptibility for social interaction as the respondents of the scale may be pointing out.

Following the answers of both samples, the American and the Mexican sample, there is a link between the frequency of recreational sport activities practice and two of the global measures of social constructs of the scale, Collective Identity and Social capital. Table # 6 presents the correlation findings for the Mexican sample.

Correlations and reports of significance			
		<b>Correlation coefficient</b>	<b>p-value</b>
Social capital	Frequency of individual recreation sport activities	0.292	0.044
Health Literacy	Frequency of individual recreation sport activities	0.346	0.016
Collective Identity	Frequency of individual recreation sport activities	0.295	0.042
Well-being	Frequency of individual recreation sport activities	0.401	0.005
Stimulation	Frequency of individual recreation sport activities	0.414	0.003
Health Literacy (basic functional knowledge)	Frequency of Computer or video playing	-0.290	0.046
Social Capital	Frequency of Computer or video playing	-0.293	0.043
Trust and Networks	Frequency of Computer or video playing	-0.450	0.001
Social Capital	Frequency of Arts and Musical activities	0.351	0.014
Collective Identity	Frequency of Arts and Musical activities	0.384	0.007
Health Literacy	Frequency of Arts and Musical activities	0.520	0.000

Table # 6 Correlations for Social capital, Health literacy and Collective Identity in the Mexican sample

As for the American sample it is observable that the Collective identities and Health literacy correlations were presented. It was found a positive correlation of 0.025 for collective identities and a 0.019 for Health literacy.

Correlations and reports of significance			
		<b>Correlation coefficient</b>	<b>p-value</b>
Social capital	Frequency of Exposure to Community Oriented Sport	0.26	0.009
Health Literacy	Frequency of Exposure to Community Oriented Sport	0.2	0.028
Collective Identity	Frequency of Exposure to Community Oriented Sport	0.27	0.002
Collective Identities	Frequency of individual recreation sport activities	0.25	0.004
Health Literacy	Frequency of individual recreation sport activities	0.19	0.032
Health Literacy	Frequency of Watching College Football games on TV	-0.17	0.050
Social Capital	Frequency of Watching College Football games on TV	-0.28	0.002
Collective Identities	Frequency of Watching College Football games on TV	-0.16	0.053
Health Literacy	Frequency of Computer or video playing	-0.28	0.003
Social Capital	Frequency of Computer or video playing	-0.21	0.016

Table # 6 Correlations and reports of significance for the American sample

The implications of the same path of correlations in both samples could be implying that the frequency of recreational sport activities could be helping in both scenarios for the appreciation of the social implications that recreation sport is having in the two contexts.

Another important similarity between the contexts is the one presented in the negative correlation between computer or video games playing activities

and the social constructs of the scale. In the case of the Mexican sample as much as we can stated that there is a positive link between recreational sport activities and the social constructs of the scale, we can also mention the negative correlation between computer or video game playing activities. This could be associated to the fact that computer or video games playing activities are more usually performed in an individual basis and does not require too much social interaction for their realization. Table number 7 points out the correlations for the positive and the negative correlations of these activities with the social constructs of the scale, for the Mexican sample.

Correlations and reports of significance			
		<b>Correlation coefficient</b>	<b>p-value</b>
Social capital	Frequency of individual recreation sport activities	0.292	0.044
Health Literacy	Frequency of individual recreation sport activities	0.346	0.016
Collective Identity	Frequency of individual recreation sport activities	0.295	0.042
Well-being	Frequency of individual recreation sport activities	0.401	0.005
Stimulation	Frequency of individual recreation sport activities	0.414	0.003
Health Literacy (basic functional knowledge)	Frequency of Computer or video playing	-0.290	0.046
Social Capital	Frequency of Computer or video playing	-0.293	0.043
Trust and Networks	Frequency of Computer or video playing	-0.450	0.001
Social Capital	Frequency of Arts and Musical activities	0.351	0.014
Collective Identity	Frequency of Arts and Musical activities	0.384	0.007
Health Literacy	Frequency of Arts and Musical activities	0.520	0.000

In the case of the American sample Cornwell, Lee and Babiak found the same type of negative correlation. The Frequency of computer or video

playing was negatively correlated with Health literacy and Social capital.

Table # 7 points out the level of significance of both constructs.

Correlations and reports of significance			
		Correlation coefficient	p-value
Social capital	Frequency of Exposure to Community Oriented Sport	0.26	0.009
Health Literacy	Frequency of Exposure to Community Oriented Sport	0.2	0.028
Collective Identity	Frequency of Exposure to Community Oriented Sport	0.27	0.002
Collective Identities	Frequency of individual recreation sport activities	0.25	0.004
Health Literacy	Frequency of individual recreation sport activities	0.19	0.032
Health Literacy	Frequency of Watching College Football games on TV	-0.17	0.050
Social Capital	Frequency of Watching College Football games on TV	-0.28	0.002
Collective Identities	Frequency of Watching College Football games on TV	-0.16	0.053
Health Literacy	Frequency of Computer or video playing	-0.28	0.003
Social Capital	Frequency of Computer or video playing	-0.21	0.016

Table # 7: Correlations and reports of significance for the American sample.

Now talking about the differences between the American and the Mexican sample, we observe that although there are some really important similarities, there are differences too. For the case of the American sample a correlation was found the frequency of exposure to community oriented sport and the social constructs of Social capital, health literacy and Collective Identity. In the case of the Mexican context there was not a single correlation between the frequency of exposure to community oriented sport. We attribute

this to the fact that in the Mexican context there are not as much activities of community-oriented sport as there is in the American context.

This lead us to the other research question; what are the most important social impacts related to sport in the Mexican sample.

We could start the answer by saying that it was impressive to find the same approach of positive correlations between frequency of recreational sport activities and musical and art activities. It could be hypothesize that both activities require a social interaction and that social interaction brings a different approach to the interactions with society of the performers.

The implications of these findings represent if conformed with a bigger sample that sport could be a tool for promoting healthy social interactions in the Mexican context. If the results are confirmed with a large sample sport could be a way of promoting healthy socialization processes, which in the case of Mexico should not be neglected.

## LIST OF REFERENCES

- Allport, G. (1954). *The nature of prejudice*. Cambridge, MA: Addison-Wesley.
- Ashmore, R.D., Deaux, K., & McLaughlin-Volpe, T. (2004). An Organizing framework for Collective identity: Articulation and significance of multidimensionality. *Psychological Bulletin*, 130(1), 80–114.
- Bailey, R. (2005). Evaluating the relationship between physical education, sport and social inclusion. *Educational Review*, 57(1), 71–90.
- Baker, D.W. (2006). The meaning and the measure of health literacy. *Journal of General Internal Medicine*, 21, 878–883.
- Becker, G.S. (1964). *Human capital: A theoretical and empirical analysis with special reference to education*. New York: Columbia University Press.
- Beutler, I. (2008). Sport serving development and peace: Achieving the goals of the United Nations through sport. *Sport in Society*, 11(4), 359–369.
- Bourdieu, P. (1997). The forms of capital. In A.H. Halsey, H. Lauder, P. Brown, & A. Stuart Wells (Eds.), *Education, culture, economy and society* (pp. 46–58). Oxford: Oxford University Press.
- Chalip, L., Johnson, A., & Stachura, L. (1996). *National sports policies: An international handbook*. Westport, CT: Greenwood.
- Chalip, L. (2006). Toward a distinctive sport management discipline. *Journal of Sport Management*, 20, 1–21.
- Coalter, F. (2007). *A Wide Social Role for Sport: Who's Keeping the Score?* New York, NY: Routledge.
- Coleman, J.S. (1994). *Foundation of social theory*. Cambridge, MA: Belknap Press.
- Cornwell, T.B. (2008). State of art and science in sponsorship linked marketing. *Journal of Advertising*, 37(3), 41–55
- Cornwell, T.B., & Coote, L.V. (2005). Corporate sponsorship of a cause: The role of identification in purchase intent. *Journal of Business Research*, 58, 268–276.
- Deaton, A. (2002). Policy implications of the gradient of Health and wealth. *Health Affairs*, 21(2), 13–30.

Deaux, K. (1996). Social identification. In E.T. Higgins & A.W. Kruglanski (Eds.), *Social psychology: Handbook of Basic principles* (pp. 777–798). New York: Guilford Press.

Dwyer, T., Sallis, J.F., Blizzard, L., Lazarus, R., & Dean, K. (2001). Relation of academic performance to physical activity and fitness in children. *Pediatric Exercise Science*, 13, 225–238.

European Commission. (2007). *White paper on sport*. Brussels: European Commission.

Fraser-Thomas, J., Cote, J., & Deakin, J. (2011). Youth sport programs: An avenue to foster positive youth development. *Physical Education and Sport Pedagogy*, 10(1), 19–40.

Giulianotti, R. (2002). Supporters, followers, fans and flaneurs: A taxonomy of spectator identities in football. *Journal of Sport and Social Issues*, 26(1), 25–46..

Hausenblaus H. A. and Fallon, E. A. (2006) Exercise and body image a meta-analysis. *Psychology and health*, 21, 33-47.

Jeanne S. Hurlbert , *Social Networks, Social Circles, and Job Satisfaction, Work and Occupations*, 18 (1991): 415– 430; Randy Hodson,

Kavetsos, G., & Szymanski, S. (2010). National well-being and international sports events. *Journal of Economic Psychology*,31(2), 158–171

Kiker, B.F. (1966). The historical roots of the concept of humancapital. *The Journal of Political Economy*, 74(5), 481–499.

Lankoski, L. (2007). Corporate responsibility activities and economic performance: A theory of why and how they are connected. *Business Strategy and the Environment*, 17, 536–547.

Lawson, H.A. (2005). Empowering people, facilitating community development, and contributing sustainable developments: The social work of sport, exercise, and physical education programs. *Sport Education and Society*, 10(1), 15–160.

Lee, S.P., & Cornwell, T.B. (2011). A Framework for measuring the contribution of sport to society. In L.R. Kahle & A.G. Close (Eds.), *Consumer Behavior Knowledge for Effective Sports and Event Marketing* (pp. 31–57). New York, NY: Taylor & Francis Group, LLC.

Maslow, A.H. (1968). *Toward a psychology of being* (2nd). New York: Van Nostrand.

Maslow, A.H. (1970). *The father reaches of the human mind*. New York: Viking press.

- Narayan, D., & Cassidy, M.F. (2001). A dimensional approach to measuring social capital: Development and validation of a social capital inventory. *Current Sociology*, 49, 49–93.
- Nieboer, A., Lindenberg, S., Boomsma, A., & Bruggen, A.C.V. (2005). Dimensions of well-being and their measurement: The SPF-IL scale. *Social Indicators Research*, 73, 313–353
- Nutbeam, D. (2000). Health literacy as a public health goal: A challenge for contemporary health education and communication strategies into the 21st century. *Health Promotion International*, 15(3), 259–267.
- OECD. (2001). *The well-being of nations: The role of human and social capital*. Paris: OECD.
- Onyx, J., & Bullen, P. (2000). Measuring social capital in five communities. *Journal of Applied. Science*, 36, 23.
- Ormel, J., Lindenberg, S., Steverink, N., & Verbrugge, L.M. (1999). Subjective well-being and social production functions. *Social Indicators Research*, 46(1), 61–90.
- Parker, R.M., Baker, D.W., Williams, M.V., & Nurss, J.R.(1995). The test of functional health literacy in adults: A new instrument for measuring patient’s literacy skills. *Journal of General Internal Medicine*, 10, 537–541.
- Rogers, C.R. (1961). *On becoming a person*. Boston: Houghton Mifflin.
- Seippel, Ø. ‘Sport and Social Capital’. *Acta Sociologica* 49, no. 2 (2006): 169–83.
- Theeboom, M., Schaillée, H. & Nols, Z. (2012). Social capital development among ethnic minorities in mixed and separate sport clubs. *International Journal of Sport Policy and Politics*, 4, 1-21.
- Townsend, P. Davidson, N. and Whitehead, M. (1988) *Inequalities in Health (The Black Report and the Health Divide)*. Pelican, London
- Troiano, R.P.; Berrigan, D.; Dodd, K.W.; Mâsse, L.C.; Tilert, T.; McDowell, M. Physical activity in the United States measured by accelerometer. *Med. Sci. Sports Exerc.* 2008, 40
- United Nations Development Program (UNDP). (2002). *The Human Development Report*. New York: UNDP.

Uslaner, E. (1999) 'Democracy and Social Capital', in M. Warren (ed.) *Democracy and Trust*, pp. 121-150. Cambridge: Cambridge University Press.

Wann, D. (2006) *Understanding the positive social psychological benefits of sport team identification: The team identification-social psychological health model*. *Group dynamics: Theory, research and practice*. American Psychological Association.

Wallerstein, N. and Bernstein, E. (1988) *Empowerment education: Freire's ideas adapted to health education*. *Health education Quarterly*, 15, 379-394.

WHO. (1986). *Ottawa Charter for health promotion*. Geneva.

Wright, A.D., & Cote, J. (2003). *A retrospective analysis of leadership development through Sport*. *The Sport Psychologist*, 17, 268–291.

Windle, G.; Hughes, D.; Linck, P.; Russell, I.; Woods, B. *Is exercise effective in promoting mental well-being in older age? A systematic review*. *Aging Ment. Health* 2010, 14, 652-669.



## 멕시코에서 스포츠의 사회적 효과에 대한 측정

Dosal Rodrigo

서울대학교 대학원

체육교육과

최근 들어 발전을 위한 과제로서 스포츠의 효과를 찾기 위해 열정을 쏟고 있다. 유엔과 국제올림픽위원회와 같은 특징적인 단체는 스포츠가 건강, 사회, 보건 및 교육을 개선하기 위한 도구 가 될 수 있음을 시사하고 있다. Beutler(2008)에 따르면, 이러한 잠재력은 스포츠의 세계화 안에서 넓게 퍼진 스포츠의 명성 중심으로 집중되어있다. 멕시코 스포츠에서는 정치적인 공약이나 범죄 혹은 마약소비와 같은 어려운 각기 다른 문제들을 해결하기 위한 방법으로 사용되곤 하였다. 그러나 멕시코를 비롯한 전세계적으로 스포츠에서 비롯된 사회적 결과에 대한 양적 연구는 미비한 편이다. 따라서 본 연구의 목적은 스포츠가 사회에 미치는 효과를 알아보는데 그 목적이 있다.

---

**주요어:** 사회적 자본, 인적 자원, 건강, 집단 정체성

**학 번:** 2013-23905