

EFFECTIVENESS OF SOCIAL INCLUSION IN EDUCATIONAL MANAGEMENT THROUGH NON-FORMAL METHOD IN SPORTS

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ABSTRACT

The study aimed to determine the effectiveness of social inclusion in educational management through non-formal method in sports, with focus on three areas: a) policy, b) capacity, and c) process implementation. Subjects were 60 individuals across marginalized

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groups from 3 countries – Senegal, Argentina, and Kenya, and were taught sports and related activities through non-formal methods. All mean ratings from respondents from the 3 countries showed high ratings for the delivery method in terms of the organizer's policy (4.16, 4.13, 4.37), in capacity (4.43, 4.3, 4.42), and implementation (4.42, 4.38, 4.49). Test for significant differences of non-formal education outcomes and evaluation were done using one way ANOVA per focus area. Tests showed no significant differences in policy, capacity, and process implementation across different nationalities suggesting potential effectiveness of social inclusion through non-formal method in sports.

Key words: Organizational leadership, inclusion management, non-formal education

JEL Classification: L31, I21

INTRODUCTION

According to the World Bank, social inclusion in managing marginalized sectors focuses on allowing the affected individuals or groups to be part of society, as well as improving their capability and level of perceived dignity as they integrate into the society they are in.

Social inclusion as an approach to manage the accessibility of services and opportunities to the different groups is an essential part of the modern society. Marginalized sectors in society being able to have basic access to services such as sport and education, is a moral imperative which has an effect in the productivity and stability of a nation.

The use of sports as a means of connecting people has been used in bridging the gaps across different cultures, with prime examples such as the Olympics and lesser sporting tournaments. Nevertheless, the promotion of sport in a non-competitive manner and instead via education through non-formal method engages the population on the ground level. The use of social inclusion addresses the more defined issues and barriers between smaller groups of people, and allows a more flexible approach.

The study aimed to allow participatory learning from the marginalized sector of three target communities in Senegal, Argentina, and Kenya using sports as a tool

for social inclusion, and delivered through non-academe or non-formal methods. Mine Vaganti NGO, being a non-profit organization promotes intercultural exchange of opportunities through the implementation of social inclusion through sport to determine the effectiveness of a non-formal educational method. This is accomplished by developing leadership in the different partner communities, showing good organizational management which is exemplified through feedback scores on the performance of the organization in areas such as focus on policy, people empowerment, and actual process implementation. In this study, the effectiveness of the same model of delivery will be based on the scores of the respondents, and the differences of feedback per community.

LITERATURE OVERVIEW

The development of social capital is one of the facets of social inclusion. The use of sport as a motivational approach to get the society involved is an emerging idea in sport development (Sherry and Strybosch, 2012). Social capital, being the relationship network of different sectors in society is the main access point of how the society functions interactively. By factoring the identities, norms, interactive trusts, cooperation, and reciprocity of these sectors, the productivity and health of a society rests on the level of participation by its constituents.

Even in the academe, social capital is exhibited to different extents. Such as in a study by Klevan, Weinberg, and Middleton (2016), it has been found out that social capital in terms of grade point average as a factor for enrollment between genders lessened the disparity of male to female enrollees in college. Another study suggested that the socially disadvantaged girls needed to trust the idea first of implemented and applied social capital for it to function, rather than have social capital produce the trust for the marginalized (Fuller, 2014).

Leadership as a virtue to promote social inclusion and develop the social capital of a community also has its place in education and academic setting. In a study by Attfield and Williams (2003) delving into the perspectives in leadership and inclusion in the school setting, they have indicated that inclusion in itself should include the improvement of deliverables and indicators of a functioning school which includes extending the curriculum, allow flexibility for the learners, as well as create a climate for better learning.

The notion of gender based bias on leadership capabilities also has an impact on how inclusion and social capital is developed in a community. In several academes in South Asia for example, Morley and Crossouard (2016) has indicated that leadership, and the underlying social themes associated with it which supposedly should be an instrument for good social capital instead was not actively sought by women since they perceived that the patriarchal society has a steady hold and influence on how it is being used. Women in the studied areas instead felt that leadership is not worth seeking after for as it only provided a series of negative feelings and experiences.

Acceptance and tolerance as part of the inclusion process yields positive expectations. In a study by Carter-Francique, Hart, and Cheeks (2015), they found out that acknowledgment of unique 'culture' of student-athletes, college and university athletic departments and their personnel may be beneficial to create proactive avenues for parental engagement.

METHODOLOGY

The consideration of international partners for proper and effective representation for inclusion through sport merited the organization of the project members consisting of representatives and youth leaders from 12 partner countries across 4 continents, headed by Italy through the MINE VAGANTI NGO group. Partner countries included Argentina, Bulgaria, Cameroon, Guatemala, Hong Kong – China, India, Kenya, Peru, Philippines, Romania, and Senegal

The task was to use sport as a tool for social inclusion via workshops, trainings, and job shadowing of youth leaders from partner countries to immerse with other cultural settings and learn how to utilize sport as a means of bridging the intercultural gaps and differences, solve conflicts among the youth, and promote tolerance, acceptance, and ultimately develop leadership with the youngsters through enriching the social capital on an transnational and multicultural level.

Measurable outcomes of organizational leadership were done from the ground up, from the conception and proposal of the project with the program partners, to the implementation of the project, as well as the tangible outcomes such as printed medium and a look into the effectiveness of implementation.

An initial meeting was conducted, attended by representatives from partner countries and laid the plans for the capacity building methods, identifying areas for implementation of job shadowing, workshop and training, and presentation of outputs which included a Format Training Course of the activities utilized during the capacity building.

Partner representatives participated in the implementation of the non-formal education using to target marginalized communities in three countries: Senegal, Argentina, and Kenya. Recipients of the social inclusion method were those who had different social inclusion areas needed to be addressed such as socioeconomic, language, educational, gender, as well as those who are already having access to these. These groups represented the different groups in the society which needed social capital developed through social inclusion.

Seminars were conducted with the target communities, after which training and workshops were conducted wherein problem solving, collaboration, synergizing with current resources, and overcoming social differences were focused on to empower the participants.

As for the test for effectiveness of implementation, an 18-point Likert scale survey was administered to the participants where the organization's orientation and implementation of social inclusion through non-formal education in sport were assessed and evaluated. The survey which was divided into three areas which evaluated the organization's leadership in managing the group was patterned from the self-assessment tool used in the Good Governance in Grassroots Sports Project by the International Sport and Culture Association.

The composition of the survey questionnaire was as follows. The first part of the survey tackled the leadership of the organization during implementation with focus on the purpose of conducting the training. This included orienting the participants on the nature of the project, the objectives, the inclusion of the target sectors, and the overall, long-term plan of the project.

The second part focused on the capacity building capability of the organization and empowerment of the target group. This included proper communication, decorum and interaction, allowance for respondents to be empowered and positive in social interaction, among others.

The third part of the study focused on the technical implementation of the organization which showcased leadership skills through effective management and efficient delivery of the training and capacity building. This included proper planning and dispatching of tasks at hand, prompt scheduling and adherence to schedule, active participation of members with specific roles at hand, and proper showcase of exchange of knowledge and social capital with the target groups.

These areas of focus comprise the 18-point Likert scale with equally number of questions for balanced influence on the outcome of the survey. All the questions were also scored by the indicators, ranging from (1) not at all to (5) definitely.

Data gathering and sampling were done with 20 respondents from each target group, which allowed an equal number of answers to be fairly represented by each group, in line with consideration for other areas of equal inclusion and representation.

The answers were then collated per target community on each of the focus areas of organizational leadership. Mean scores were done to determine the evaluation score of the organization during the conducting of the social inclusion through sport.

Statistical testing was applied to the mean scores of each target community and tested for acceptance or rejection of the null hypothesis that the effectiveness of the organization's implementation of social inclusion through non-formal education of sport has no significant difference across the different target communities with different social inclusion needs.

RESULTS AND DISCUSSION

The respondents from the first location, Senegal were a mix of the locals in Ziguinchor, mixed with the local football team. Orientation was conducted and then several activities from the Format TC was implemented, wherein the participants were mixed together and made to actively take part. Gender, religious orientation, and socioeconomic strata were disregarded as the participants voluntarily participated as they please.

The respondents from the second area, Argentina were also locals and their local football team. The same method of implementation was conducted, and in which the survey was administered afterwards.

The third and final group was done in Kenya, specifically in Neema community. Elementary students in the locale was the staging venue where the different primary levels were mixed together and conducted with the same set of sporting and related activities from the format TC. This represented the application of non-formal education method in an academe.

As seen in Figure 1, mean scores of the evaluation of the organization's performance in conducting and making their presence valid in the implementation of social inclusion through sport in a non-formal educational delivery are high.

The collected answers from the survey questionnaires totaled 60 respondents, with 20 respondents per target group. The feedback of the respondents based on the developmental leadership of the organization through focus on policy showed a mean score of 4.22 with standard deviation of 0.51. The organizational leadership through capacity building and providing the respondents with empowerment and capability to integrate through sports had a mean score of 4.38 with standard deviation of 0.38. The third area for assessing the organizational leadership capability through process implementation showed a mean score of 4.43 with standard deviation of 0.38.

Figure 1. Mean scores of responses with standard deviation (n=60).

	Through policy	Through Capacity	Through Process Implementation	Group
Valid	60	60	60	60
Missing	0	0	0	0
Mean	4.219	4.383	4.427	2.000
Std. Deviation	0.5131	0.3824	0.3763	0.8234
Minimum	3.166	3.500	3.666	1.000
Maximum	5.000	5.000	5.000	3.000

Fig. 2 presents the validity of the submitted surveys by each group, and how each target location had equal influence on the outcome of the mean scores of the areas included in the questionnaire.

Figure 2. Frequency distribution of respondents (n=60).

Group	Frequency	Percent	Valid Percent	Cumulative Percent
Senegal	20	33.3	33.3	33.3
Argentina	20	33.3	33.3	66.7
Kenya	20	33.3	33.3	100.0
Missing	0	0.0		
Total	60	100.0		

While it may be considered that the number of respondents per group may vary in size to some degree, the decision to have the data gathering method stick to the same number of respondents per group was implemented to minimize the tendency to have a greater effect on the deviation, given that the sample size is smaller representing a larger population.

On testing the hypotheses whether there is a significant difference on the mean scores of each target group per focus area, the test for consistency would lie on the fact that social inclusion method would allow the non-formal education of sport be readily accessible, with similar results and perception among different groups.

On Fig. 3, the focus area on leadership through focus on policy had an F-value which is lower than the F-critical ($F < F_{crit}$, $1.26 < 3.16$). This denotes that the findings and the results for this focus area favors more the null hypothesis rather than rejecting it.

However, the p-value which shows the significance level is also beyond the accepted value of 5% which means that there is only about 70% confidence level to claim that the null hypothesis is true. In this case, there is only a likely reason that the organizational implementation of social inclusion through sport as manifested would be considered by the respondents to be the reason for the high mean scores.

Figure 3. Anova – Leadership through focus on policy

Cases	Sum of Squares	df	Mean Square	F	p	η^2
Group	0.657	2	0.328	1.258	0.292	0.042
Residual	14.874	57	0.261			

Note. Type III Sum of Squares

Group	Mean	SD	N
Senegal	4.158	0.584	20
Argentina	4.133	0.479	20
Kenya	4.366	0.461	20

On Fig. 4, the focus area on leadership through focus on people and empowerment had an F-value which is lower than the F-critical value ($F < F_{crit}$, $0.72 < 3.16$). This denotes that the findings and the results for this focus area favors more the null hypothesis rather than rejecting it.

However just like in the previous focus area, the p-value which shows the significance level is also beyond the accepted value of 5% which means that there is only about 50% confidence level to claim that the null hypothesis is true. In this case, there is only a likely reason that the organizational implementation of social inclusion through sport as manifested would be considered by the respondents to be the reason for the high mean scores that caused empowerment and may be caused by some other factors.

Figure 4. Anova – Leadership through focus on people and empowerment

Cases	Sum of Squares	df	Mean Square	F	p	η^2
Group	0.211	2	0.106	0.715	0.493	0.024
Residual	8.418	57	0.148			

Group	Mean	SD	N
Senegal	4.433	0.420	20
Argentina	4.300	0.349	20
Kenya	4.416	0.381	20

On Fig. 5, the focus area on leadership through focus on process implementation had an F-value which is lower than the F-critical ($F < F_{crit}$, $0.49 < 3.16$). This denotes that the findings and the results for this focus area also favors more the null hypothesis rather than rejecting it.

However just like in the previous focus area, the p-value which shows the significance level is also beyond the accepted value of 5% which means that there is only about 39% confidence level to claim that the null hypothesis is true. In this case, there is only a likely reason that the organizational implementation of social inclusion through sport as manifested would be considered by the respondents to be the reason for the high mean scores caused by proper implementation and may be caused by some other factors, including the previous factors.

Figure 5. Anova – Leadership through focus on process implementation

Cases	Sum of Squares	df	Mean Square	F	p	η^2
Group	0.140	2	0.070	0.486	0.618	0.017
Residual	8.216	57	0.144			

Note. Type III Sum of Squares

Group	Mean	SD	N
Senegal	4.416	0.407	20
Argentina	4.375	0.386	20
Kenya	4.491	0.344	20

CONCLUSION

For the effectiveness of the social inclusion through sport, the mean scores were high across the three focus areas of organizational leadership on policy, capacity, and process implementation.

The three areas tested on the three target groups yielded to the non-rejection of the null hypothesis which is that there is no significant difference in the mean scores of the different target groups. The idea of having no difference in the outcomes of reception of the social inclusion through sport would be good since it means that inclusion would have been ideally achieved despite having different inclusion needs for social capital building.

However, the lack of a much more convincing p -value for all three null hypothesis tested would only provide as much confidence level as a probability outside the current model.

As a recommendation, the consideration of rescaling the Likert scale into a ratio scale such as a percentage of performance on the same areas may provide a much more robust and direct scale to the scores to be tested for hypotheses.

Nevertheless, the mean scores being high and consistent on the three focus areas by all the target groups would suggest that there are still some other factors which may provide validity and answers for the effectiveness of social inclusion through sport which would be a good reason for further study in this regard.

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