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THE COMPARISON OF SOCIAL CAPITAL BETWEEN THE ATHLETE AND NON-ATHLETE STUDENTS OF TABRIZ UNIVERSITY

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Abstract: Social capital is one of the most important indicators of socio – cultural status and it is criteria of improvement and prosperity of communities, groups and individuals and it has more emphasis on network of relations and trusts and norms. The purpose of this study was the comparison of the levels of social capital between the athlete and non-athlete students of Tabriz University. The statistical populations of this study were all the athlete and non-athlete students who studied in the first semester of the academic year (2011/2012) of Tabriz University. To this purpose, 211 students (84 student athletes and 127 student non-athletes) were randomly selected as the sample group (Mage50/20 = ± 1/12). The method of this study was survey that the required information is gained from using of questionnaire. In addition to personal and sport profile, the using instrument for the measuring of variables was Ismail Kavoosi's measuring social capital questionnaire that includes the following components: social trust, social interaction relationships, social participation, public awareness, ethics, and social responsibility. The questionnaire included 105 words and was adjusted by Likert scale. Descriptive statistics were used to describe variables, to classify of raw scores and to describe sample sizes from central indexes. Pearson's correlation coefficient and t-test were used to test the hypotheses of study. All statistical operations were done using SPSS software ($\alpha < 0/05$). The results of this study showed that there was a significant difference between the athlete and non-athlete students in the components of social trust, and social relationship and participation. Also, there was a significant difference between the team and individual athletes in the components of social trust and interaction relationship. On the other hand, there was no significant relationship between the history of physical activity and components of social capital. So, there was the significant difference between girl and boy students in the components of the social trust, social participation, and public awareness. Therefore according to results of this study, sport can be effective as one of a social institution in some aspects of social capital and this study is discussed about the possible relationship between social capital and sport participation.

Key Words: Social Capital, Athlete And Non-athlete, The Students of Tabriz University

INTRODUCTION

Nowadays, is not only considered attention to economical capital between economic and social abilities but it is considered new capitals such as natural and human capitals, and recently is considered a social capital. Social capital is one of the most important indicators of socio – cultural status and it is criteria of improvement and prosperity of communities, groups and individuals and it has more emphasis on network of relations and trusts and norms (Putnam, 2000). Social capital is the individuals' social networks and social networks of groups and organizations. These networks often informal networks have the ability and mobilization of a board level of social contacts for a better performance of social life (Kolman, 1998). As Fokuyama (2000) believes that social capital is a concrete example of an informal norm (unwritten) that it is enhanced the cooperation of between two or more persons to achieve their purpose. The concept of social

capital could be used in explaining of crime in micro and macro level (Chalbi & Mobaraki, 2005), manufacturing organizations (Akiya & Firuzabadi, 2004), in socio – economic development within the urban areas (Putnam, 2001; Firuzabadi & ImaniJajrami, 2006; Gasemi, Smaeili & Rabiei, 2010), performance of boards (Taheri, 2002), and its relationship with civil society and democracy (Putnam, 1993), health (Riyahi, 2011) and mental health (Riyahi, 2011; Navabakhsh & Vahedi, 2010), and finally, the its relationship with sports participations (Sharehpur & Hosseinirad, 2008; Sionhan 2004). The question that arises is whether this relationship is one sided? And how is the order of this relationship or not? Can we consider a kind of interaction between the sports participation and social characteristics? The communications within organization are vital in relationship with that how does sport make penetration of power? The control and evaluation of strategic relationships are as an essential for their success (Collins, 2004). The individuals are forced to engage and interact by sport as a social and cultural phenomenon in a social network and the field of emerge of behaviors, attitudes, values, and significant representations of century are presented (Fathi, 2010). A growing trend of sport is caused to appear the problems and issues that have inherently social nature. On the other hand, there is no doubt that there are interplays between sport and various social forces (Anvar Akholoi, 2004). The several actions and interactions are occurred in sport in the different levels that are resulted from different motivations and outcomes of athletes, coaches and volunteers, clubs, teams, commercial and non-profit organizations (Collins, 2004; Stempel, 2005). In different studies about sport have been reported the outcomes such as neutrality, equality, and prosperity for citizens, helping people to cope with stress and anxiety, improving the quality of life and increasing of life expectancy and sport have a decisive role in the life, family, and society. Sport was as an instrument for human's perfectionism in Athens. Sport helps us that our position was be clear in issues such as racial equality, gender opportunities, disable and elderly citizens' rights, class mobility, young's growth and development through physical activities, health and physical fitness criteria (Lindstom, 2011). Of course, it should be noted that changing of nature of sport participation from formal team sports and membership of gym towards individual activities (Collins 2004; Stemplel, 2005) and political attention to sport (Coalter, 2007; Skinner, Zakus & Hoye, 2008) are two treating factors in this positive process of sport, that norms of social communication may be damaged and have more effects on resources and supply of social capital that is built within sport (Anvar Akhooli, 2004). The done studies have pointed to positive effects such as social cohesion, trust (confidence) and reciprocity, connection between and within networks, sense of identity, place and status, and urban long term of participation of sport (Nicholson & Hoye, 2008). Sport organizations may be have major attention on civic virtues (reciprocity, trust and recognition or acknowledgment) (Seippel, 2006) and will have the capacity to create a sense of community (Brown, 2006). The play based on celebration and enjoyment is a key part in social basis of a vibrant community, will bring together different individuals in the form of strong and dense net-

works. It is well documented that sport can have influential role and act as neutralizing factors such as race, social class and sex (Coalter, 2007; Brown, 2006; Atherley 2006; Putnam, 1995). In this regard, Colopton (2011) studied the differences of social capital between white and black student athletes in America and he concluded that is not observed difference between students in relationship with social networks and social capital of team (Colopton, 2011). The studies show that academic athletes be gain advantages in social capital. Most sport researchers assume these advantages help for the explaining of part of the income variance of labor market between university athletes and non-athletes. University sports are an ideal location for the acquisition of social capital in individual and group environments. The participation in university sports are provided the group membership that it expand interpersonal relationship and peer networks these relationships and peer networks are provides an opportunity for university athletes for developing of social relationships and build the environment for practice of these skills that are necessary to promote these relationships. On the other hand, Chalip (2006) showed that sport events provide opportunities for managers of competitions to develop strategies for influence in communities that strengthens social capital and increases social foundation of community. As well as it acts an organizer to reinforce or build new relationships between community and individuals' organizations that can cause social relationship and correlations. The student athletes and students learn in sport field that how work together to achieve goals, they learn to foster the social competences, to develop leadership skills, and to use these skills to reinforce social relationships. The field of sport is a laboratory for learning of how develops and utilizes social capital in an environment similar to the environment of labor work in this approach. In total, it can be emphasis that university sports have many benefits for the universities, this thinking that university sports cause the students to connect the environment of university and they are required to make it, is an outstanding explanation that arises as the driving force for the investment in high levels of university sports. These personal relationships are the basis of the idea of social capital (Colopton, 2011). In addition to expanding of peer networks that is obtained in result of university sport participation, the sport participation provides special access to adult relationships b coaches, sport managers and other members of sport community (e.g. audience, media). Kim Atherley (2006) studied the mediator relationship of sports and social capital. The results of this study showed that there is a significant relationship between vicarious achievement and academic identity with social capital. The results of this study support this idea that audiences of university sports play an important and a tangible role in students' relationship with university and advantages of this relationship (Atherley, 2006). The done studies in about the relationship between social capital and sport show that sport participation is effective due to the helping increasing of self-esteem and social equality in the strengthening of civil society (Jarvie, 2003). Seippel (2006) concluded from his study in Norway that individuals' voluntary participation in sport organizations is effective on specific dimensions of social capital. In other words, the individuals who voluntary participate

in sport organizations have more social trust and are more interested in the following of politics issues and civil society. In Seippel's idea much of impact of sport on social capital is through three mechanisms: increasing of confidence, developing of social relationships, and strengthening of morality (Seippel, 2006). Another issue in the relationship with sport and social capital refers to the type of social capital resulting from sport experience and direct and indirect sport participation. In most cases, sport has promoted connections and bridges of social capital. Sport still is seen as a bridge of social capital and the most important aspect of social capital in a certain society. Although, university sport can affect the university environment in a form of a society, but no study has empirically examined the relationship between university sport and social capital. Therefore social activities such as direct and indirect sport participation that is increased social relationships have the ability to generate social capacity (Colopton, 2011). Rahmani firuzjah, et al., (2011) confirmed scientifically the mentioned claim with the comparing of student non-athletes and athletes' social capital in university of Mazandaran. In relationship with athlete students and social networks and perceptions of trust or social capital, Lindstorm (2011) found that the athletes have a strong social sense, they involved in frequent and intense interactions, and they shared more in tragedies and wretchedness. Clopton (2007) analyzed this student athletes' social sense that in this analysis athlete students showed significantly more perceived social sense within university environment (Lindstom, 2011). Of course, sport participation is challenged by social effects on based of recent sociological approaches and there is this question that is the relationship of sport and participants' social characteristics a one-sided relationship? In this regard Sherhpur and Hosseinirad (2008) studied the relationship between social capital and sport participation. The results showed that components of friendly communications, neighborly relations, trust to a friend and to neighbors, and doing of voluntary activities have a significant correlation with sport participation. In this study was found that voluntary membership, economic situation of family trusts in friends, and friendly relationships are respectively the most important explaining of sport participation (Sharehpur & Hosseinirad, 2008). So, can we consider sport environments as booster factor of social characteristics? Or just individuals who have special social characteristics attracted to sport and do the researches achieve these characteristics in the evaluation of them and report? Based on points about the place and importance of social capital in the introduction of this stud and some scientific reports such as Arasteh and Rezghi (2009) studied the evaluation of level of social trust between university students. The results of study showed that the level of components of share, expectations, and cooperation were evaluated in the weak level and the level of components of perspicuity, democracy, face to face relationships, honesty, responsibility, and transparency were evaluated in the desirable level in the performance among students (Arasteh & Rezghi, 2009). Finch (2009) examined the differences of social capital between athletes and non-athletes students in university. The variables of study were social relationships, social capital, trust and student's adjustment, the rate of planning and mean of

scores. The results showed that there is a significant difference between two groups. Student non-athletes had higher scores in rate of planning. The results of this study showed that non-athlete and student athletes have the similar attitudes towards social networks, social capital, and sense of trust (Fukuyama, 2000). However, such researches should be noted that sport organizations can not alone guarantee the welfare of a nation or a society (Coalter, 2007; Seippel, 2006; Brown, 2006; Jarvie, 2003; Burnet, 2006). Thus, as this section of study is determined, the relationship between sport participation and social capital is not simple and its several approaches can be examined. As Bourdieu implies to social class in sport in his discussions and he believes that social class habits are explicit through sport and other cultural activities and social class is emerged in sport gyms (Fathi, 2010). Kaufman also emphasizes on social interactions according to modern individualism culture and he believes that social actor is affected by the practical or imagined reactions "important others" within special actions. Kaufman has slightly know social actors in presentation of "self" in against of audience to is manipulated (Fathi, 2010). According to this view, individual players are playing the role of specialized groups and they interpret these roles during play. How to play any person is affected by the anticipated reactions of "generalized other" or "important other". Social cognition approach knows three factors: person, location, and behavior in the interaction with each other and it expresses that a behavior is not affected by an individual's experience but learning is done by the observing of other's behavior (Bandura's social learning approach). In addition, Bandura implies to concept of self-efficacy and he believes that individuals are responsible depending of level of their understanding of the efficacy or task. Individuals accept tasks with satisfaction that they feel that they will do tasks successfully and they avoid to accept activities that are beyond their abilities (Fathi, 2010). Therefore, self-efficacy can be affected by individual's effort for the changing of behavior and b the time that individual spends for dealing with a problem. So, there is two-way relationship between efficacy of expectations and performance of behavior (Kavoosi, 2006). Now with regards to those mentions, this study was designed to survey method to determine the relationship between sport participation and social capital between students that student athletes who are university team membership and non-athlete students were compared in this study.

METHOD

PARTICIPANTS

The method of this study is survey that the required information is gained from using of questionnaire. The statistical population of this study was all students of university of Tabriz who was studying in the first semester (M_{age} 50/20= ± 1/12) that athlete population were female and male students who were members of selected sport teams of university. Statistical sample of this study were 211 students (84 student athletes and 127 student non-athletes) that they were randomly selected.

INSTRUMENTS AND PROCEDURE

The instruments used to measure variables in addition to personal and sport profile were Kavoosi's measuring of social capital questionnaire

(2006) (Kavoosi, 2006). This questionnaire has social, cultural, and politics dimensions and every dimension is divided into several sub-components. Social dimension includes these sub-components: social trust, social interaction, social participation, public awareness, ethics and social responsibility. The questionnaire included 105 words and was adjusted by Likert scale. The content validity of study instrument has been approved by experts (Kavoosi, 2006). A preliminary study was done to determine the reliability of a questionnaire (completion of questionnaire by 30 people) and the reliability coefficient of this study is obtained in the acceptable range ($\alpha = 0/76$) by Cronbach's alpha test that implies the stability of the instruments of measurement.

After determining the sample and their agreement, team sports attended in the gym due to gathering the required data to test the hypothesis. The questionnaires were given sample. After the explaining on how to answer questions, opportunity was given subjects to answer to questions. Subject non-athletes collected in one place after coordination with relevant colleges and after required explaining, they complete questionnaires. Confidentiality of personal information is talked the subjects before the completion of questionnaires.

DATA ANALYSIS

Descriptive statistics were used to describe variables, to classify of raw scores and to describe sample sizes from central indexes. Kolmogrov-Smirnov test was used to determine normality of the data; Pearson's correlation coefficient and t-test were used to test the hypotheses of study. All statistical operations were done using SPSS software ($\alpha < 0/05$).

RESULTS

The mean and standard deviation of data is expressed in table (1) and figure (1) divided to participation and non-participation and athletes' gender. As it was observed the mean of scores show that female and male athletes' social capital is better than non-athletes' social capital, but the results are different in sub-components and according gender so that male athletes are better than male non-athletes in trust, social relationship, participation, and public awareness indicators and male non-athletes are better than male athletes in morality indicator and there is no difference between mean of two groups in social responsibility indicator. But female athletes are better than female non-athletes in all indicators and only female non-athletes have higher mean than female athletes in social responsibility indicator.

The data was compared by independent t-test after ensuring of normal distribution of data by Kolmogrov-Smirnov test and the results of statistical analysis of sex social capital indicators between student athletes and non-athletes is expressed in the table (2). As it is observed, student athletes have a significant difference than student non-athletes in social trust, social participation and interactional relationship indicators and there is no significant difference between these two groups in other indicators ($\alpha < 0/05$).

According to table 3, there is a significant difference between two groups in social trust and interactional relationships indicators and there is

no significant difference between two groups in other indicators (α < 0/05).

According to table 4, there is no significant relationship between history of sport activity and indicators of social capital in student athletes (α < 0/05).

Table 1, the mean and standard deviation of social capital components between male and female student athletes and non=athletes

Group / Variable	Male athlete	Female athlete	Male non-athlete	Female non-athlete
Social Trust	2/14± o/51	2/07±0/46	2/11±0/57	1/84±0/53
Interactional social relationships	2/49±0/57	2/62±0/49	2/43±0/47	2/27±0/64
Participation	2/04±0/75	2/01±0/90	1/78±0/68	1/55±0/73
Public Awareness	1/97±0/53	1/86±0/64	1/94±0/49	1/73±0/54
Morality	2/38±0/74	2/52±0/77	2/45±0/61	2/32±0/77
Social Responsibility	2/50±0/57	2/52±0/81	2/50±0/69	2/63±0/80
Total Social Capital	2/24±0/42	2/30±0/51	2/19±0/36	2/01±0/44

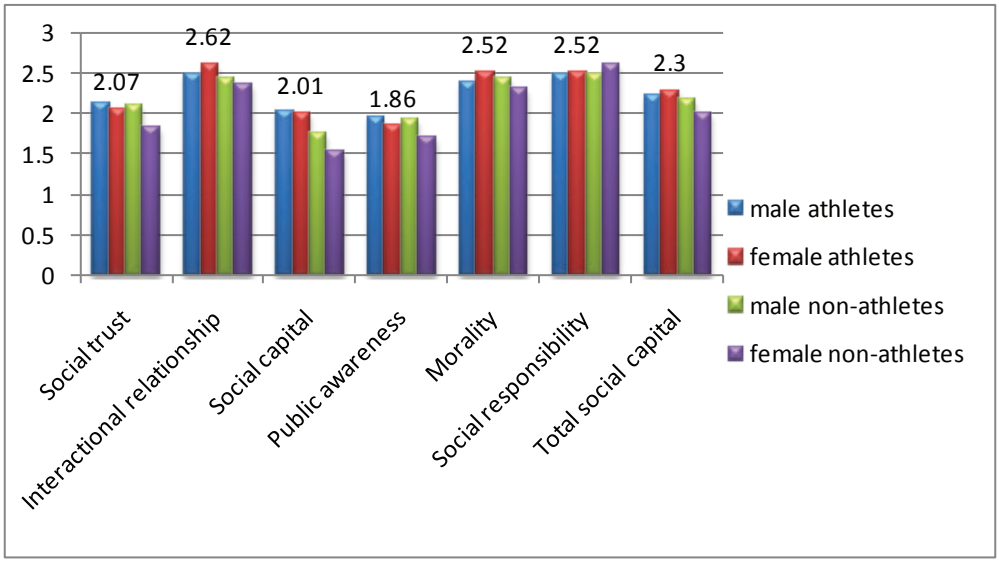


Figure 1, the comparing of mean of social capital scores and its b-components in four groups.

Table 2, the results of statistical analysis of athletes and non-athletes' indicators of social capital.

Indicators of social capital	Athletes' mean & standard deviation	Non-athletes' mean & standard deviation	T	df	Sig
Social Trust	2/12±0/5	1/93±0/55	2/56	209	0/011
Social participation	2/03±0/78	1/62±0/72	3/902	209	0/000
Interactional relations-hip	2/52±0/55	2/33±0/59	2/398	209	0/017
Public awareness	1/94±0/56	1/80±0/53	1/86	209	0/06
Morality	2/42±0/75	2/36±0/73	0/513	209	0/60
Social Responsibility	2/50±0/63	2/59±0/77	-0/818	209	0/41

Table 3, the results of t-test for comparing of total social capital between individual and team athletes.

Indicator		Mean & standard deviation	T	Df	Sig
Total social capital	Individual	2/20±0/46	-1/16	82	0/248
	Team	2/31±0/42			
Trust	Individual	2/30±0/43	-3/43	82	0/001
	Team	1/94±0/51			
Interactional relationship	Individual	2/61±0/50	-2/59	82	0/013
	Team	2/37±0/57			
Participation	Individual	1/96±0/83	0/81	82	0/41
	Team	2/10±0/74			
Awareness	Individual	2/03±0/6	-1/40	82	0/16
	Team	1/86±0/51			
Morality	Individual	2/50±0/63	-1/02	82	0/30
	Team	2/33±0/85			
Responsibility	Individual	2/51±0/63	-0/002	82	0/99
	Team	2/50±0/65			

Table 4, the results of Pearson correlation test for relationship between history of sport and components of capital.

Variable	Social trust	Social interactional relationship	Participation	Public awareness	Morality	Social responsibility	Total indicator
History of sport	-0/188	-0/083	-0/023	-0/147	-0/110	-0/158	-0/188

DISCUSSION AND CONCLUSION

This study was done to assess the possible relationship of social capital and students' sport participation. The results showed that student athletes have high mean in these indicators: social trust, participation and interactional relationship and there is not observed a significant difference between these two groups in other sub-components of social capital. Although there is no significant between individual and team athletes in the indicators of total social capital but was observed a significant difference between in two groups in the sub-indicators of trust and interactional relationship such that individual athletes had higher levels of trust and interactional relationship than team athletes. Other findings showed lack of confirmation of significant relationship of record of participation and indicators of social capital. The results of this study show that there is a significant difference between student athletes and non-athletes in some of the indicators of social capital such as: trust social, social participation, and interactional relationship and this difference are in favor of the student athletes. These findings are consistent with Finch (2009); Hamilton and Colopton (2010); Sharehpur and hosseinirad (2008); Seippel (2006); Fathi (2010) and Colopton (2006) (Sharehpur & Hosseinirad, 2008;Seippel, 2006;Colopton, 2011; Fukuama, 2000). As it is mentioned in the introduction, Seipple (2006) concluded in his study in Norway that individuals' voluntary participation in sports organizations is effective on special dimensions of social capital. In other words, individuals who voluntarily participate in sports organizations have more social trust and are more interested in the pursuit of political and civil issues of their society. Sharehpur and hosseinirad's results (2008) suggested the relationship of social capital and sport participation that friendly communication components, trust to friends, trust in neighbors, neighborly relations, and doing of voluntary activities have a significant correlation with sport participation. Fathi (2010) reported a significant relationship between sport participant and social supports between students. Hamilton and Colopton (2010) announced that the presence in sport fields provide the possible of improvement of some aspects of social capital. Sport competitions can act as an institutor to strengthen or build of new relationships between society organizations and individuals that it can cause the social relationship and correlation (Kavoosi, 2006). Most sport researchers have assumed that these advantages help to explain part of income variance of labor market between university athletes and non-athletes. University sports are ideal place for acquisition of social capital in individual and team environments. The participation in university sports provide the group membership that expands the interpersonal

relationship and peer networks. This relationships and peer networks provide the opportunity for student athletes to develop the social relationships and build the environment for practice of these skills that are necessary for promotion of these relationships. Student athletes and students learn in sport field that how to work together to achieve goals, to foster social competences and to develop leadership skills and then use these skills to enhance social relationships. Also subject athletes were not higher than non-athletes in all indicators of social capital in this study that in this relationship Amoli (2009) expresses that the effects of baseball in social capital will arise in form of general forms such as public participation and trust not in special forms of political participation and trust (Amoli & Motaahari, 2010). In this regard, Colopton (2011) studied the differences of social capital between white and black student athletes in America. The results showed that there are significant differences in favor of white student athletes in relationship with social networks, trust, and total social capital but is not observed difference between students in relationship with social networks and social capital of team. However, these researches show that sport organizations alone can not ensure the welfare of a nation or a society (Coalter, 2007; Seippel, 2006; Brown, 2006; Jarvie, 2003, Burnet, 2007). Also, it was observed no significant relationship between history of sport and social capital components that in this context was not found similar backgrounds to compare. Of course, it should be noted limitations of this study in interpreting of results that the environment of this study was university and subjects were students with special age groups and they participate due to special motivations in university sport and their attitudes and expectations may differ from those individuals who are a professional athlete. Therefore, this finding is noteworthy and it requires more and accurate studies. At all, according to theoretical basics and researchers' findings can imply on social capital specially for student university that high level of social capital can increase public health of university society. The quality of interpersonal interactions and their commitment increase the sense of belonging and trust. In this view, social capital can promote the perspective of health in university community. According to Herbert believes that plays opportunities and team thinking show that children acquire personality and become an organized member of a society through acquisition of others views to influence how to refer a common goal. Finally, we can conclude that the findings of this study is consistent with most social psychology approaches that from among them can imply symbolic interaction approach can be implied among from them that it discus development of concepts mechanism and identity on interactional relationship through sport participation and is believed that existing meanings are not inherent in realm of sport activities, but are performed through the rules, contracts and… and by actors. So according to this principle can be claimed that social capital is the result of collaboration with others not of in essence of absolute physical activity. Of course more studies need to be done in this area to reach a reliable conclusion. Also the Bourdieu's theory emphasis on three factors: habits, capital, and sport. He believes to explain these three components that each individual's habits are associated with his/her capital and individual increases his /her sport

opportunity. It may be inferred from this view that relationship between sport and capital (including social capital) has been a two-way relationship and interact with each other. In explaining of the results of this study, it can not be assumed this relationship as one-way relationship. As it and the interaction between person, situation are also emphasized by social cognitive theory, the three components can be influenced from each other. The results of this study can easily be interpreted according to this view that athletes' social capital is the result of interaction between sport situation, experiences, and a participant's habits and behaviors. However, more studies would be expected to specify the dimensions and quality and the direction of these effects or interactions.

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TEBRİZ ÜNİVERSİTESİNİN SPOR YAPAN VE YAPMAYANLARIN ARASINDA SOSYAL SERMAYE GÖSTERİLERİN KARŞILAŞTIRILMASI

Özet: Sosyal sermaye, sosyo - statünün en önemli göstergelerinden biridir, grupların ve bireylerin ilerleme ve refah nedenidir ve daha çok ilişki, güven ve normlara odaklanıyor. Sosyal sermaye, bireylerin, grupların ve kuruluşların sosyal ağıdır. Genellikle resmi olamayan bu şebekeler geniş düzede sosyal-kişisel temasların daha iyi bir sosyal yaşam için donanıma sahiptir. öte yandan spor bireylerin, karmaşık sosyal şebekelerde sosyal ve kültürel bir olgu olarak, girişimi ve etkileşimi zorlarken, davranışların doğuşuna, tutumlara, değerlere bulunduğumuz yüzyılda önemli temsiller sağlıyor. Spora artış eğilimi doğal olarak sosyal niteliği ve konuların ortaya çıkmasına neden olur. öte yandan spor ve çeşitli sosyal güçler arasında etkileşim olduğu şüphesizdir. bu iki olayın arasındaki ilişkiyi yani spor bireylerin sosyal sermayelerinde etkisini ve sosyal sermaye oranların belirlemek için tebriz üniversitesinde spor yapan ve yapmayan öğrencilerde karşılaştırma yapıldı. 2010-2011 bahar dönemi tebriz üniversitesinde öğrenim gören, tüm spor yapan ve spor yapmayan öğrencilerden 211 denek rastgele seçildi. Değişkenleri ölçmek için kullanılan kavoosinin anketi, Sosyal güven, sosyal etkileşim , sosyal katılım , kamu bilinci , etik ve sosyal sorumluluk bileşenleri içeriyor. istatistik olarak, tanımlayıcı istatistikler ve sayısal istatistik t-testi ve person korelasyon anlamlık derecesi p= 05/0< olarak kullanıldı . Sonuçlar; toplumsal güven ve öğrenciler arasında sosyal katılım ve etkileşim bileşenleri sporcu olan ve olmayan arasında anlamlı farklılıklar olduğunu gösterdi ve diğer alt bileşenlerinde anlamlı bir fark bulunmadı. Ayrıca takım ve bireysel spor arasında güven ve karşılıklılık göstergelerinde anlamlı bir fark vardı , öte yandan spor yaşı ile sosyal sermaye bileşenleri arasında anlamlı bir fark bulunmadı. sonuç olarak sosyal psikolojinin yaklaşımları ile tutarlı olduğu söylenebilir, bunların arasında spor katılımı ile sembolik etkileşim duygusunu geliştirmek yaklaşımları tartışılmıştır ve spor dünyasında anlamlar doğal değiller ancak sözleşme ve kurallar ile ... sosyal aktörler tarafından yapılmaktadır. Bu nedenle, aynı prensibe dayanarak, sosyal sermaye, başkalarıyla işbirliği sonucu ve fiziksel aktivite mutlak bir niteliği olmadığı söylenebilir . Ancak güvenilir bir sonuç için daha fazla araştırma yapılması gerekmektedir . Bourdieu'nün üç katılım faktörü; spor, alışkanlıklar ve varlıklarıdır . O üç bileşeni bu şekilde açıklıyor; her kesin alışkınlıkları varlığına göre ve atletik pozisyonuna göre etkilenir. Belki de bu görüş spor ve sosyal sermaye arasında iki yönlü bir ilişki olduğu yorumlanabilir ve sosyal bilişsel teorisi, durum ve davranış arasındaki etkileşimi vurgulamaktadır. Bu üç bileşenin birbirlerinden etkilenirler. Bu çalışmanın sonuçları bu görünüme dayalı kolaylıkla yorumlanabilir, sporcuların sosyal sermayeleri, spor pozisyonlarına, deneyimlerine, alışkanlıklarına ve davranışlarına bağlıdır.

Anahtar Kelimeler : Sosyal Sermaye , Sporcular ve Sporcu Olmayanlar, Tebriz Üniversitesi Öğrencileri