

INVESTIGATING THE RELATIONSHIP BETWEEN THE COMPETITIVE SPORTS PARTICIPATION AND LIFE SKILLS

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Abstract

The present study aims to reveal that the competitive sports programs motivate student athletes in learning life skills. A survey approach, using a close ended questionnaire was used as a tool for data collection. A sample of (106) male students who had played during their different levels of education. The set hypotheses were tested with significant value 0.05. The research findings have revealed a positive relationship between competitive sports and learning life skills such as team work ($M=3.66$ & $SD=.47$ and leadership ($M=3.50$ & $SD=.696$). Students athletes who take part in sports activities can learn life skills like, team work and leadership

Keywords: Investigating, Relationship, Competitive Sports, Participation & Life Skills

Background of the Study

To determine the relationship of sports with a variety of life skills, sports psychologists have looked at a variety of evidences like, basic qualitative studies (Marshall & Kleitman, 2003), ethnographic methodology (Holt, Tamminen, Tink, & Black, 2009), descriptive research methodology (Weiss, 2004) and scientific experiments (Lacroix, Camire & Trudel, 2008). The present study is based on survey research method to assess the relationship of competitive sports with learning life skills among students, those who had taken in sports at their different levels of education.

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Justification of the Study

Life skills are those core assets through which one can become a successful member of the society. According to Danish, Forneris, Hodge and Heke (2004) learning life skills enables individuals to serve well in the environment such as family, neighborhood, community and even in the schools. Petitpas, Comelius, Ven, Raalte and Jones (2005) have demonstrated that life skills like, teamwork, leadership and initiative facilitate the development of the psychological skills which in turn helps in tackling the everyday challenges. It has also been researched that organized sports activities and life skills are closely related (Fox, Barr-Anderson, Neumark-Sztainer, & Wall, 2010). Upon the above notions, various researchers have suggested that life skills may not only be facilitated, but these skills be developed through an organized sports program (Gould, Collins, Lauer & Chung, 2007; Holt, Tamminen, Tink & Black, 2009).

As far as sports participation and the quality of teamwork are concerned, several researches have illustrated that sports program provides an environment appropriate for the development and improvement of life skills, such as self-confidence, leadership and teamwork (Holt *et al.*, 2008; Holt, Tink, Mandigo & Fox, 2008). In a research study, Holt et al. (2008) have concluded that dealing with people and learning about teamwork are the outcomes of participation in sports activities. Gould, Colling, Lauer and Chung (2007) and Gould, Voelker and Griffers (2013) explored life skills development from coaches' perspectives. Their findings revealed that student's athletes are necessary to quaint with basic life skills.

Proper planning and programming is the primary requirement of a successful program. So, it becomes the duty of the leader of the program to keep the various needs and requirement to achieve the desired goals in a successful manner. It means that seeking leadership skill is utmost important to function efficiently in the diverse situations. Sports are believed to be a very strong tool to develop and maintain the leadership skill. In the same way, Camire and Trudel (2013) have found that athletes develop leadership skill through participation in high school football. Keeping in view, the above brief discussion regarding the

importance of sports participation in the fostering of different life skills; the researcher decided to work upon the relationship of competitive sports participation with life skills. The researchers have used survey research approach to support the set hypotheses of the study.

Purpose of the Study

The researchers have focused upon the following main objectives.

1. To measure the responses of students with reference to teamwork and leadership as a life skills.

Research Hypotheses

The study is based on the following hypotheses.

H_A It is hypothesized that competitive sports participation is significantly related with learning team work.

H_A It is hypothesized that competitive sports participation is significantly related with learning leadership.

Methods and Materials

Participants: The population of this study comprised the students from Gomal University, Dera Ismail Khan that had participated in their different levels of education.

Sample Technique: The researchers have adopted snowball sampling procedure.

Instrument: A close ended questionnaire was used to disclose the responses of sampled students regarding the importance of competitive sports with reference to develop life skills among participants.

Data Collection Procedure: Data were collected through personal visits and collected back after following the due course of the procedure.

Data Analysis: The valid and corrected filled questionnaires were then tabulated and analyzed to test the claims of the study

through SPSS version 20. Percentages, Mean, standard deviation and correlation were used.

Data Analyses

Table 1: *Showing the description of sample obtained from different Games*

Name of Event Percent	Frequency	Percent	Valid
<i>Football</i>	<i>30</i>	<i>28.30</i>	<i>28.30</i>
<i>Volleyball</i>	<i>35</i>	<i>33.01</i>	<i>33.01</i>
<i>Badminton</i>	<i>21</i>	<i>19.81</i>	<i>19.81</i>
<i>Cricket</i>	<i>20</i>	<i>18.88</i>	<i>18.88</i>
<i>Total</i>	<i>106</i>	<i>100</i>	<i>100</i>

Table 1 Show the Game-wise frequency and percentages of the students. The respondents having the game of football frequency 30, percentage 28.30%. The respondents having volleyball, frequency 35, percentage 33.01%, badminton, frequency 21, percentage 19.81% as well as cricket, frequency 20, percentage 18.88% .

Table 2: *Athletes Score in Life Skills*

<i>Skills HM</i>	<i>F</i>	<i>M</i>	<i>SD</i>
<i>Team Work 3.00</i>	<i>106</i>	<i>3.66</i>	<i>.475</i>
<i>Leadership 3.00</i>	<i>106</i>	<i>3.50</i>	<i>.696</i>

<i>Total Life Skills</i>	<i>106</i>	<i>3.53</i>	<i>.499</i>
<i>3.00</i>			

Table 2 illustrates that the mean score of students in response to team work is 3.66 and SD=.475, whereas hypothetical mean of the team work skill is 3.00. Likewise, the mean score of athletes in response to leadership is 3.50 and SD=.696, whereas hypothetical mean of the leadership skill is 3.00. The mean score of the athletes in the total life skills is .3.53 and SD=.499, while hypothetical mean of the students is 3.00.

Table 3: *Relationship of Competitive Sports Participation with Team Work*

<i>S. No</i>	<i>Event</i>	<i>Correlation with Team Work</i>
<i>P</i>		
<i>1</i>	<i>Football</i>	<i>.784*</i>
	<i>0.04</i>	
<i>2</i>	<i>Volleyball</i>	<i>.890*</i>
	<i>0.01</i>	
<i>3</i>	<i>Badminton</i>	<i>.834*</i>
	<i>0.03</i>	
<i>4</i>	<i>Cricket</i>	<i>.810*</i>
	<i>0.03</i>	
$\alpha=.05$		*P Value

Table 3 depicts the relationship of different sports events with team work as a life skill. The data shows that football ($r=.784^*$, $p<0.05$), volleyball ($r=0.890^*$, $p<0.05$), badminton ($r=0.834^*$, $p<0.05$) and cricket ($r=0.810^*$, $p<0.05$) have significant relationship with team work as life skill.

Table 4: *Relationship of Competitive Sports Participation with Leadership*

<i>S. No</i>	<i>Event</i>	<i>Correlation with Team Work</i>
<i>P</i>		

1	Football	.782*
	0.03	
2	Volleyball	.870*
	0.01	
3	Badminton	.727*
	0.04	
4	Cricket	.755*
	0.03	

 $\alpha=.05$

*P Value

Table 4 displays the relationship of different sports events with team work as a life skill. The data shows that football ($r=.782^*$, $p<0.05$), volleyball ($r=.870^*$, $p<0.05$), badminton ($r=.727^*$, $p<0.05$) and cricket ($r=.755^*$, $p<0.05$) have significant relationship with leadership as a life skill.

Discussion

This study aimed to investigate the relationship between competitive sports participation and life skills. Following two research hypotheses were generated.

The hypothesis one focused that competitive sports participation is significantly related with learning team work. Accordingly, the data have shown that participation in competitive sports like, football, volleyball, badminton and cricket is significantly correlated with developing team work skill among participants. In this regard, Camiré and Trudel (2013) affirmed that competitive sports foster and develop the participant life skills i-e leadership and teamwork. Similarly, Holt et al. (2008) conducted a case study of a male soccer team an ethnically diverse Canadian high school to examine if and how youth develop life skills through participation in sport. Results from participant observations and interviews indicated that the respondents opined that they develop and nurture the life skills such as teamwork and leadership through high school sport participation. Holt, Tink, Mandigo, and Fox (2008) conducted a case study of a Canadian high school male soccer team and results indicated that athletes learn teamwork and leadership skills.

The second research hypothesis concerned that competitive sports participation is significantly related with learning team work and most of

the students reported that participation in sports is significantly related with leadership skill, which relate with the findings of the study conducted by DeMoulin (2002) has found that high schools students who were involved in planned sports of volleyball and cricket were better able to get along with all kinds of social integration. Likewise, Hansen et al. (2003) have proposed that leadership skills may ascend from sports participation because of the distinctive demands of team sports. The study further indicated that individuals must learn to work together to achieve team and personal goals. The findings of the present study correspond to the findings of Dworkin et al. (2003) who affirmed that sports provide an opportunity in which the students athletes learn to work together as a team and also learn about leadership and communication skills.

Conclusion

The study has focused on the relationship between competitive sports participation and learning life skills. The data have revealed that sports activities are the most needed components of learning and development of life skills. It has been concluded that students athletes who take part in sports can learn life skills like, team work and leadership which has paramount significant in motivating university athletes towards participation in sports.

Recommendations of the Study

1. The authors recommended that ensure the availability of proper infrastructure i-e grounds, courts, athletic track, gymnasium for athletes at different levels of education such as school, colleges and universities.
2. Community sports services may be provided to athletes for the learning of basic life skills like commitment, hard work and discipline.
3. Enough funds may be provided to each and every educational institution to conduct various sports events to get maximum benefits in a shape of learning of life skills i-e decision making skills, loyalty and confidence.

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