

## Examining the Impact of Sports on Secondary Education Students' Life Skills

**Zeki Coşkuneri**<sup>i</sup>  
Fırat University

**Hakan Büyükçelebi**<sup>ii</sup>  
İnönü University

**Kemal Kurak**<sup>iii</sup>  
Çanakkale Onsekiz Mart University

**Mahmut Açak**<sup>iv</sup>  
İnönü University

### Abstract

Life skills are applicable psycho-social skills and abilities to develop desired qualities such as self-confidence and socialization. In this context, the research aims to investigate how participation in sports activities during secondary education affects an individual's life skills.

In the research, the sample group consists of a total of 698 students, including 388 males and 310 females studying at secondary schools in Malatya province district in 2018-2019 academic year. In order to evaluate life skills acquired through sports, the scale with its original form Life Skills Scale for Sport (LSSS) was used.

Statistical package program (SPSS 21 version) was used to analyze the data obtained in the research. Normality analysis tests were conducted on the data. As the result of the tests, it was observed that the data were not normally distributed and non-parametric tests were used for the analyzes. The Mann Whitney U test for binary comparisons and Kruskal Wallis H tests for multiple comparisons were utilized. In the study, the significance level was accepted as  $p < 0.05$ .

The research findings showed that there were differences in the life skills of the sample group according to the variables discussed. As a result, it was concluded that middle school students' age, gender, class, sports and playing status in the school team made significant differences whereas the family income situation did not affect in shaping their life skills.

**Keywords:** Sports, Education, Life Skills, Social Skills.

**DOI:** 10.29329/ijpe.2020.332.18

<sup>i</sup> **Zeki Coşkuneri**, Assoc. Prof., Faculty of Sport Sciences, Fırat University, ORCID: 0000-0002-3955-8525

<sup>ii</sup> **Hakan Büyükçelebi**, Research Assist, Faculty of Sport Sciences, Coaching Education, İnönü University, ORCID: 0000-0002-5504-6917

**Correspondence:** hakan.buyukcelebi@inonu.edu.tr

<sup>iii</sup> **Kemal Kurak**, Assoc. Prof., Faculty of Sport Sciences, Çanakkale Onsekiz Mart University, ORCID: 0000-0001-6089-4892

<sup>iv</sup> **Mahmut Açak**, Assoc. Prof., Antrenörlük Eğitimi, İnönü Üniversitesi Spor Bilimleri Fakültesi, ORCID: 0000-0002-2843-4834

## INTRODUCTION

Many research studies conducted in the field of Sports indicate that sports activities shape and develop the personality and character structure, provide improvements in body and mental health, and have serious effects on the individual's positive behaviors in the individual and social areas (Caterino and Polak, 1999).

The participation in physical education and sports during the education process starting from pre-school to university level provides important contributions to the development of children in terms of social, emotional, mental and physical aspects.

In this process, the first expectation from Physical Education and Sports courses is supporting students as a supportive and guiding role in improving their physical competence levels and enabling them to gain a more active and healthy life skills. In addition, physical education and sports lesson is expected to develop self-control, adaptation to social environment and cognitive skills (Açak, 2006). Sport is a science of action that supports the physical, psychological and social development of individuals (Tel and Köksalan, 2008). Participation in physical education and sports in the education process from preschool to university provides important contributions to the social, emotional, mental and physical development of children. The World Health Organization describes life skills as viable psycho-social skills that help an individual gain self-confidence and socialize, and emphasizes that they are effective in ensuring young people's healthy development (World Health Organization, 1999).

Social skills can be expressed as some specially developed behaviors in which children are able to meet their physical and intellectual needs without facing problems in the social sphere (Önder,2003). In this respect, social skills represent learnable behaviors that facilitate an individual's participation in society, help him communicate with society, improve academic performance, teach him to control his body and emotions, and include cognitive and affective skills such as adaptability and assertiveness. Social skills, which can be expressed as the ability to adapt to social environments, play an important role in shaping interpersonal relationships and achieving social goals (Avcioğlu, 2005). Sport is carried out within certain rules. Children obeying the rules in games constitutes the basis for their behaviors that are compatible with social life in their advanced ages.

Since life skills are associated with many different situations in various fields such as health, education, sports, culture, art and business life, it constitutes an important place in the life of the individual. The researchers identified life skills as an important determinant in an individual's life and they state that it is effective in many different situations, such as general health (Claessens, VanEerde, Rutte & Roe, 2007), psychological well-being (Judge, Bono, Erez & Locke,2005), academic achievement (Humphrey et al. 2011), sport and exercise performance (Burton et al. 2001), workplace productivity and success (Rubin & Morreale, 1996). In addition, it is pointed out that life skills, which provide the opportunity to cope with the problems more effectively and healthily encountered in adolescence, can be more successful in life by supporting the physical, mental and social development by protecting young people from harmful habits such as alcohol, cigarette and drug use (Botvin & Griffin, 2004).

The findings that sport improves some life skills in young individuals such as social skills (Gould, Flett & Lauer, 2012), emotional skills (Brunelle, Danish & Forneris, 2007), cognitive skills (Danish et al. 2004), communication skills (Gould et al, 2007), team work (Holt, 2007), leadership (camir to Trudel & Forneris, 2009), time management (Fraser-Thomas & Côté, 2009), taking initiative, respecting others, setting goal (Holt et al. 2008), solving problems and decision making (Strachan et al. 2011) also emphasize the importance of the subject. Physical trainers, coaches and sports managers who are involved in sports activities should have these skills. In addition, man whose desire to move naturally and communicate by this way can be ensured to have healthy and continuous interpersonal relations by participating in sports activities.

Findings that sports improve many life skills such as teamwork, goal setting, taking initiative, respecting others, time management, cognitive skills, emotional skills, communication skills, social skills, leadership, problem solving and decision making in young individuals reveal that more attention should be given to this issue. In this context, the research was conducted to reveal to what extent the sport affects and shapes the life skills of young individuals according to the variables discussed.

## METHODOLOGY

### Universe and sample / Research group

The universe of the study is constituted by the individuals (a total of 698 people, 388 males, 310 females) who were educated in secondary schools (5th, 6th, 7th, and 8th grade) in the central district of Malatya in 2018-2019 academic year. For research; voluntary consent from the families of the students and written permission from the Provincial Directorate of National Education was obtained. Ethics committee approval was received from the İnönü University Institute of Health Sciences. In order to determine the sample size of the research, "Sample Width Formula with Known Number of Individuals in the Universe" was used for both sexes. Sample size was calculated using the sample calculation formula ( $n = \frac{Nt^2pq}{d^2(N-1) + t^2pq}$ ) in cases where the universe is known. When calculating sample size,  $\alpha = 0.05$  error level, 0.05 sample error,  $p=0.8$ ,  $q = 0.2$  were accepted. The study included students who were selected by simple random sampling, who agreed to participate in the study, and who met the selection criteria.

### *Research Variables*

In this section, the dependent and independent variables used in the research and how their variables are classified are given.

### *Dependent Variables of the Study:*

The life skills and sub-dimensions of the research group formed dependent variables.

### *Independent Variables of the Study:*

The research group's age, gender, class, family income status, doing sports, playing in the school team, and the type of sports they made were independent variables.

### *Criteria for participation in research*

The following determinants were used to include the sample students into the study.:

- Voluntarily agreeing to participate in the study
- Be studying in 5th, 6th, 7th and 8th grades of secondary school,
- Being involved in sporting activities.

### *Conditions for dismissal from research*

- Not to volunteer for research

## Measurements and Tests to be Applied in the Research (Data Collection)

In addition to the personal information form, participants were given a questionnaire containing life skills scale expressions and were asked to respond sincerely to the statements in this form.

### Measuring Tool

The scale, whose original form is the Life Skills Scale for Sport (LSSS), was developed by Cronin and Allen as a 5-point Likert type in 2017 (Cronin & Allen, 2017) to evaluate life skills acquired through sport. The scale can be applied to middle school, high school and college students up to the age of 21. The validity and reliability of Turkish scale was performed by Aak ve Düz (Aak & Düz, 2018); It consists of 31 items in 7 sub-dimensions: teamwork, goal setting, time management, emotional skills, communication, social skills and leadership. Expressions in the scale (1 point) “disagree at all” and (5 points) “completely agree” are rated in a Likert level of 5 points. Scale items consist of 7 sub-dimensions." Reliability coefficients in our study; Time Management (items 1, 2, 3, and 4) Cronbach's Alpha 0.92, Communication (items 5, 6, 7, and 8) Cronbach's Alpha 0.91, Leadership (items 9, 10, 11, 12, and 13) Cronbach's Alpha 0.93, Team Work (items 14, 15, 16, 17, 18 and 19) Cronbach's Alpha 0.89, Social Skills (items 20, 21, 22, and 23 ) Cronbach's Alpha 0.90, Emotional Skills (items 24, 25, 26 and 27) Cronbach's Alpha 0.92, Objective Determination (items 28, 29, 30 and 31) Cronbach's Alpha 0.91. There is no reverse scored expression in the scale items.

### Data analysis

Statistical package program (SPSS 21 version) was used to analyze the data to be obtained from the research. “Shapiro-Wilks and Kolmogorov-Smirnov” normality analysis tests were conducted to test whether the data was normally distributed and homogeneous before statistical analyses were performed. Non-parametric tests were used for analysis since it was observed that the data was not normally distributed as a result of the tests. The Mann Whitney U test was used in binary comparisons of independent variables, and the Kruscal Wallis H test was used in more than two multiple comparisons. In cases where there is a difference in the analysis of multiple comparisons, the Mann Whitney U test, which is used for non-parametric data, was used to find out where the difference originated. In the study, the reliability coefficient was accepted as  $p < 0.05$ .

## FINDINGS

The data obtained from the research group are tabulated by making necessary and appropriate analyses and presented below.

**Table 1. Age, gender, class, family income status, status of playing for the school team of the research group**

Your age	n	%
10,00	70	10,2
11,00	156	22,3
12,00	202	28,9
13,00	176	25,1
14,00	94	13,5
Total	698	100,0
Gender	n	%
Male	388	55,6
Female	310	44,4
Total	698	100,0

Class	n	%
5th grade	138	19,8
6th grade	185	26,5
7th grade	189	27,1
8th grade	186	26,6
Total	698	100,0
Family income status according to you	n	%
Bad	86	12,3
Medium	181	25,9
Good	254	36,4
Very good	177	25,4
Total	698	100,0
Sports status	n	%
Yes	431	61,7
No	267	38,3
Total	698	100
Do You Play on the School Team?	n	%
Yes	216	30,9
No	482	69,1
Total	698	100,0

According to Table 1, it was determined that 10.2% of the research group was 10 years old, 22.3% were 11 years old, 28.9% were 12 years old, 25.1% were 13 years old and 13.5% were in the 14 age group, 55.6% were male, 44.4% were female students, 19.8% were 5<sup>th</sup> class, 26.5% were 6<sup>th</sup> grade, 27.1% were 7<sup>th</sup> grade and 26.6% were 8<sup>th</sup> grade students; family income situations 12.3% were poor, 25.9% were moderate, 36.4% were good and 25.4% were in very good condition, 61.7% participated in the sport, 38.3% did not play sports, 30.9% played on the school team, 69.1% did not play for the school teams.

**Table 2. Analysis results according to the age variable of the research group**

Age	N	Mean	Sd	X <sup>2</sup>	P	Difference U test
Time Management	10	70	14,38	23,531	,000*	5>1,2,3,4
	11	156	14,76			
	12	202	15,65			
	13	176	16,32			
	14	94	17,33			
Communication	10	70	14,15	8,877	,032*	5.4>1,2,3
	11	156	15,07			
	12	202	15,02			
	13	176	16,91			
	14	94	16,73			
Leadership	10	70	16,76	17,732	,001*	5>1,2,3,4
	11	156	16,71			
	12	202	17,01			
	13	176	17,59			
	14	94	19,21			
Teamwork	10	70	22,86	21,963	,000*	5>1,2,3,4
	11	156	22,44			
	12	202	22,25			
	13	176	22,29			
	14	94	24,65			
Social Skills	10	70	14,96	16,603	,003*	5>1,2,3,4
	11	156	14,12			
	12	202	14,23			
	13	176	14,76			
	14	94	16,55			
Emotional Skills	10	70	16,15	13,645	,010*	1>2,3,4,5
	11	156	14,51			
	12	202	14,38			
	13	176	14,03			
	14	94	14,69			

	10	70	16,80	2,95		
	11	156	16,03	3,36		
Purpose Determination	12	202	16,04	3,42	7,100	,131
	13	176	15,47	3,77		
	14	94	15,88	3,61		

\*p<0.05

According to Table 2, in the analysis made based on the age variable of the research group, the difference was statistically significant in all dimensions except for the goal setting sub-dimension, which is one of the sub-dimensions of life skills in sports ( $p < 0.05$ ).

**Table 3. Analysis results by gender variable of research group**

Gender		N	Mean	Sd	Z	P
Time Management	Male	388	14,31	3,52	-3,435	,013*
	Woman	310	16,54	3,69		
Communication	Male	388	14,77	3,26	-2,259	,031*
	Woman	310	15,98	3,82		
Leadership	Male	388	18,51	4,28	-,832	,326
	Woman	310	18,48	4,24		
Teamwork	Male	388	22,02	4,31	-2,168	,042*
	Woman	310	24,60	4,04		
Social Skills	Male	388	14,07	3,34	-3,136	,003*
	Woman	310	15,98	3,20		
Emotional Skills	Male	388	14,93	3,25	-3,682	,001*
	Woman	310	15,89	3,77		
Purpose Determination	Male	388	14,47	3,02	-2,128	,028*
	Woman	310	16,93	3,48		

\*p<0.05

According to Table 3, in the analysis made according to the gender variable of the research group, the difference in leadership sub-dimension, which is one of the sub-dimensions of life skills in sports, was not statistically significant ( $p > 0.05$ ), and the difference in other sub-dimensions was statistically significant ( $p < 0.05$ ).

**Table 4. Analysis results of the research group according to the class variable**

Class		N	Mean	Sd	X <sup>2</sup>	P	Difference U test
Time Management	5th grade	138	14,16	3,30	24,326	,000*	4>1,2,3
	6th grade	185	14,04	3,25			
	7th grade	189	14,87	3,12			
	8th grade	186	16,28	3,24			
Communication	5th grade	698	14,02	3,05	17,334	,002*	4>1.2 3>1.2
	6th grade	138	14,34	3,25			
	7th grade	185	15,38	3,58			
	8th grade	189	15,60	3,48			
Leadership	5th grade	186	18,47	4,26	6,639	,325	
	6th grade	698	18,06	3,32			
	7th grade	138	18,29	4,54			
	8th grade	185	18,75	4,08			
Teamwork	5th grade	189	21,38	4,23	19,230	,000*	4>1.2
	6th grade	186	22,02	4,53			
	7th grade	698	22,37	4,76			
	8th grade	138	23,28	4,04			
Social Skills	5th grade	185	14,02	3,46	14,603	,005*	4>1.2
	6th grade	189	14,43	3,35			
	7th grade	186	14,94	3,35			
	8th grade	698	15,84	3,68			

Emotional Skills	5th grade	138	15,76	3,12	9,026	,025*	1>3.4
	6th grade	185	14,64	3,63			
	7th grade	189	14,08	3,93			
	8th grade	186	14,16	4,73			
Purpose Determination	5th grade	698	16,42	3,33	3,027	,364	
	6th grade	138	16,46	3,65			
	7th grade	185	15,49	3,57			
	8th grade	189	15,08	3,36			

\*p<0.05

According to Table 4, in the analysis made according to the class variable of the research group, the difference was statistically significant in all dimensions except for goal setting and leadership sub-dimensions, which are among the sub-dimensions of life skills in sports ( $p < 0.05$ ).

**Table 5. Analysis results according to the family income status variable of the research group**

Family Income Status		N	Mean	Sd	X <sup>2</sup>	P
Time Management	Bad	86	14,30	3,16	5,412	,549
	Middle	181	14,32	3,17		
	Good	254	14,59	3,53		
	Very good	177	14,77	3,03		
Communication	Bad	86	15,28	2,32	1,874	,648
	Middle	181	15,48	3,65		
	Good	254	15,92	3,48		
	Very good	177	15,94	3,54		
Leadership	Bad	86	17,54	3,54	5,957	,544
	Middle	181	17,86	4,48		
	Good	254	17,06	4,53		
	Very good	177	17,85	4,01		
Teamwork	Bad	86	22,26	3,05	6,748	,067
	Middle	181	22,37	4,25		
	Good	254	22,45	4,79		
	Very good	177	22,72	4,22		
Social Skills	Bad	86	14,47	3,22	2,826	,726
	Middle	181	14,88	3,24		
	Good	254	14,32	3,82		
	Very good	177	15,57	3,61		
Emotional Skills	Bad	86	14,17	3,21	2,652	,544
	Middle	181	14,79	3,41		
	Good	254	14,89	3,48		
	Very good	177	15,01	3,25		
Purpose Determination	Bad	86	16,17	2,94	3,432	,427
	Middle	181	15,36	3,33		
	Good	254	15,70	3,27		
	Very good	177	16,49	3,36		

( $p > 0.05$ )

According to Table 5, in the analysis made according to the family income status variable of the research group, it was determined that the life skills sub-dimensions of sport had a significant difference in time management and leadership dimensions, while the difference in other sub-dimensions was not statistically significant. ( $p < 0.05$ ).



**Table 6. Analysis results according to the variable of doing sports in the research group**

Sports		N	Mean	Sd	Z	P
Time Management	Yes	431	15,45	3,07	-7,703	,000*
	No	267	12,44	3,29		
Communication	Yes	431	16,20	3,08	-3,603	,007*
	No	267	14,26	3,28		
Leadership	Yes	431	18,21	4,12	-7,437	,000*
	No	267	15,47	3,57		
Teamwork	Yes	431	22,80	4,50	-6,548	,000*
	No	267	19,15	5,32		
Social Skills	Yes	431	15,88	3,45	-4,768	,000*
	No	267	13,25	4,72		
Emotional Skills	Yes	431	15,29	3,62	-3,743	,001*
	No	267	13,37	3,38		
Purpose Determination	Yes	431	16,46	3,67	-5,734	,000*
	No	267	14,38	3,36		

\*p<0.05

According to Table 6, in the analysis made according to the variable of doing sports in the research group, the difference was found to be statistically significant in all sub-dimensions of life skills in sports (p <0.05).

**Table 7. Analysis results of the research group according to the variable of playing in the school team**

Do You Play on the School Team?		N	Mean	Sd	Z	P
Time Management	Yes	216	16,43	3,16	-6,882	,000*
	No	482	14,37	3,54		
Communication	Yes	216	16,62	3,26	-4,121	,002*
	No	482	14,35	3,15		
Leadership	Yes	216	19,66	3,28	-7,658	,000*
	No	482	17,29	4,82		
Teamwork	Yes	216	23,89	4,36	-5,558	,000*
	No	482	21,21	4,64		
Social Skills	Yes	216	16,38	2,85	-4,638	,002*
	No	482	14,63	3,03		
Emotional Skills	Yes	216	15,76	3,48	-3,617	,008*
	No	482	14,23	3,36		
Purpose Determination	Yes	216	16,89	3,21	-4,682	,000*
	No	482	15,22	3,94		

\*p<0.05

According to Table 7, in the analysis made according to the variable of playing in the school team, the difference was statistically significant in all sub-dimensions of life skills in sports (p <0.05).

## DISCUSSION

This research, which examines the effects of sports on life skills in secondary school students, has been tried to be discussed under the light of literature information.

According to the research results; It has been observed that there is a difference in the process of acquiring and developing life skills according to the age of the children in the 10-14 age group, which constitutes the study group of the research. Accordingly, it was concluded that the children in the age group of 14 had a higher level of average scores in the lower dimensions of communication, time management, leadership, teamwork and social skills. Emotional skills of 10 age group children



were found higher than other age groups. Researches indicate that individuals develop many life skills through sports. For example, British youths who are engaged in sports activities learn the most about teamwork, social skills and leadership, interpersonal communication; and at least goal setting, emotional skills, problem solving, decision making and time management life skills (Buğan, 1999), similarly Canadian ( Brunelle et al. 2007; Strachan, Côté & Deakin, 2011), American (Gould et al. 2007) and Australian (Vella et al. 2012) showed that similar skill characteristics were learned in studies with athletes, coaches and parents. These findings reveal that young people learn some life skills more than other life skills through sportive activities. The results of Türk's study (Türk, 2015), which examined the impact of sport on young people in the 14-18 age group who are involved in the sport of basketball to gain and develop life skills, reveal that there are no differences between ages in the process of young people gaining and developing life skills. There are no similar results between the two studies. However, the different age groups of the sample group between the two studies may have created this result. Because, it is thought that age is an important criterion in the acquisition and development of life skills through sports and life skills can be gained more by starting sports at an early age.

In the research, it is seen that there is a difference in the life skill of the sport according to gender. According to this; It was determined that there was a statistically significant difference in favor of women in all sub-dimensions except for the leadership sub-dimension, which is one of the sub-dimensions of sports life skills. It is thought that among the causes of this situation are factors such as the events women encounter during sports activities, friendship relationship, team games, and audience. There is literature information supporting our study. Deniz (Deniz, 2002), in his study which he studied the social skill levels of university students, concluded that female students' emotional sensitivity, affective expressionism, and social control dimension levels of social skill levels were more competent than male students' and male students' emotional control levels were more competent than female students'. Çilingir (Çilingir, 2006) compared the social skills and problem solving skills of general high school and science high school students in his study. As a result of the study, it was observed that the students who received high school education experienced changes in their social skills levels according to their gender. In terms of social skill and affective control, it was concluded that boys were more competent in terms of the ability to regulate and control nonverbal messages, emotions than female students. In his research, Balyan (Balyan, 2009) examined the attitudes, social skills and self-efficacy levels of the students at primary and secondary education levels towards physical education and sports classes, and their relations. As a result of the study, it was found that the attitudes towards physical education lesson were statistically significant between school type, gender, current sports facilities in schools and perception of income levels. He determined that the positive social skill levels of female students at the social skill levels were higher than that of the boys. These study results are in parallel with our current research results.

In the analysis made based on the class variable of the research group, it was found that there was a statistically significant difference in all dimensions except for the goal setting sub-dimension, which is one of the sub-dimensions of life skills in sports. According to this, it was determined that the students studying in the 8th grade of the secondary school learned the life skills such as time management, teamwork, leadership, communication, social skills and goal setting at a higher level than the students studying in the 5th, 6th and 7th grades. It was determined that 5th grade students' emotional skills sub-dimension scores were high. This situation shows that the 8th grade level, which is the first step of the secondary school level, is a very important period to be considered in terms of gaining and developing life skills. Revealing similar results with our study, Ryan and Dzewaltowski state that 6th and 7th grade students have increased their self-confidence through physical activities, overcome problems in physical activity, encourage others to acquire a social circle of friends (Ryan & Dzewaltowski , 2002). This supports our study results. When the researches are evaluated, considering the role of sports in the acquisition and development of life skills during the secondary school period, it can be said that it is important both increasing the number of hours allocated to physical education lessons and including more sports activities in the secondary school curriculum that prepares children for life and the future.

In the analysis made according to the family income status variable of the research group, it was determined that the difference in life skills sub-dimensions in sports was not statistically significant. This situation is thought to arise from the fact that sports can provide equal opportunities to everyone regardless of family income level. Desire is important in sports. Having a different income level of the family does not prevent the athlete from gaining life skills. Significant economic support is given to sports in our country. Especially disadvantaged groups are supported by various project studies on this issue. It is a known fact that individuals with disabilities participate in sports and are successful. The main thing here is the desire and desire to participate in sports activities. Participation in these activities also provides positive gains to the life skills of all children and young people. Literature information supports the results of our study. For example; Mayer states that the economic income of the family does not affect the outputs related to their children very much however the characteristics such as reliability and honesty of the parents and the health and skills of the parents are effective in the development of the child (Mayer, 1997). He stated that there was no significant relationship between the income status, profession and socialization behavior of the family. These findings support our study.

When the results of the research were evaluated, it was found that there was a statistically significant difference in life skills sub-dimensions in sports in the analysis made according to the sports group status, playing in the school team and sports type variable. According to this, it was concluded that secondary school students who play sports gain more life skills such as time management, leadership, communication, teamwork, emotional skills, social skills and goal setting than those who do not play sports, students who play in school teams gain more life skills such as time management, leadership, communication, teamwork, emotional skills, social skills and goal setting than those who do not play in school teams, students who engage in team sports are more likely to acquire life skills such as communication, time management, leadership, social skills, teamwork and goal setting, compared to those engaged in individual sports. It can be said that this is due to the fact that the students gain and develop many life skills as a result of social interaction with sports. Reynolds et al. stated that sports positively affect the quality of life and other psychological variables in their research, and expresses that they have a positive effect on social competence expectation, social factors and stress (Reynolds et al. 1990). Their findings are parallel to our work.

In the analysis made according to the variable of playing in the school team of the research group, it was determined that there was a statistically significant difference in all of the sub-dimensions of life skill in sports. Öztürk conducted a study on the research of the social skill levels of middle school students who do and do not do sports. When the results of this research are analyzed, no significant difference was found between the social skill levels of the students in variable of “Licensed Sports Branch” in terms of “Positive Social Behavior” and “Negative Social Behavior” sub-dimensions. As a result of this study, it has been revealed that whether students engage in licensed sports or the difference of sports branches does not affect their social skill levels in terms of “Positive Social Behavior” and “Negative Social Behavior” (Öztürk, 2018).

When the results of this research and the results of other studies in the literature are evaluated in terms of social skills within the scope of life skills depending on the state of sports and the type of sport; In the research carried out by Öztürk, although it was stated that the majority of students had sufficient sports facilities in their schools, it was observed that 68.1% of them did not participate in any sports branch as licensed in schools (Öztürk, 2018). In the study carried by Özcan and Yıldırım, the social skill levels of the secondary school students who do licensed sports and do not engage in sports were compared. As a result of the research, it was found that the level of social skills of secondary school students who do sports with license and do not engage sports is significantly different (Özcan & Yıldırım, 2011). In other words, social skill levels affective sensitivity dimension differs significantly depending on the state of licensed sports. When we look at the difference between the state of sports, it is seen that there is a difference in favor of students doing licensed sports and it supports our study. When the results of this research are evaluated, it can be said that students who do sports gain more life skills than those who do not.

Along with sports activities, it should be ensured that the healthy development of young people is supported in terms of physical and mental aspects and that they take place as healthy individuals in the society. It is important that academicians provide support to the scientific literature with their studies in this field, for a better understanding of the development of life skills by the society.

Research results have shown that secondary education is an important starting point for gaining life skills with sports, especially in the beginning period. Therefore, physical education teachers, coaches, sports managers, mentors etc. who teach sports to children and young people. It would be beneficial for them to consider the role of sport in providing life skills. Families who want their children to be prepared for the future and life in the best way should be aware that sports help to acquire and develop many life skills. Finally, it may be suggested that they encourage their children by directing them to sports and support them in this direction.

#### Acknowledgements

The authors would like to thank volunteer participants for participating in this study.

#### Funding Details

No funding was received for this project.

#### Conflict of Interest Statement

No potential conflict of interest was reported by the authors.

#### Data Availability Statement

The data that support the findings of this study are available from the corresponding author, upon reasonable request.

### REFERENCES

- Açak M. (2006). Physical education teacher's handbook Morpa publications..
- Açak M, Düz S. (2018). Adaptation of the Effect of Sport on Life Skills Scale to Turkish Culture, *Journal of İnönü University Educational Sciences Institute*, 5 (9), 74-86.
- Avcıoğlu H. (2005). *Teaching Social Skills With Activities*. (2nd Edition). Kök. Ankara.
- Balyan M. (2009). Comparison of Attitudes, Social Skills and Self-Efficacy Levels of Students in Primary School and Secondary Education Institutions towards Physical Education Course. Unpublished Doctoral Thesis, Ege University, Institute of Health Sciences, Izmir.
- Botvin GJ, Griffin KW. (2004). Life Skills Training: Empirical Findings and Future Directions. *The Journal of Primary Prevention*. 25:211-232.
- Burton D, Naylor S, Holliday B. (2001). Goal setting in sport: Investigating the goal effectiveness paradox. In R. Singer, H. Hausenblas, & C. Janelle (Eds.), *Handbook of sport psychology*, pp. 497-528.
- Brunelle J, Danish SJ, Forneris T. (2007). The impact of a sport-based life skill program on adolescent prosocial values. *Applied Developmental Science*, 11(1), 43-55.

- Buğan MG. (1999). Determining the Status of Adult Mentally Disabled Women to Perform Daily Life Skills Master Thesis, Anadolu University, Institute of Social Sciences, Eskişehir.
- Camire M, Trudel P, Forneris T. (2009). High school athletes' perspectives on support, communication, negotiation and life skill development. *Qualitative Research in Sport and Exercise*, 1(1), 72-88.
- Caterino MC, Polak ED. (1999). Effects of twotypes of activity on the performance of second-, third-, and fourth-grade students on a test of concentration. *Percept Mot Skills*, 89: 245-248.
- Cronin LD, Allen J. (2017). Development and initial validation of the Life Skills Scale for Sport. *Psychology of Sport and Exercise*, 28, 105-119.
- Çilingir A. (2006). Comparison of Science High school and general high school students' social skill problem solving skills. Unpublished Master's Thesis, Atatürk University, Institute of Social Sciences, Erzurum.
- Claessens BJ, VanEerde W, Rutte CG, Roe RA. (2007). A review of time management literature. *Personnel Review*, 36(2), 255-276.
- Danish SJ, Forneris T, Hodge K, Heke I. (2004). Enhancing youth development through sport. *World Leisure*, 3, 38-49.
- Deniz ME. (2002). The comparative analysis of university students' decision making strategies and social skill levels according to TA dominant self-status and some personal qualities. Unpublished doctoral dissertation. Selcuk University, Institute of Social Sciences, Konya.
- Fraser-Thomas J, Côté J. (2009). Understanding adolescents' positive and negative developmental experiences in sport. *The Sport Psychologist*, 23, 3-23.
- Gould D, Collins K, Lauer L, Chung Y. (2007). Coaching life skills through football: a study of award winning high school coaches. *Journal of Applied Sport Psychology*, 19(1), 16-37.
- Gould D, Flett R, Lauer L. (2012). The relationship between psychosocial developmental and the sports climate experienced by underserved youth. *Psychology of Sport and Exercise*, 13(1), 80-87.
- Holt NL. (2007). An ethnographic study of positive youth development on a high school soccer team. In Paper presented at society for research in child development conference, Boston, MA.
- Holt NL, Tink LN, Mandigo JL, Fox KR. (2008). Do youth learn life skills through their involvement in high school sport? A case study. *Canadian Journal of Education*, 31(2), 281-304.
- Humphrey N, Kalambouka A, Wigelsworth M, Lendrum A, Deighton J, Wolpert M. (2011). Measures of social and emotional skills for children and young people: A systematic review. *Educational and Psychological Measurement*, 71(4), 617-637.
- Judge TA, Bono JE, Erez A, Locke EA. (2005). Core self-evaluations and job and life satisfaction: The role of self-concordance and goal attainment. *The Journal of Applied Psychology*, 90(2), 257-268.
- Larson RW. (2000). Toward a psychology of positive youth development. *American Psychologist*, 55(1), 170-183.

- Mayer SE. (1997). What money can't buy: Family income and children's life changes. Cambridge, MA: Harvard University Press.
- Önder A. (2003). Educational Drama Applications for Preschool Children. Istanbul: Morpa.
- Öztürk YA. (2018). Investigation of Social Skill Levels of Secondary School Students Who Do Sports And Do Not (Kütahya Province Case). Master Thesis, Dumlupınar University, Institute of Health Sciences, Kutahya.
- Özcan G, Yıldırım S. (2011). Comparison of Social Skill Levels of Secondary School students who play licensed team sports and individual sports and who do not play sports. *Abant İzzet Baysal University Journal Of Social Sciences*, 11(2), 111-135.
- Reynolds KD, Killen JD, Bryson SW, Maron DJ, Taylor JB, Maccoloy N, Farguar JW. (1990). Psychosocial Predictors of Physical Activity in Adolescents. *Previews Medicine*, 19(5), 541-551.
- Rubin RB, Morreale SP. (1996). Setting expectations for speech communication and listening. In E. A. Jones (Ed.), Preparing competent college graduates: Setting new and higher expectations for student learning. *New Directions for Higher Education*, 96, 19-29.
- Ryan JH, Dzewaltowski DA. (2002). Comparing, the Relationship Between Different Types of Self-Efficacy and Physical Activity in Youth. *Healthy Education and Behavior*, 29(4), 491-504.
- Strachan L, Côté J, Deakin J. (2011). A new view: Exploring positive youth development in elite sport contexts. *Qualitative Research in Sport, Exercise and Health*, 3(1), 9-32.
- Tel M. Köksalan B. (2008). Sociological Examination of Sports Activities of Faculty Members (Eastern Anatolia Example). *Firat University Journal of Social Sciences*, 18(1), 261-278.
- Türk A. (2015). The Impact Of Sport On Young People's Gaining And Developing Life Skills: Example of 3 X 3 Basketball Tournament. Master Thesis. Bahçeşehir University, Institute of Social Sciences, İstanbul.
- Vella SA, Oades LG, Crowe TP. (2013). The relationship between coach leadership, the coach athlete relationship, team success, and the positive developmental experiences of adolescent soccer players. *Physical Education and Sport Pedagogy*, 18(5), 549-561.
- World Health Organization. (1999). Partners in life skills education: Conclusions for a United Nations inter-agency meeting. Retrieved from the World Health Organisation website: [http://www.who.int/mental\\_health/media/en/30.pdf](http://www.who.int/mental_health/media/en/30.pdf).