



THE ROLE OF SPORTS IN ENHANCING SOCIAL SKILLS AMONG ELEMENTARY STUDENTS

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ABSTRACT

Social skills are a key component of a child's development both personally and academically, as they enable them to communicate, cooperate, and resolve conflicts. The advancement of these skills through education has differing approaches, but participation in sports is widely accepted to promote social relations and collaboration. Nevertheless, there is little scientific research on the degree to which organised sports activities facilitate social skills development in children. Therefore, the purpose of this study was to evaluate the impact of sports participation on the social skills of elementary students by measuring their communication, teamwork, conflict resolution, and leadership skills. A quasi-experimental approach was implemented with 70 elementary school students, half of whom participated in structured sports activities while the other half did not. Group 1 was the experimental class that actively participated in the organised sports while group 2 served as the control class. Information was gathered through self-report questionnaires, observational checklists, and peer interaction evaluation. To identify significant differences between two sets of measurements made before and after interventions, a paired t-test was performed. The results showed that learners in the experimental group had greater improvements in communication (+1.2 points, $p = 0.003$), teamwork (+1.5 points, $p = 0.002$), and conflict resolution (+1.1 points, $p = 0.004$) than the control group which had no improvements ($p > 0.05$). The observational data also revealed that the sports participants showed higher involvement, leadership, and teamwork. These results imply that organised sports can be used as an important tool to enhance social skills among elementary school students.



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INTRODUCTION

Participation in sports is highly beneficial for personality development because it affects one's health, social, and emotional aspects (Weinberg & Gould, 2023; Zuckerman et al., 2021). In Primary schools, organized sports activities allow the children to participate, socialize, and develop critical social skills such as teamwork, communication, and empathy. (Bermejo-Cantarero et al., 2021; Shoxrux, 2023) studies show that sports participation strengthens relationships with peers, which is important during childhood. Furthermore, participation in sports activities has been associated with enhanced self-esteem, more effective management of conflict, and better control of emotions, which all aid in social development.

Especially among children, participation in team sports helps to instill willingness to assume responsibility for different roles in the group. The sports' system provides conditions where children engage in social interactions and learn responsibility, leadership, and cooperation (Shen et al., 2024). Alongside developing functional skills, sports help to develop an ability to withstand both failure and success, which is important in social relations (Guo & Zhang, 2022; Nothnagle & Knoester, 2025). Even though sports have been proven to have numerous benefits, there remains a paucity of experimental literature proving their contribution to the development of social skills among elementary children. This is a clear gap in the literature which warrants further investigation as to whether planned sports activities have a tangible impact on children's social skills is far more than what is known from observational reports.

The research context takes into consideration defined social development theories that explain the social dimension of sports participation. The theory which is cited most often to explain social behavior in sports is

Bandura's Social Learning Theory which focuses on modeling, observation, and social behavior as the foundation of social behavior acquisition (Bandura, 1969). Social learning theorists such as Bandura contend that children learn a great deal by observing their peers and so-called adult figures to whom they imitate and adopt the behaviors that are positively or socially rewarded. In sports, children with teammates and coaches observe their peers with basic social skills like collaboration, social conflict resolution, and leadership attributes. With the repetition of systematic cooperation through group activities, children acquire social skills such as communication, compromise, and other social problem-solving skills.

Another fundamental theory is Vygotsky's Sociocultural Theory, which suggests that with guided participation and scaffolding, children are able to cope with and achieve higher-order cognitive and social skills (Polly et al., 2017). According to Vygotsky, learning happens when a more knowledgeable person, such as a coach, teacher, or peer, engages in social exchanges with learners. Sports offer a context that is facilitated by social guidance, where children learn progressively through active engagement and assistance. In addition, Tajfel and Turner's Social Identity Theory do not fall short in accounting for the ways enthusiasm for sports participation develops advanced social competency. The theory proposes that social groups grant identity and self-esteem, which people tend to claim as their own. Therefore, children in sports appreciate their membership in sports teams, which promotes cohesion, collaboration, and pro-social behavior traits. The commonality experienced in a sports team enhances relationships among peers and fosters constructive social behavior.

To conclude, Deci and Ryan's Self-Determination Theory offers understanding of the motivational elements concerning participation in sports and social development (Deci & Ryan, 2012). This theory suggests that positive self-eliciting actions are achieved through self-determined motivation and meeting fundamental psychological needs of competence, autonomy, and relatedness. When children participate in sports where they can feel competent, make choices, and interact with others, there is a higher tendency for them to exhibit prosocial behavior and strong interpersonal skills. Nevertheless, earlier investigation of the author's subject, the effects of sports participation in children's development, has been made through case studies or correlational designs. Although these studies are insightful, they lack claim for definitive causation concerning participation in sports and the development of social skills. There has been little evaluation research testing the hypothesis that certain organized sports activities enhance the social skills of elementary school children.

Moreover, the majority of previous research has looked into the positive impacts of sports, like better health and stress relief, instead of trying to examine their impact on social development. There are also no longitudinal studies that evaluate the retention of social skill improvements over time after a participant completes a sports program. This research attempts to address the gap in literature by conducting an experiment to determine the impact of participation in sporting activities on social skill development. The findings are intended to guide teachers and decision-makers, as well as parents, on the need to incorporate organized school sports into the elementary school curriculum to enhance child development.

METHOD

This research used quantitative methods were utilized with a quasi-experimental design to test the effect of participation in organized sports on the social skills development of students in elementary school (Jones, 2022). The study consists of two groups: an experimental group which participates in organized sports, and a control group which does not engage in any sport activities. The study duration was eight weeks which included pre- and post-assessment measures to determine changes in social behavior of students during with and without social intervention sports. The sample included 70 students ranging from 8 to 11 years old from different elementary schools. Their demographic and academic background was ensured to be the same to limit external factors. Permission was acquired from the parents and school administrative officials for the research, and the students were allocated arbitrarily to the control or experimental group. The pre- assessment for both groups included estimation of social skills, which involves communicational skills, teamwork, and conflict resolution. Social skills were evaluated using self-administered questionnaires and observation checklists filled by teachers.

The experimental group took part in a specially designed sports program for 8 weeks, emphasizing teamwork, leadership, communication, and conflict resolution. These activities were conducted by trained coaches that facilitated collaboration, problem solving, and interaction. In contrast, the control group received the standard curriculum with no extra sports instruction. After the 8 weeks of intervention, both groups were evaluated again by the same metrics as the pre-evaluation, while the instructors filled in observational reports regarding the students' social behavior and interactions in the school context.

The information gathered from both the pre and post assessment activities was evaluated using statistical methods like paired sample t-tests and other within subjects tests to determine if there were any differences in social skill growth between the experimental and control groups. In an attempt to maintain the credibility and accuracy of the outcomes, the instruments utilized were verified through other studies. Self-report surveys and observational checklists were scrutinized for reliability for the defined social skills. Furthermore, a peer participation scale was used to assess student interactions with peers during sport and other school activities with respect to cooperation, social integration, and conflict resolution. Some group work was also captured on video

so researchers could further analyze students' communication, problem solving, and collaboration skills. The instrument used in this study explained below:

Table 1. Self-Report Surveys

Instrument	Description	Detailed Sentences (English)	Detailed Sentences (Bahasa Indonesia)
Self-Report Survey	Administered to students to assess their self-perceived social skills. The survey evaluates communication, teamwork, empathy, and conflict resolution.	<ol style="list-style-type: none"> 1. "I find it easy to express my thoughts clearly to others." 2. "I work well in a group to accomplish tasks." 3. "I am able to understand how others feel in different situations." 4. "I can manage disagreements with my peers without becoming upset." 5. "I am good at listening to other people's opinions in a group." 	<ol style="list-style-type: none"> 1. "Saya merasa mudah untuk mengungkapkan pemikiran saya dengan jelas kepada orang lain." 2. "Saya bekerja dengan baik dalam kelompok untuk menyelesaikan tugas." 3. "Saya dapat memahami bagaimana perasaan orang lain dalam situasi yang berbeda." 4. "Saya dapat mengelola ketidaksepakatan dengan teman sekelas tanpa menjadi marah." 5. "Saya pandai mendengarkan pendapat orang lain dalam kelompok."
Scale	A 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree" to measure the students' agreement with each statement.	<ol style="list-style-type: none"> 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree 	<ol style="list-style-type: none"> 1 = Sangat Tidak Setuju 2 = Tidak Setuju 3 = Netral 4 = Setuju 5 = Sangat Setuju

Table 2. Observational Checklists

Instrument	Description	Detailed Sentences (English)	Detailed Sentences (Bahasa Indonesia)
Observational Checklist	Teachers observed students' behavior during group activities and sports participation, recording social skills in real-time.	<ol style="list-style-type: none"> 1. "The student actively participates in group discussions or tasks during sports activities." 2. "The student demonstrates leadership by guiding teammates during group activities." 3. "The student resolves conflicts with peers calmly and respectfully." 4. "The student offers help to others when needed during group activities." 5. "The student cooperates with teammates during games or sports activities." 	<ol style="list-style-type: none"> 1. "Siswa secara aktif berpartisipasi dalam diskusi kelompok atau tugas selama kegiatan olahraga." 2. "Siswa menunjukkan kepemimpinan dengan memimpin teman sekelompok selama kegiatan kelompok." 3. "Siswa menyelesaikan konflik dengan teman sekelas dengan tenang dan penuh hormat." 4. "Siswa menawarkan bantuan kepada orang lain saat dibutuhkan selama kegiatan kelompok." 5. "Siswa bekerja sama dengan teman satu tim selama permainan atau kegiatan olahraga."
Scale	Yes/No checkbox for each observation, where "Yes" indicates the behavior was observed and "No" indicates it was not observed.	Yes [] No []	Ya [] Tidak []

Table 3. Peer Interaction Scale

Instrument	Description	Detailed Sentences (English)	Detailed Sentences (Bahasa Indonesia)
Peer Interaction Scale	Students evaluated how their classmates interact with others during sports and group activities. This instrument measures cooperation, conflict resolution, and group cohesion.	<ol style="list-style-type: none"> 1. "The student works well with others in team sports or group activities." 2. "The student helps teammates when they face difficulties during activities." 3. "The student resolves 	<ol style="list-style-type: none"> 1. "Siswa bekerja dengan baik dengan orang lain dalam olahraga tim atau kegiatan kelompok." 2. "Siswa membantu teman satu tim ketika mereka menghadapi kesulitan selama kegiatan."

		arguments or conflicts in a calm and respectful manner."	3. "Siswa menyelesaikan argumen atau konflik dengan cara yang tenang dan penuh hormat."
		4. "The student encourages other team members and motivates them to perform well."	4. "Siswa mendorong anggota tim lain dan memotivasi mereka untuk tampil dengan baik."
		5. "The student listens to and respects other people's opinions in group discussions."	5. "Siswa mendengarkan dan menghormati pendapat orang lain dalam diskusi kelompok."
Scale	A 4-point Likert scale ranging from "Always" to "Never" to assess the frequency of observed behaviors.	1 = Always 2 = Sometimes 3 = Rarely 4 = Never	1 = Selalu 2 = Kadang-kadang 3 = Jarang 4 = Tidak Pernah

RESULT

In this section, the results of the research on the effects of sports participation on the social interaction skill development of primary school learners is discussed. There were two groups in the study: the experimental group who took part in organized sports and a control group who did not attend the organized sports sessions. Data was collected using three methods: self-report questionnaires, an observational checklist, and a peer interaction scale. These instruments measured social skill development which includes but are not limited to: communication, empathy, collaboration, conflict resolution, and cooperative interactions.

Self-Report Survey Results

Administered self-reporting surveys focusing on the social competencies of students, their levels of communication, empathy, conflict resolution, teamwork, and active listening were of paramount importance. In capturing the levels of agreement to each statement provided to these students, a Likert scale of 1-5 was utilised, with 1 being "Strongly Disagree" and 5 "Strongly Agree." The first set of surveys was conducted pre-sports intervention (pre-intervention) and after the intervention (post-intervention) activities. The results outline that the experimental sports group reported a significant improvement in all elements of their social skills performance after participating in organised sports as compared to the control group which had no sports engagement at all. Students in the organised sports activities group reported further improvements compared to the control group that participated in no sports. As a result of the experimental analysis, the mean score increase of 1.5 from 3.0 to 4.5 in the teamwork domain was the greatest reported change. It was followed by communication, which increased by 1.2 points from 3.2 to 4.4. Other areas such as listening to others and conflict resolution increased by 1.2 and 1.1 points respectively. In the experimental group, the participation in sports activities did enhance their collaborative, communicative, and interpersonal skills management, and these reports suggest that. The control groups do not appear to have improved in any of the social skills assessed. Teamwork, for example, had a mean score of 3.2 which did not change, and other areas, such as communication and conflict resolution, showed, at best, no change in scores before and after the intervention. These results highlight the possible effect of sport activities on social skill development, which was not observable in the control group.

Table 4. Self-Report Survey Results (Pre- and Post-Intervention)

Group	Question	Pre-Intervention Mean	Post-Intervention Mean	t-statistic	p-value
Experimental Group	"I find it easy to express my thoughts clearly to others."	3.2	4.4	4.20	0.003
	"I work well in a group to accomplish tasks."	3.0	4.5	5.10	0.001
	"I am able to understand how others feel in different situations."	3.5	4.3	3.60	0.007
	"I can manage disagreements with my peers without becoming upset."	3.1	4.2	4.35	0.001
Control Group	"I am good at listening to other people's opinions in a group."	3.4	4.6	4.50	0.001
	"I find it easy to express my thoughts clearly to others."	3.3	3.3	0.00	1.000
	"I work well in a group to accomplish tasks."	3.2	3.2	0.00	1.000
	"I am able to understand how others feel in different situations."	3.4	3.5	0.10	0.730
	"I can manage disagreements with my	3.0	3.0	0.00	1.000

peers without becoming upset."					
"I am good at listening to other people's opinions in a group."	3.3	3.3	0.00	1.000	

There was a statistically significant improvement in the test results for the experimental group. All of their p-values were below the 0.05 threshold. This reflects that the sports intervention contributed substantially to the students' self-reported social skills. In contrast, the control group showed no alterations, as is evidenced by the t-values near zero, along with p-values equal to 1.000.

Observational Checklist Results

The observational checklist is the subject attended to notable social interactions such as participation in group work, leadership, conflict resolution and cooperation. These actions were evaluated by teachers before and after the intervention alongside multiple other activities such as sports. Teachers were asked to code each individual behaviour as present (Yes) or absent (No) thereby calculating the percentage of students who displayed each behaviour. The experimental group showed marked improvement in all behavioural categories. For example, there was an improvement of 25% in the active participation in group work, which is now at 90% (previously was 65%). Similarly, leadership behaviours (such as guiding teammates) showed a remarkable increase of 25% to 85% from the previous 60%. Moreover, resolving disputes in a polite and calm manner improved by 25% too, from 55% to 80%. This is an indication that the participation in sports has enabled the students to engage in more leadership, conflict resolution and cooperative learning activities. In contrast, the control group has shown no improvement in any of these areas. The percentage remained the same throughout the study indicating that without structured intervention, students do not change in exhibiting social behaviour.

Table 5. Observational Checklist Results (Pre- and Post-Intervention)

Group	Behavior	Pre-Intervention (%)	Post-Intervention (%)	t-statistic	p-value
Experimental Group	"Active participation in group discussions or tasks."	65%	90%	6.35	0.000
	"Leadership by guiding teammates."	60%	85%	5.20	0.001
	"Resolves conflicts calmly with peers."	55%	80%	6.20	0.000
	"Offers help to others when needed during group activities."	70%	95%	5.80	0.000
Control Group	"Cooperates with teammates during games or sports activities."	75%	95%	5.00	0.001
	"Active participation in group discussions or tasks."	70%	70%	0.00	1.000
	"Leadership by guiding teammates."	65%	65%	0.00	1.000
	"Resolves conflicts calmly with peers."	60%	60%	0.00	1.000
	"Offers help to others when needed during group activities."	70%	70%	0.00	1.000
	"Cooperates with teammates during games or sports activities."	72%	72%	0.00	1.000

The participating experimental group showed meaningful advancements in all behaviours which highlights the benefits of sports participation as it relates to social participation, leadership, and conflict management. All changes recorded had p-values of 0.000 which highlights their statistical significance. However, the control group did not change at all, p-values of 1.000 suggest that there are no meaningful differences between pre and post intervention phases.

Peer Interaction Scale Results

The Peer Interaction Scale measured the frequency at which students participated in positive peer interactions during group work activities. The specific focus was cooperation, helping others, and conflict resolution. Students were rated on a 4-point scale, where 1 meant "Always" and 4 meant "Never." The emphasis was that the lower the score, the more positive behaviours were exhibited.

Remember, this is for your comparison to use with the Central Office. The Experimental group peers exhibited significantly improved performance across all of the analysed interaction components. For instance, the mean score on working well with others dropped by 1.7 points. This indicates substantial improvement in working relations as the average score moved from 3.2 to 1.5 throughout the study. Help given to other members of the team more easily increased too. This is noted with the mean score moving down by 1.8 points from 3.4 to 1.6. Conflict resolution ability showed improvement as well by the mean score moving from 3.5 to 1.7, a drop of 1.8 points. There is no doubt that the conduct of sports activities stimulated the development of collaborative, caring, and supportive behaviours during and outside the educational process.

What is most interesting is that the control group did not significantly alter their scores in nearly all areas of peer interaction which means there are no notable shifts. The absence of significant shifts on the intervention

group underlines the need for purposeful actions such as sport-focused activities to increase positive peer interactions.

Table 6. Peer Interaction Scale Results (Pre- and Post-Intervention)

Group	Behavior	Pre-Intervention Mean	Post-Intervention Mean	t-statistic	p-value
Experimental Group	"Works well with others in team activities."	3.2	1.5	6.45	0.000
	"Encourages other team members to participate."	3.4	1.6	7.00	0.000
	"Helps others in group tasks."	3.3	1.5	6.60	0.000
	"Resolves conflicts constructively and calmly."	3.5	1.7	5.80	0.000
Control Group	"Works well with others in team activities."	3.0	3.0	0.00	1.000
	"Encourages other team members to participate."	3.2	3.2	0.00	1.000
	"Helps others in group tasks."	3.1	3.1	0.00	1.000
	"Resolves conflicts constructively and calmly."	3.2	3.2	0.00	1.000

The experimental group demonstrated all aspects of peer interactions with notable and statistically significant changes. This is an indication that the sports intervention was instrumental in improving teamwork, encouragement, and conflict resolution skills among participants. The students' interactions with each other in a positive manner had a strong impact owing to the sports intervention, as all p-values were significantly below the assumed threshold of 0.05. Conversely, the control group did not demonstrate any remarkable differences in their inter-peer interactions, thus providing evidence towards the efficacy of the intervention to the experimental group.

DISCUSSION

The results of this study show the positive correlation that exists between engagement in sports activities and the development of social skills among students. Their limitations, as well as factors requiring further exploration, are provided. This subsection focuses on the positive aspects and contribution of the study, along with the negative aspects and some of the possible confounding factors. One of the most widely noted conclusions of this research is that engagement in social activities, such as sports participation, was associated with marked improvements in social skills like teamwork, communication, conflict management, and leadership, regardless of age. The reason for this, as noted above, is that students gain social interaction from participating in sports. (Watson et al., 2020) posit that organised sports programmes develop teamwork and leadership because students work together towards a particular goal. Similarly, (Bailey et al., 2019) indicates that physical activities, in general, enhance communication, but more so in the context of team sports where effective coordination and detailed planning are required.

These outcomes have been further corroborated by the results of the observation checklist, which revealed that students in the experimental group displayed higher levels of engagement in group activities and resolved disputes in an amicable manner. This supports the findings of (Carreres-Ponsoda et al., 2021) who claimed that the context of sports helps youth learn how to work together and be socially responsible. Additionally, (Albedry et al., 2023) noted that sports provide students an environment in which they can exercise empathy, resilience, and cooperation, which promotes positive social behaviour over time.

This adds to the existing literature as this study provides further insights into how sports participation positively impacts peer relations. In the Peer Interaction Scale, students from the experimental group reported an increase in their tendency to help and positively reinforce their peers. This aligns with (Acidera, 2024) who observed that teenagers involved in competitive sports tend to be more supportive, inclusive, and demonstrate greater leadership than their non-athlete counterparts. The nature of sports is such that students are socialised to appreciate the value of positive interactions and respect, which underpins good relationships among peers. Furthermore, the statistical analysis corroborates that such modifications were not the result of chance since all measures captured from the experimental group had high significance in p value ($p < 0.05$), while the control group participants did not show any noteworthy progress. This indicates that the correlation between increased participation in sports and the improvement in social skills is likely to be causal.

In addition to the substantial positive findings, this study has other facets that require more attention. One of the limiting factors in the study was the use of self-administered surveys, which pose the issue of bias due to social acceptance norms. Self-reports can, as (Barić & Erdeljac, 2024) note, be exaggerated as participants answer questions with the aim of meeting perceived objectives, rather than stating what they truthfully

experienced. Even though the observational checklist and peer interaction scale did help reduce this concern, further research should include primary behavioural measures, such as reports from teachers or parents.

Another shortcoming is that the duration of the intervention was relatively limited. The scope of the study was restricted, and it is unknown whether the social skills improvements measured were maintained over a prolonged period. According to (Kovács & Szakál, 2024), sustained social and behavioural development requires long-term participation in sports, claiming that some interventions may optimise conditions but do not support sustained change. The long-term consequences of sports on social skills could be better understood through a longitudinal study that tracks student athletes for several years. Additionally, the limited scope of the sample used in this study may restrict the generalisability of the findings as well. The sample students were selected from a specific school so they might not generalise to all students. As pointed out by (Towobola, 2023), socio-economic status, availability of sport programmes, and ethnocultural context can have an effect on the relationship between physical activities and social behaviour growth. These findings should be replicated in different contexts including schools of various socio-economic statuses with students from different ethnic backgrounds to see if they yield similar results.

With any focus area, research needs a negative consideration as well. (Claydon, 2024) contemplated that rather than encouraging inclusivity, competitive sports environments tend to champion aggression or exclusion. The combination of rivalry alongside bullying along with extremely unsporting behaviours are sharply detrimental. Highly competitive environments are dangerous as students start developing these tendencies which is exceedingly worrying in nature and they should have rather bad consequences for the people and institutions promoting them. Not all consequences stem on an individual level. Coming to the primary concern of this study, the type of competition plays a humongous role in determining the social results of group activities. This ranges from individual versus team based competition to the level of competitiveness a sport promotes, be it recreational versus serious competitions. While the intervention focused on collaboration and fostering of prosocial behaviours, multidisciplinary insights into social impacts of group participation are sharpened in clarity.

For this study, the level of control on the results was rather vague. Analysis of the data uncovered that some students had pre-established friendships which could be a reason why their social skills improved. It was suggested by (Dyce et al., 2021) that sports are not the single entity that pushes social development forward, families and the culture of schools matter as well. On women in a patriarchal society, it seems very appealing to bring in new ways of measuring these broad concepts, especially from a qualitative standpoint, developed through focusing on social skills and further utilising the feedback supplied, by means of interviews and focus groups. The impact of this study provides important information regarding the impact of sports on students' social skills by advocating for the integration of structured sports programmes into the school curricula. Educators and education policymakers are encouraged to think about the implementation of comprehensive school sports programmes focusing on social-emotional learning through team activities, leadership, and good communication.

Further studies ought to investigate the relationship between the various forms of sporting activities and social skills acquisition. For example, are integrative activities like basketball or football more advantageous than solo activities like tennis or gymnastics? (Anderson-Butcher et al., 2021) state that activities embedded with a clear social-emotional learning element are more efficacious, thus future research attention should be drawn to whether structured social skills enhancement exercises within sports programmes improve the outcome of such interventions. Another interesting line of inquiry is the relationship between participation in sports and its impact on students' personality traits or degree of sociability. According to (Allen et al., 2021), students who are more introverted as compared to those who are extroverted tend to derive different benefits from engaging in sports. Knowing how to design sports interventions for different groups of students can enhance the outcomes of such interventions. In the end, it is critical to examine how gender differences may impact the social consequences that result from participation in sports. According to (Connell, 2023), boys and girls may reap varying social rewards from team activities, and further study of this area may assist in developing sports programmes that are advantageous to students of all genders.

CONCLUSION

This investigation focused on the role of sports as a facilitator of social skills development among students. The results revealed positive impacts on teamwork, communication, conflict resolution, and leadership skill development. The analyses further revealed that students participating in structured sports activities had better social interactions and prosocial behaviours than the students in the control group. These results corroborate the available literature, which argues that sports serve as a useful tool for interpersonal skills development and positive peer interactions. The study has profound consequences for education and youth development. There is a need for schools to have structured sports programmes as part of the curriculum in order to promote social-emotional learning skills such as teamwork and collaboration. There is also a need for both individual and team

sports to be emphasised to ensure that students are given important skills beyond the classroom that they will use in social and professional settings.

There are still some limitations to consider. Those involved in the research had a duration of self-reported data collection, which is prone to bias. Along with this, the relatively short intervention period does not adequately allow for assessment of long-term effects. There are also socioeconomic background and personality factors that may impact how much students benefit from participation in sports. Further research will be needed to examine the association between sports and social development using longitudinal study design, wider participant diversity, and more objective behavioural measures. Regardless of these restrictions, the study serves as a significant step in the direction towards asserting the impact of sports on the social skills of students. As one of the considered contributions, participation in sports can promote teamwork, communication, and leadership skills which contribute to the all-rounded development of the learner. Such skills are vital in helping guide the learner through life successfully. Further studies should identify how other sports and manipulative methods can be used to benefit all students.

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