

Original Research Article

The Effect of Sports on Life Skills: An Experimental Study on Parents Who Enable Their Children to Participate in Sports Activities.

ABSTRACT

Aims: The aim of the study was to determine the sports background of parents who enable their children to participate in sports activities in sports clubs and to examine the effect of these situations on their life skills through sports.

Study design: "The Impact of Sports on Life Skills Scale" developed by Aak and Düz was applied in the research. The information was given on a voluntary basis and a "Personal Information Form" and a "Effect of Sports on Life Skills" scale survey was sent via Google form.

Place and Duration of Study: The study was carried out with the voluntary participation of families who sent their children to sports activities in sports clubs in Marmararegion, Istanbul, Izmit and Yalova in Türkiye between 2022-2023.

Methodology: The research sample consisted of 242 parents who enabled their children to participate in sports activities. An examination was made on the effect of sports on life skills by determining the parents' license status, sports branch, individual or team sports category, sports year and activity hours and days. In data analysis, independent groups t-test was used for variables, and one-way analysis of variance, Anova and Post Hoc tests were used for more than two group analysis.

Results: In the study, while there were significant differences among licensed parents in leadership, teamwork, emotional skills and goal setting, significant differences were found in all categories except the social category in the sports year and emotional skills. Differences were found in time management in terms of duration of sporting activity (day), and in time management and communication categories in terms of duration (day/hour).

Conclusion: It can be said that parents support their children's participation in sports, thanks to their sports background and participation in sports activities, and have positive effects on time management, communication and leadership qualities in the life skills categories.

Keywords: Children; Parents; Exercise; Sport; Life Skills

1. INTRODUCTION

Life skills training enables children and adolescents to develop skills that will enable them to cope more dynamically with the difficulties and obstacles they encounter in daily life, to develop supportive behaviors in coping with difficulties, to develop their confidence and

personality, and to develop psychosocial competencies that are important for maintaining a productive and healthy lifestyle. It can be an important way to contribute to well-being and health, especially where health problems are associated with behaviors that lead to an inability to cope robustly with personal and social challenges. Therefore, teaching life skills to children and adolescents is thought to be of vital importance as one of the basic elements of developing psychosocial competence, helping individuals live a more productive and happy life [1,2].

It is known that teamwork, goal setting, taking responsibility, and ensuring that young people who do sports play a part in the creation of a modern society are important in creating a modern society [3]. Children, especially school-age youth, should be encouraged to engage in sports activities to support their physical, mental and psychological development and to develop characteristics such as winning, losing and respect. Young people should be supported to increase their sports activities in order to improve their time management, cognitive and emotional skills, communication and social skills, leadership, problem solving, decision making and academically to get away from life stress. It has been determined that life skills are improved in individuals by enabling the development of many factors such as their ability to be successful [4,5].

In terms of sports environments of activities, school teams, neighborhood teams and sports clubs should be supported and encouraged. It is thought that the motor skill levels of children participating in sports activities in sports schools increase, and that they should not be limited to summer school activities only and should make sports a standard of living [6-9]. It is thought that as the duration of individuals' participation in sports increases, it is effective in them having a disciplined, planned, patient and extroverted personality. It is also known that sports play an important role in increasing individuals' socialization, empathy, tolerance, cooperation and positive thinking skills. Considering that sports will contribute positively to life skills, it can be suggested that people should increase the time they spend on sports [10].

Participation in sports is thought to be effective on multiple social relationships and mental development in young people. In addition to the contribution of physical activity and sports participation to the quality of life, it is thought that there are good practices that will positively affect the health and quality of life of students and mechanisms that can be associated with life satisfaction[11]. In addition to sports and physical activity, which are factors affecting life skills, multiple intelligences are also effective [12], it is understood from research that life skills can be increased by increasing physical activities rather than spending time in front of the screen [13,8]. The importance of contributing to society was emphasized by conducting reliability studies of the scales used to evaluate the development of perceived life skills through sports [14]. As a result of the literature research, it was aimed to examine the effects of the sports background of parents who enable their children to participate in sports activities on their life skills.

2. MATERIAL AND METHODS

2.1. Research Method

The research was conducted to determine the effect of the athlete identities of parents who send their children to sports activities on their children's participation in sports. It was determined that the scale was applied to young people and athletes (University students [15], Public Employees [16], Physical Education teachers [17] as well as individuals in different categories, and it was decided to apply it to parents as well, considering that it could contribute to research. The information was given on a voluntary basis and a "Personal

Information Form" and a "Effect of Sports on Life Skills" scale survey was sent via Google form.

2.2. Research Group

The research group population consisted of sports clubs and sports schools in the Marmara region, Istanbul, Izmit and Yalova provinces. The sample of the research consisted of parents of children participating in sports activities in sports clubs and sports schools. 242 volunteer parents participated in the research.

2.3. Data Collection

2.3.1. Personal Information Form

In the personal information form of the research, in order to determine the demographic characteristics, information such as the children's sports branch, sports age, sports category, parents' sports license status, sports branch, sports activity (day) and sports activity (day/time) status were categorized and examined in the research.

2.3.2. Life Skills Scale for Sport

The "Effect of Sports on Life Skills" scale developed by Aak and Düz[18] consists of 31 items and 7 sub-dimensions. The survey was asked in 5-point Likert format. The Cronbach Alpha value applied to the entire scale was found to be $\alpha = 0.955$. Among the sub-dimensions of the scale, time management Cronbach Alpha value $\alpha = 0.832$, Communication Cronbach Alpha value $\alpha = 0.795$, Leadership Cronbach Alpha value $\alpha = 0.818$, Teamwork Cronbach Alpha value $\alpha = 0.818$, Social skills Cronbach Alpha value $\alpha = 0.792$, Emotional skills Cronbach Alpha value $\alpha = 0.792$. value was determined as $\alpha = 0.842$ and goal setting Cronbach Alpha value was determined as $\alpha = 0.863$. The research was conducted in accordance with the Helsinki protocol. Ethics committee approval for the research was received with the decision numbered 20 taken at the meeting of the Kocaeli University, Social Sciences Ethics Committee dated 10/11/2022 and numbered 2022/10.

2.4. Data Analysis

Statistical analyzes were performed using the SPSS 22.0 program to analyze the data obtained. As a result of the analysis, parametric tests were applied because the data showed normal distribution. Frequency analyzes were applied to the questions in personal information, and t-test was applied in independent groups to evaluate the effect of sports on life skills according to the variables, and one-way analysis of variance ANOVA and Post Hoc tests were applied in the analysis of more than two groups. To determine the source of the difference, the LSD test was applied. The significance level of the test was accepted as $p < .05$.

3. RESULTS AND DISCUSSION

Table 1. Table of The Research Personal Information Form

		F	%
Parents Athlete License	Yes (Athlete License)	134	55,4
	No (Athlete License)	108	44,6
Child's Sports Branch Category	Team Sports	161	66,5

	Individual Sports	81	33,5
Child's Sport Age	1-5 year	199	82,2
	6-10 year	32	13,2
	11-15 year	8	3,3
	16-20 year	3	1,2
Child's Sports Category	licensed Competitor Athlete	111	45,9
	Sports School	131	54,1
Parent' Sports Age	1-3 year	149	61,6
	4-6 year	58	24,0
	7-9 year	14	5,8
	10 year and more	21	8,7
Parent's Sport Branch Category	Individual Sports	81	33,5
	Team Sports	151	62,4
	Recreational Sports	10	4,1
Parent Sports Activity Days	1 day	34	14,0
	2-3 day	155	64,0
	4 day and more	53	21,9
Parent Sports Activity Day/Hour	1 hour	90	37,2
	2-3 hour	124	51,2
	3 hour and more	28	11,6

Table 2: Research Group Parents' Athlete License Status Scale Categories Analysis

	Athlete License	N	\bar{X}	S.d.	f	p
Time Management	Yes	131	4,315	0,581	1,450	,230
	No	104	4,231	0,462		
Communication	Yes	131	4,273	0,609	1,504	,221
	No	104	4,183	0,492		
Leadership	Yes	131	4,325	0,569	6,481	,012*
	No	104	4,148	0,475		
Team Works	Yes	131	4,391	0,490	5,486	,020*
	No	104	4,244	0,462		
Social Skill	Yes	131	4,321	0,600	3,462	,064
	No	104	4,185	0,491		
Emotional Skill	Yes	131	4,200	0,675	6,641	,011*
	No	104	3,983	0,597		
Goal Setting	Yes	131	4,401	0,602	8,862	,003*
	No	104	4,183	0,497		

Table 3: Analysis of Research Group Parents' Sports Status

		N	\bar{X}	S.d.	f	p.
Time Management	Individual Sports	79	4,310	0,489	,452	,637
	Team Sports	146	4,269	0,555		
	Recreational Sports	10	4,150	0,555		
Communication	Individual Sports	79	4,272	0,492	,613	,543
	Team Sports	146	4,223	0,597		
	Recreational Sports	10	4,075	0,541		

Leadership	Individual Sports	79	4,263	0,448	1,302	,274
	Team Sports	146	4,256	0,575		
	Recreational Sports	10	3,980	0,569		
Team Works	Individual Sports	79	4,268	0,453	1,669	,191
	Team Sports	146	4,368	0,504		
	Recreational Sports	10	4,167	0,304		
Social Skill	Individual Sports	79	4,291	0,547	1,956	,144
	Team Sports	146	4,267	0,564		
	Recreational Sports	10	3,925	0,487		
Emotional Skill	Individual Sports	79	4,190	0,579	1,606	,203
	Team Sports	146	4,075	0,679		
	Recreational Sports	10	3,850	0,689		
Goal Setting	Individual Sports	79	4,373	0,485	1,123	,327
	Team Sports	146	4,277	0,608		
	Recreational Sports	10	4,150	0,543		

Table 4: Research Group Parents' Sports Year Situation Analysis

		N	X̄	S.d.	f	p	LSD
Time Management	1-3 year	144	4,196	0,487	3,698	,013*	c,d>a
	4-6 year	57	4,346	0,546			
	7-9 year	14	4,536	0,553			
	10 year and more	20	4,488	0,676			
Communication	1-3 year	144	4,146	0,506	3,616	,014*	b,d>a
	4-6 year	57	4,382	0,557			
	7-9 year	14	4,214	0,611			
	10 year and more	20	4,45	0,776			
Leadership	1-3 year	144	4,144	0,476	4,902	,003*	b,d>a
	4-6 year	57	4,414	0,513			
	7-9 year	14	4,329	0,763			
	10 year and more	20	4,45	0,668			
Team Works	1-3 year	144	4,251	0,454	3,395	,019*	b,d>a
	4-6 year	57	4,404	0,549			
	7-9 year	14	4,5	0,37			
	10 year and more	20	4,517	0,459			
Social Skill	1-3 year	144	4,205	0,514	1,408	0,241	
	4-6 year	57	4,329	0,585			
	7-9 year	14	4,321	0,575			
	10 year and more	20	4,425	0,73			
Emotional Skill	1-3 year	144	4,05	0,633	1,058	0,368	
	4-6 year	57	4,228	0,624			
	7-9 year	14	4,089	0,718			
	10 year and more	20	4,15	0,78			
Goal Setting	1-3 year	144	4,201	0,492	4,347	,005*	b,c>a
	4-6 year	57	4,461	0,58			
	7-9 year	14	4,536	0,692			
	10 year and more	20	4,438	0,777			

Table 5: Research Group Parents' Sports Activity Duration (Days) Table

	Day	N	\bar{X}	S.d.	f	p	LSD
Time Management	1 day	34	4,118	0,558	3,608	,029*	c>a
	2-3 day	149	4,263	0,526			
	4 day and more	52	4,423	0,506			
Communication	1 day	34	4,184	0,512	1,885	0,154	
	2-3 day	149	4,198	0,577			
	4 day and more	52	4,365	0,532			
Leadership	1 day	34	4,235	0,473	2,422	0,091	
	2-3 day	149	4,2	0,557			
	4 day and more	52	4,388	0,495			
Team Works	1 day	34	4,284	0,449	0,306	0,737	
	2-3 day	149	4,321	0,484			
	4 day and more	52	4,365	0,504			
Social Skill	1 day	34	4,221	0,488	0,382	0,683	
	2-3 day	149	4,25	0,581			
	4 day and more	52	4,317	0,536			
Emotional Skill	1 day	34	4,103	0,643	0,712	0,492	
	2-3 day	149	4,072	0,639			
	4 day and more	52	4,197	0,687			
Goal Setting	1 day	34	4,199	0,476	2,855	0,06	
	2-3 day	149	4,273	0,578			
	4 day and more	52	4,462	0,57			

Table 6: Research Group Parents' Sports Activity Duration (Day/Hour) Table

	Day/Hour	N	\bar{X}	S.d.	f	p	LSD
Time Management	1 hour	86	4,145	0,508	4,336	,014*	b,c>a
	2-3 hour	121	4,349	0,533			
	4 hour and more	28	4,375	0,542			
Communication	1 hour	86	4,055	0,547	7,835	,001*	b,c>a
	2-3 hour	121	4,36	0,555			
	4 hour and more	28	4,232	0,49			
Leadership	1 hour	86	4,186	0,486	0,878	0,417	
	2-3 hour	121	4,279	0,588			
	4 hour and more	28	4,293	0,437			
Team Works	1 hour	86	4,279	0,473	2,137	0,12	
	2-3 hour	121	4,32	0,506			
	4 hour and more	28	4,494	0,37			
Social Skill	1 hour	86	4,172	0,54	1,762	0,174	
	2-3 hour	121	4,316	0,592			
	4 hour and more	28	4,295	0,42			
Emotional Skill	1 hour	86	4,017	0,609	1,306	0,273	
	2-3 hour	121	4,165	0,663			
	4 hour and more	28	4,107	0,705			

	1 hour	86	4,247	0,501		
Goal Setting	2-3 hour	121	4,329	0,61	0,764	0,467
	4 hour and more	28	4,375	0,571		

According to the sports background of the parents included in the research, the relationship between the parents who enable their children to participate in sports activities and the sports background of these children and their life skills was examined. In literature research, no studies have been found on the effect of sports background on the life skills of parents who enable their children to participate in sports activities. However, it was determined as a result of research that the scale was also applied to different individuals. It is thought that this study may support future research.

In table 2, where the life skills of parents are examined according to their license status, when the average values are examined, it is found that parents with an athlete license are better in time management, communication and social skills. It was determined that they were better ($p < .05$) in leadership ($p=0.012$), teamwork ($p=0.020$), emotional skills ($p=0.011$) and goal setting subcategory ($p=0.003$). When looking at the life skills of the parents in terms of sports branch status, it was found that individual sports were better in the subcategories of time management, communication, leadership, social and emotional skills and goal setting, and team sports were only better in team work. It was determined that parents involved in recreational sports were weaker in life skills compared to individual and team sports (Table 3). When we look at the life skills of the parents in terms of their sports experience, parents with 7-9 years of experience in time management (± 4.536), parents with 10 years and above in the communication and leadership category (± 4.450), teamwork (± 4.517) and social skills (± 4.425). It has been found that parents of 10 years and above have good life skills. It was determined that parents with 4-6 years of sports history were better in the emotional skills category (± 4.228), and those with 7-9 years of sports history were better in goal setting (± 4.536) ($p=0.005$) (Table 4).

When considered in terms of parents' daily sports activity levels, those who do 4 or more days of activity in time management ($p = 0.029$) have lower scores in communication (± 4.365), leadership (± 4.388), teamwork (± 4.365), social skills (± 4.317), emotional skills. It was determined that life skills were better with the average value of (± 4.197) and goal setting category (± 4.462) (Table 5). When looked at in terms of parents' sports activity time (hours) levels, those who do 4 hours or more of activity are better in terms of average values in the time management category (± 4.375), leadership (± 4.293), team work (± 4.494) and goal setting (± 4.375). has been detected. It was determined that those who did 2-3 hours of activity were better in communication (± 4.360), social skills (± 4.316), and emotional skills (± 4.165) (Table 6).

In the study of Düz and Aslan, examining the life skills of high school students, a significant difference was found in the life skills of students with a bachelor's degree compared to those without a bachelor's degree in the categories of time management, leadership, teamwork and goal setting ($p < .05$). As a result, sports for young people who do sports; they think that it can positively improve many life skills such as teamwork, goal setting, initiative, respect for others, time management, leadership, problem solving, decision making, cognitive, emotional, communicative and social skills[8].

Bardakçı and Biçer in their study on the effect of exercises performed with functional sports equipment on the life skills of sedentary women, found that exercises applied to sedentary women between the ages of 20-47 for 12 weeks and 3 days a week had a positive effect on the quality of life[19], in the study where the life skills scale applied to physical education

teachers, Çimen and Akıncı found that teachers under the age of 35 were in the time management category of single teachers ($p < .05$), time management, leadership, social skills of teachers with 15-24 years of service were in the time management category ($p < .05$)[17].

Papacharisis et al., support the effectiveness of a life skills program that integrates sports and life skills training on 40 female volleyball players aged 10-12 with at least 2 years of sports activity history, and they think that it can be an effective model in learning life skills. Therefore, they concluded that youth with improved life skills and improved goal-setting, problem-solving, and positive thinking skills will have a better chance of becoming better students, better athletes, and more engaged and productive community members[20].

Yılmaz in the study on the effect of sports on life skills applied to student athletes at different education levels between the ages of 11-24, found that the life skills of student athletes engaged in athletics were higher than tennis players ($p < .05$)[7], Gümüšoğlu and Küçük found that the life skills they applied to U14 young football players, they concluded that skills programs provided improvements in task, social and team cohesion categories, and that individuals' communication with their teammates within the team was also strong[21].

Cope et al., found a strong relationship between life skills development and sports participation. They provide some evidence that coaches with special training are in a better position than coaches with less or no training[22]. Brunelle et al. concluded that programs that combine sports with life can have an impact on positive social values in adolescents (23). Altun et al., in which the life skills of high school students were evaluated in sports, it was determined that sports was a part of young individuals, especially students who played sports, participated in team sports and played in the school team, were better in life skills than their other friends ($p < .05$)[9].

4. CONCLUSION

In the research, it is thought that the effect of sports background on life skills may be important in terms of its impact on the family and especially on future generations. It is thought that the result that sports background has an impact on leadership, teamwork, emotional skills and goal setting may be an important factor in parents' children's participation in sports. It can be thought that the high impact of sports on life skills in terms of past years of sports and duration of participation in sports activities (days; day-hours) may be due to the fact that they are in sports environments and sports groups. As a result, it is thought that the parents who participated in the study increased their quality of life due to the sports activities they practiced throughout their lives. It can be said that by ensuring their children participate in sports environments, they can improve the impact of sports, time management, life skills such as communication, leadership, teamwork, social skills, emotional skills and goal setting.

ETHICAL APPROVAL (WHEREEVER APPLICABLE)

Ethics committee approval for the research was received with the decision numbered 20 taken at the meeting of Kocaeli University, Social Sciences Ethics Committee dated 10/11/2022 and numbered 2022/10. All authors hereby declare that all experiments have been examined and approved by the appropriate ethics committee and have therefore been

performed in accordance with the ethical standards laid down in the 1964 Declaration of Helsinki.

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