

# EFFECT OF SPORTS PARTICIPATION ON FAILURE IN GENERAL LIFE: AN EXPLORATORY STUDY

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## ABSTRACT

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*Sports have bit by bit turned into a necessary piece of understudy life. It is a well-acknowledged thought that sports support increments physical wellness and improves wellbeing. The constructive outcomes of physical movement on wellbeing and prosperity have been seen in different researches. The current study has the objective to explore perception of students about effects of sports participation on failures in general life. The nature of the study was quantitative in which data was collected through questionnaire (Close ended) having 20 items, quality of which was categorized on 5-point Likert Type Scale. The population was University students and sample was collected from 200 (n=200) male and female students of University of the Punjab, Lahore using simple random sampling technique. Overall results showed that sports participation may not cause mismanagement in students' life (Sig. .000), sports participation is not the waste of time (Sig. .000), involvement in university athletics has helped students' health (Sig. .000), overall career development, socialization, eradication of feelings of liveness (Sig. .000), confidence, mental health, motivation towards success (Sig. .000), physiological and psychological wellbeing (Sig. .000), daily, life style, life barriers management (Sig. .000) in positive way. It is recommended that sports should be the integral part of any academic program or otherwise should be made compulsory along with academic activities in different academic disciplines in all age groups.*

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**Keywords:** Sports, Life, Failure, Sports Participation

## 1. Introduction and Literature Review

Interest in sports is an extraordinary method for remaining dynamic and offers great prizes for psychological wellness. Being engaged with games has been demonstrated to help people groups learn significant abilities adversary managing life's good

and bad times. It is a well-acknowledged thought that sports interest increments physical wellness and improves wellbeing. The beneficial outcomes of physical action on apparent wellbeing and prosperity are more than once reported in the writing (Johnson, 2016). Be that as it may, the exact idea of the relationship stays

hazy and some fundamental inquiries are unanswered about the negative impact of games cooperation in our everyday life. Participation in sports can have a number of positive lifelong effects but participation in sports have also some negative effects in general life (Robinson, 2015). There are a couple of potential negative effect of playing sports in general life including the risk of injury, eating disorders etc.

Sports have bit by bit turned into a necessary piece of understudy life. As onlookers or through direct cooperation, school sports can affect understudies from various perspectives (Katz et al., 2017). Physical teachers and game specialists would concur that athletic interest brings various physiological, mental, instructive and social advantages to the members. These general advantages of athletic support and spectatorship may incorporate Improving wellbeing and applying understudies' surplus energies, Obeying the challenge or cultural principles and obliging reprobate practices, (for example, swindling, acting brutally, expending illicit substances, and drinking over the top liquor, and so forth.), Promoting cultural qu-

alities, trustworthiness and building character, Enhancing certainty, inspiration, feeling of strengthening, and confidence, Providing social connection, fun and delight, Offering open doors for training and profession in games, Expanding beneficial experience and making more companions, Knowing how to manage disappointment and troublesome circumstance and Developing fundamental abilities and all the more explicitly, numerous positive instructive advantages were seen as related with intercollegiate game cooperation (Gatzke et al., 2015).

### **1.1 Athletic Identity, Athletic Commitment and Impact of Athletic Participation**

A competitor's apparent degree of athletic personality is a significant measure for deciding his/her manageability in a game (Fransen et al., 2017). Athletic personality is a decent pointer that shows how one's athletic contribution and experience can influence the individual mentally and subjectively. It can help decide one's progressions and acknowledgment of specific convictions all through their whole athletic profession (Anderson, 2004). When all is said in done, compe-

titors who have a drawn out game vocation mirror a solid degree of athletic character. Athletic personality could be created and kept up by the impact of others just as the competitor himself / herself. It was additionally discovered that noteworthy contrasts in athletic personality may exist among sexes and among various racial gatherings (Anderson, 2004).

While building up the 21-items of Athletic Identity Questionnaire (AIQ), Anderson (2004) discovered one's athletic character was connected to four explicit variables: athletic appearance, significance of activity, sports, and physical action, capability, and support from others. As per a few examinations, competitors' character is experimentally connected to medical advantages, increment of game investment, athletic execution, worldwide confidence, advancement of social connections and certainty which are altogether recognized as center advantages of athletic cooperation (Forsdyke et. al., 2016). Their athletic character is additionally liable to be impacted by the estimations of the game association, just as the game and

sexual orientation personalities of the member.

## **1.2 Effects of Sports Participation on School Life**

In a review investigation of 11,995 male understudies, discovered steady proof that athletic support improves later accomplishment in scholastics (Robinson et al., 2015). The scientists utilized finished surveys to look at white, dark, and Hispanic understudies regarding their cooperation in varsity level sports and their later participation at an organization of higher learning. The outcomes bolstered different examinations that have discovered positive relationships between secondary school athletic support and scholarly accomplishment (Johnston, 2007). The discoveries showed that a more noteworthy level of understudies who took part in secondary school sports headed off to college. The examination additionally demonstrated that the beneficial outcome of athletic cooperation on school participation was increasingly apparent among understudies with lower levels of psychological advancement (Donnelly et al., 2016).

Holloway in 2002 checked on writing that supports the thought that extracurricular exercises, for example, games, upgrades the scholarly mission of schools (Levin, 2017). From his writing audit, he inferred that athletic cooperation diminished the likelihood of school dropout by around 40%. Contribution in these exercises seemed to help in danger understudies by looking after, upgrading, and fortifying the understudy school association (Levin, 2017). Holloway (2002) contended that instructive chiefs ought to reconsider the act of not enabling understudies to take an interest in extracurricular exercises to energize "more earnestly work in the study hall." He affirmed that refusing investment thus may negatively affect the general scholarly accomplishment of the understudies (Schley, 2002).

### **1.3 Sports Participation and Gender Difference**

Alongside the contrasts among competitors and non-competitors, there likewise gives off an impression of being sexual orientation contrasts in the impacts of athletic investment (Laborde et al., 2016). An audit of the

writing appears to demonstrate that male and female competitors are respected distinctively by their friends. The accompanying will look at the changed impacts of athletic investment for male and female competitors, particularly as to their social attributions (Raglin et al., 2018).

In 1961, a milestone study was directed on companion esteems that set up the gauges for juvenile acknowledgment (Veenstra and Dijkstra, 2011). The examination analyzed what understudies needed to be most associated with when they left secondary school. Coleman found that paying little mind to class size or financial arrangement, taking part in games was the main indicator of ubiquity in secondary school guys. Throughout the years, this investigation has been imitated and comparable outcomes have been found (Videon, 2002). Be that as it may, some significant changes have happened after some time, particularly among female competitors.

Females put the most significance on being an exceptional understudy, though guys sought to be extraordinary understudy competitors (Proctor, 2018). The outcomes shifted fairly from

Coleman's (1961) results on the grounds that being an extraordinary competitor was never again adequate for the male competitors. Goldberg and Chandler (1989) affirmed that these discoveries added weight to male teenagers since they wanted to prevail in significantly more regions (Griffin and Galassi, 2010).

Kane (1988) considered the connection between female athletic support and status achievement inside the secondary school immature economic wellbeing framework. Kane (1988) needed to check whether she would discover unexpected outcomes in comparison to the Coleman study (1961) with respect to female athletic support and its significance among teenagers. Kane (1988) stretched out her investigation to further analyze the impacts of support in various games and whether they were viewed as sex-proper or sex-wrong. A survey was finished by 232 sophomores, youngsters, and seniors (111 females and 121 guys) from a little, mid-western secondary school. The outcomes uncovered diverse status attributions as indicated by the kind of game. Females related with sex-suitable games, (for example, tennis, voll-

eyball, and golf) were credited with altogether more prominent economic wellbeing than females who were related with sex-wrong sports, (for example, ball and softball). Kane (1988) reasoned that, "social appraisals made about female game interest inside secondary school status frameworks remain intensely impacted by conventional convictions with respect to female, 'cultured' conduct."

#### **1.4 Sports Participation and Athletic Identity.**

A competitor's apparent degree of athletic personality is a significant measure for deciding his/her manageability in a game (Cotterill, 2016). Athletic character is a decent pointer that shows how one's athletic contribution and experience can influence the individual mentally and subjectively. It can help decide one's progressions and acknowledgment of specific convictions all through their whole athletic vocation (Cotterill, 2016). By and large, competitors who have a delayed game profession mirror a solid degree of athletic character (Anderson, 2004). Athletic character could be created and kept up by the impact of others

just as the competitor himself / herself. It was additionally discovered that huge contrasts in athletic character may exist among sexual orientations and among various racial gatherings (Chen, Snyder and Magner, 2010). While building up the 21-thing Athletic Identity Questionnaire (AIQ), Anderson (2004) discovered one's athletic personality was associated to four explicit components: athletic appearance, significance of activity, sports, and physical movement, capability, and consolation from others. As indicated by a few examinations, competitors' character is observationally connected to medical advantages, increment of game investment, athletic execution, worldwide confidence, improvement of social connections and certainty which are altogether recognized as center advantages of athletic cooperation (Forsdyke, 2016). Their athletic character is additionally prone to be impacted by the estimations of the game association, just as the game and sexual orientation personalities of the member (Curry, 1989). Then again, Researcher had additionally distinguished the advancement of "muscle head personality" while

breaking down male competitors' apparent athletic character. This special way to deal with game was decidedly connected with adjustment to manly standards, hazard taking practices, and help of both minor and significant misconduct (Forsdyke, 2016).

Keeping in view all the above literature, according to Pakistani scenario, it is perceived that due to participation in sports, people cannot perform well in their general life and as a result of that participation in sports is discouraged among youth as it can be a cause of failures in their general lives. The overall purpose of this study was to explore the effects of sports participation on students' lives. Through this study we can check the effects of sports participation of students and failures in students' lives that is caused by participating in sports. Either the effects are positive or negative which generated the question that what are the effects of sports participation on general lives of students and it is hypothesized that there are positive effects of sports participation on general lives of students. This study is limited to the students of University of the Punjab. The research is delimited to male

and female students of University of Punjab Lahore.

## 2. Research Methodology

The nature of the study was quantitative in which data was collected through questionnaire (Close ended) having 20 items, quality of which was categorized on 5-point Likert Type Scale. The population was University students and sample was collected from 200 (n=200) male and female students of University of the Punjab, Lahore using simple random sampling technique. Validity of data collection tool was checked through expert opinion and reliability was measured using Cronbach's Alpha with value .707. SPSS version 21 was used for data analysis in which independent t-test was used for response against data collection tool in two genders, ANOVA was used to check response in different age groups and Chi-Square analysis was done for individual item analysis.

## 3. Results and Data Analysis

### 3.1. Independent sample t-test responses according to gender

**Table 3.1**

Independent Sample t-test for different age groups					
Gender	N	Mean	Std. Dev.	F	Sig
Male	79	2.07	.543	.037	.848
Female	121	2.04	.568		

Where  $\alpha = .05$

Results showed that there is no significant difference among male and female (Sig. .848) regarding their opinions for different statements about effects of participation in sports on failure in general life.

### 3.2 ANOVA responses according to different age groups

**Table 3.2**

ANOVA for different age groups					
Mean	Sum of Sq.	Df	Mean Sq.	F	Sig.
Between groups	18.06	42	.430	1.11	.314
Within groups	60.69	157	.387		
Total	78.75	199			

Where  $\alpha = .05$

There were three different age groups from whom data was collected which were 17-21 Years, 21-25 Years and above 25 Years and results showed that there is no significant difference (Sig. .314) among different age groups regarding their opinions for different statements about effects of participation in sports on failure in general life.

### 3.3 Individual Item (Chi-Square) Analysis for Different items of Data Collection Tool

#	Statements	SA	A	N	DA	SD	$\chi^2$	Sig. (p)
1	I have many goals that relate to sport.	82	77	19	15	7	1.322	.000
2	I feel sports may cause mismanagement in my life.	13	61	43	60	23	46.70	.000
3	I feel sports participation is waste of time.	18	28	25	78	51	60.54	.000
4	I feel fear of injury when I participate in sports.	24	61	34	59	22	35.45	.000
5	My involvement in university athletics has helped my health in positive way.	59	73	45	19	4	80.30	.000
6	My involvement in university athletics has helped my overall career development.	57	87	38	15	3	1.124	.000
7	My involvement in university athletics has helped my opportunities to meet other friends.	52	90	42	13	3	1.186	.000
8	I feel, I am lost if I do not participate in sports.	44	61	39	41	15	27.10	.000
9	My involvement in sports has helped to increase my confidence.	70	80	30	14	6	1.108	.000
10	My involvement in sports has made me participate in delinquent behavior.	35	73	49	29	14	49.80	.000
11	My involvement in sports has a negative effects on my academic achievements.	29	46	50	49	26	13.35	.000
12	My involvement in sports has improved my mental health as a result of that I can perform well in my general life activities.	62	77	31	18	12	80.05	.000
13	My participation in sports has promoted my social life.	59	104	21	11	5	1.721	.000
14	I feel betterment in my physiological and psychological condition when I participate in sport which improved quality of my life.	64	79	31	20	6	93.35	.000
15	My participation in sports has improved my confidence enabling me to organize my daily routine activities.	56	90	31	14	9	1.119	.000
16	Sports participation motivated me toward success in every task of my life.	55	85	36	18	6	97.65	.000
17	Sports participation overcome management barriers in my daily activities.	47	87	43	14	9	97.60	.000
18	Sports participation provided me healthy and active life style.	67	68	29	27	9	69.10	.000
19	My social life decreased due to participation in sports.	34	58	44	36	28	13.40	.009
20	Sports participation changed my gesture in opposite gender which decreased my acceptance in my own gender's community.	42	54	52	30	22	19.20	.001

Where  $\alpha = .05$ , Abbreviations: SA = Strongly agree, A = Agree, N= Neutral, D= Disagree, SD, Strongly disagree,  $\chi^2$ = Chi square value, p = Significance value

Results show that majority of the students opinion that students have many goals that relate to sports (Sig. 000), sports participation may cause mismanagement in their life (Sig. 000), sports participation is not the waste of time (Sig. 000), students have fear of injury when they participate in sports (Sig. 000), involvement in university athletics has helped their health in positive way (Sig. 000), involvement in university athletics has helped their overall career development (Sig. 000), involvement in university athletic has helped them to meet other friends (Sig. 000), they feel lost when they do not participate in sports (Sig. 000), involvement in sports has helped to increase their confidence (Sig. 000), involvement in sports has made them to participate in delinquent behavior (Sig. 000), involvement in sports has not any negative effect on their academic achievements (Sig. 000), involvement in sports has improved their mental health (Sig. 000), participation in sports has promoted their social life (Sig. .000), they feel betterment in their physiological and psychological condition when they participate in sports (Sig. 000), parti-

icipation in sports has improved their confidence (Sig. 000), sports participation motivated them toward success (Sig. 000), sports participation overcome management barriers in their daily activities (Sig. 000), participation provides healthy and active life style (Sig. 000), social life of students decreased due to participating in sports (Sig .009), sports participation changed their acceptance in their own gender community (Sig .001).

#### **4. Discussion and Conclusion**

It is a well-acknowledged thought that sports support increments physical wellness and improves wellbeing. The constructive outcomes of physical movement on saw wellbeing and prosperity are over and again archived in the writing. Be that as it may, the exact idea of the relationship stays hazy and some essential inquiries are unanswered about the negative impact of games interest in our day by day life. Participation in sports can have a number of positive life-long effects but participation in sports have also some negative effects in general life. There are a couple of potential negative effect of playing sports in general life

including the risk of injury, eating disorders etc. Sports have slowly turned into a basic piece of understudy life. As observers or through direct support, school sports can affect understudies from numerous points of view. Physical teachers and game specialists would concur that athletic interest brings various physiological, mental, instructive and social advantages to the members. It was additionally seen that for the most part understudies are keen on games support and sports cooperation have constructive outcomes throughout their life.

It is concluded from this research that students have many goals that relate to sports, sports participation may not cause mismanagement in students' life, sports participation is not the waste of time, involvement in university athletics has helped students' health, overall career development, socialization, eradication of feelings of loneliness, confidence, mental health, motivation towards success, physiological and psychological well-being, daily, life style, life barriers management in positive way. It is recommended that sports should be the integral part of any

academic program or otherwise should be made compulsory along with academic activities in different academic disciplines in all age groups. Furthermore, this study should be done on larger population to generalize this phenomenon.

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