
Influence of Selected Demographic Variables on the Development and Transfer of Life Skills: A Survey of Higher Education Institutions of Khyber Pakhtunkhwa Pakistan

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Abstract

Objectives: The present study was conducted for two important purposes; a) determining the influence of demographic variables such as gender and formats of sports in the development of selected life skills (i.e., Decision-making skills, interpersonal communication skills, and identity development skills), and b) determining the influence of demographic variables in transferring these skills to other domains of life (family, academic and community endeavors) among university students of Khyber Pakhtunkhwa (KP), Pakistan. **Method:** A total of 389 questionnaires were distributed among the participants, out of which 335 (88.11%) received back. As the study was guided by a descriptive model from quantitative research method, therefore, a structured questionnaire was developed and used for collecting the requisite data. The responses were tabulated and analyzed with the help of computer software. In addition to descriptive statistics like frequency and percentage that is used to describe the basic features about the samples and the measures, some other statistical test like, Independent Sample *t*-Test were used to taste the set hypotheses of the study. **Findings:** The result showed that Male reported higher mean score on various dimensions of life skills development through sport compared with their counter-parts female athletes ($p < .05$) and no statistically significant differences were noted in transferring life skills to other domains of life ($p > .05$). Likewise, the analyzed data revealed that team sport-participants reported higher mean score on life skills development compared with

individual sport-participants ($p < .05$) and no statistically significant differences were noted in transferring life skills to other domains of life ($p > .05$). **Implications:** The sport participation among female can be increased by projecting the importance of life skills development and their transfer through sport, especially in conservative societies like Pakistan, where religious obligations are dominant over culture. The integrative force of sport towards life skills development may be utilized in a befitting manner by the people in the field of Sport Sciences and Physical Education in Pakistan.

Keywords: Gender, Formats of Sport, Development, Transfer & Life Skills

JUSTIFICATION

Sport and games are an integral part of the academic curriculum, Especially, the participation of university students' who spend most of the time in classrooms, laboratories for research and cut off from social life (Beyer & Hannah, 2000; Bailey et al., 2004). Physical activities and sport participation always help students in higher academic achievements (Coates & Vickerman, 2008). It is necessary for all the educational institutions to make sure the smooth conduct of sport activities and participation. The main goal for university sport is the training of the brain and body of young people to keep them physically fit and become a good citizen (Shulman & Bowen, 2011). Sport has become an integral part of the schools, colleges, and universities in Pakistan. Various sport events such as interscholastic sport, intercollegiate sport, and Interschool provide an opportunity for students to participate in sport in these different levels. These sport participation develops various attributes in students such as courtesy, sympathy, truthfulness, fairness, honesty, the supremacy of law and respect for authority (Kulbayev & Doskarayev, 2017). This particular study is an attempt to determine the role of sport in the development, and transfer of life skills in the general life of university students of Khyber Pakhtunkhwa (KP), Pakistan.

Teaching life skills is popular in many areas in an effort to address common problems experienced during adolescence such as such as poverty, suicide, drug abuse, sexual harassment, juvenile, and delinquency (Prajapati et al., 2017). Life skills programs are not a panacea for addressing all the challenges faced by young people in today's society, but they can be part of the solution to certain challenges (Danish, 2002). Since the early 1900s, the program of learning life skills through sport has been used, where sport was believed to develop sportsmanship and other attributes that prepared children and adolescents to meet the favourable and unfavourable situations (Danish et al., 2004; Holt, 2008). Although there is now a debate within the area of sport psychology as to whether sport programs can be used to teach life skills, the general consensus is sport can and

does teach participants various life skills such as; improvement in physical well-being by improving one's health and fitness, self-awareness, creative thinking and developing leadership qualities (Gould & Voelker, 2010; Memmert, Baker, & Bertsch, 2010; Wiersma & Sherman, 2008).

The intervention sought to address some of the gaps that exist within current literature and contribute to knowledge. Such gaps include limited evidence of life skill interventions in the homeland country Pakistan as extensive research on life skill development and transfer through sport is based on western culture (Coalter, 2007; Gould and Voelker, 2010; Jones & Lavallee, 2009). These developed countries have a different system of education, a different sport structure in educational institutions, and a different ethnic diversity. Therefore, it can be assumed that research study completed in developed countries like US, UK, and Canada may not easily be replicated in Pakistan

Therefore, assessment of life skills among university student-athletes is required to determine the role of demographic factors regarding life skills development and then transfer through sports in university setting provides useful information to relevant bodies in relation to how they can best support university's student-athletes. With these considerations, the current study aimed to determine the influence of demographic factors relating life skills development and transfer through sport participation at both public and private sector universities of the homeland country Pakistan.

Objective

1. To analyze the demographic differences pertaining to life skills development through sport among university students of Khyber Pakhtunkhwa.
2. To analyze the demographic difference relating to the transfer of life skills to various domains of life among university students of Khyber Pakhtunkhwa.

Research Hypotheses

- Ha 1 There is a difference in various dimensions of life skills development through sport by gender (males and females) of university students.
- Ha 2 There is a statistically significant difference in life skills transfer to other domains of life by gender (males and females) of university students.

Ha 3 There is a difference in various dimensions of life skills development through sport by format of sport (team sport and individual sport) among university students.

Ha 4 There is a statistically significant difference in life skills transfer to other domains of life by format of sport (team sport and individual sport) of university students.

Related Literature

Life Skills Development through Sport Participation

Researchers in youth development have significant interest in developing life skills through sport. Also, they have a paramount interest in exploring the factors influencing the development links concerning life skills through sport participation. Different studies have been conducted in a multiple areas of life skills outcomes through participation in sport activities such as the development of self-esteem (Slutzky & Simpkins, 2009), talent development (Burgess & Naughton, 2010), development of leadership qualities (Extejt& Smith, 2009), character development (Camiré & Trudel, 2010), and academic achievements (Trudeau & Shephard, 2010). Although most of the research concentrated on two significant issues; a) whether the above-stated life skills are developed through sport or not, b) whether these life skills transfer to children and youth in other domains of life. These questions are still inconsistent. On the one side, the findings indicate that youth life skills are not developed through involvement in sport. On the other side, results indicate that the sport program can learn significant life skills if organized under the correct situation, kids and youth.

Research studies in Western cultures indicated that sport participation helps in developing particular life skills among its participants (Hodge, Danish, & Martin, 2013; Hayden et al., 2015; Park, Lavallee, & Tod, 2013). For example, one research stated that involvement in sport helps to build character (Doty, 2006). Another research found that sport builds athletes' social lives and athletic identity (Chen, Snyder, & Magner, 2010). Several studies indicated the relationship of sport participation and deploying corporate social responsibility (Smith & Westerbeek., 2007), social skills (Vidoni& Ward, 2009), prosocial values among adolescents (Brunelle, Danish, & Forneris, 2007), and self-esteem (Pedersen & Seidman, 2004).

Life Skills Transfer through Sport Participation

One of the important benefits of sport participation is the development of basic life skills. Learning only suitable life skills through sport and later transferring these life abilities to other realms of life is compulsory. Upon this statement, research described that coaches are the key factors helps in transferring the life skills developed through sport to the classroom and other important domains of life among student-athletes (Camire et al., 2009). Another study describing the importance of coaches concerning the realization of life skills development among student-athletes and also ascertain the most relevant and appropriate skills that help in the lives of athletes (Gould et al., 2007). Additionally, coaches are responsible to understand the coaching climate where they were learning life skills through sport.

Therefore, those coaches who are working at vocational institutions might focus on transferring life skills to other domains of life whereas, private trainers may be more likely to concentrate on transferring life skills to a classroom environment. Besides, one study identified some tactics applied by exceptional coaches in perspective of encouraging life skills developed through sport into other important domains of life (Camiré et al., 2012; Trottier& Robitaille, 2014). Their findings revealed that all athletes are not the same concerning their physiological as well as psychological approaches. Some athletes are unable to know how learned life skills are transmitted to the real-life scenario in the sport setting; for that reason, coaches understand the need for exercising the teaching moments concerning the application of life skills in a real-world situation. Besides, some trainers gave volunteer job, in which their athletes could give back to the society, to better comprehend the use of life skills created through sport. It is essential that the coach use intentional approach to develop life skills through sport and later on the life abilities to other significant areas of life on this concept.

METHODS AND MATERIALS

Research Design

Any research study is based on a systematic approach that helps in obtaining proper and adequate information for testing set hypotheses or achieving the predetermined goals (Leedy&Ormrod, 2013). Research design refers to a detailed plan, which the researchers select to grip the different constituents of the research study logically and consistently to effectively address the research problem (De-Vaus, 2001). Keeping into consideration the nature of the present study; a cross-

sectional research design was appropriate to achieve the set objectives of the study. For obtaining desirable information, the researcher used the survey technique, in which the data were collected at a specified time of the year from different students of both private and public sector universities of Khyber Pakhtunkhwa.

Choice of Method

This research study was supported with descriptive model from a quantitative research method. A numerical method of describing the observation of materials or characteristics is called a quantitative method. The study is focused to determine the role of sport in the development and transfer of life skills as well as differences in life skills developed and transferred through sport based on demographic attributes such gender, ethnicities, mother language, and formats of sport (Individual sport and Team Sport). It was impractical to determine these differences with the help of qualitative research. Resultantly, the researcher used quantitative research method.

Population and Sampling Strategy

Population refers to the full set of individuals or of objects having uniformity in their characteristics (Mokken, 2011). The population for the study comprised of all those students who participated in a competitive sport and were enrolled in Public or Private Sector Universities. It is important that the findings and conclusions obtained through a systematic process of investigation must be valid, realistic, and effective. For this purpose, it is mandatory to include every member of the entire population. The group of an individual from whom the researcher collects the required information is called a sample, whereas, the way of selecting a group of respondents from the entire population is called sampling design or sampling strategy (Fraenkel&Wallen, 2006). The province of KP comprises 26 districts in which thirty-six (36) public and private sector universities are established. Amongst, these universities, the researcher selected 18 those universities, whose teams are regularly taking part in Inter-Collegiate, Inter-Varsity, and all Pakistan Inter-Varsity sport events. The researcher then obtained a total number of those students who participated in sport events of Inter-Collegiate, Inter-Varsity, and all Pakistan Inter-Varsity from the respective Directorate of Sport of every university. According to the Entry Form of students 778 students from the sampled universities participated in the Inter-Collegiate, Inter-Varsity, and all Pakistan Inter-Varsity sport competitions. Amongst them, the

researcher selected a representative sample (n=389 fifty 50% of the total population) with the help of a simple random sampling technique.

Table = 1

Description of a Sample obtained from each University of Khyber Pakhtunkhwa.

S. No	University's Name	Total Students	Sampled Students
1.	Abasyn University, Peshawar	32	16
2.	Abdul Wali Khan University, Mardan	46	23
3.	Bacha Khan University, Charsadda	28	14
4.	CECOS University of Information & Emerging Sciences, Peshawar	32	16
5.	Gomal University, Dera Ismail Khan	68	34
6.	Hazra University, Mansehra	62	31
7.	Iqra National University, Peshawar	32	16
8.	Islamia College University, Peshawar	54	27
9.	Khushal Khan Khattak University, Karak	36	18
10.	Kohat University of Science and Technology, Kohat	50	25
11.	Qurtaba University of Science & Information Technology	36	18
12.	Sarhad University of Science & Information Technology, Peshawar	52	26
13.	The University of Agriculture Peshawar, Peshawar	54	27
14.	University of Haripur, Haripur	32	16
15.	University of Malakand, Malakand	36	18
16.	University of Peshawar, Peshawar	54	27
17.	University of Science & Technology, Bannu	42	21
18.	University of Swabi, Swabi	32	16
Total	18	778	389

Data Collection Instrument and Description

As the study was guided by a descriptive model from quantitative research method, therefore, a structured questionnaire was developed and used for collecting the requisite data. A preliminary draft of the questionnaire was developed pertaining to the selected life skills as well as various domains of life. This draft was developed on Likert type five points with options, a) strongly agree b) somewhat agree c) undecided d) somewhat disagree and (e) strongly disagree. For this purpose, the physical educationists, sportsmen/women, sport managers, and alumni were requested to give their valuable suggestions/recommendations against the proposed items of the questionnaire. The developed questionnaire was then administered to the developed questionnaire among 26 students (males=13 and females=13) from a target population having different sport and socio-cultural background.

The researchers employed content validity to make the questionnaire adequate for identifying the problem under investigation. For this purpose, the questionnaire was administered among 05 experts from Sport Sciences and Physical Education of different universities of Pakistan. They were requested to check the content and format of the questionnaires in line with the variables to be measured. More specifically, a content expert was requested to evaluate each item by using the following rating.

Clearly measuring	Clearly not Measuring	Degree to which it measures the content area is unclear
1	-1	0

The following formula was used to measure the content validity.

$$IOC = \sum R/N$$

Where

R refer to the sum of experts who accepted the item

N refer the total number of experts

Based on the opinion, suggestions and recommendations obtained from the experts, 10 items were excluded for their poor communication, inadequacy, and irrelevancy in perspective of the identified variables of the study. Thus, a final questionnaire consisted of 42 items was used for data collection.

The internal consistency (reliability) of the questionnaire used in the study was assessed through Cronbach's alpha, and the results have been presented in the table.

Table = 2

Factor-wise internal consistency (reliability) scores of the Questionnaire

Aspects	No. of items	Reliability Score
Sport Participation	09	.839
Development of Life Skills	21	.812
Transfer of Life Skills	12	.810

RESULTS AND DISCUSSION

Demographic Profile of the Participants

Table 3 presented the characteristics of n = 335 participants included in the study. The gender, ethnicity, mother tongue and current sport the students participated in were taken into consideration as shown in table 3.

Table -3 Descriptive Statistics for gender, ethnicity, mother tongue and current sport the students participated in the Study.

		Frequency	Percent
Gender	Male	265	79.1
	Female	70	20.9
	Total	335	100.0
Ethnicity	Pakhtoon	261	77.9
	Saraiki	60	17.9
	Hindko	10	3.0
	Any other	4	1.2
	Total	335	100.0
Mother Tongue	Pashto	254	75.8
	Saraiki	61	18.2
	Hindko	12	3.6
	Any other	8	2.4
	Total	335	100.0
	Cricket	103	30.7
	Football	64	19.1
	Hockey	10	3.0
	Volleyball	51	15.2

Current Sport Participation	Badminton	54	16.1
	Basketball	4	1.2
	Table Tennis	22	6.6
	Athletic	27	8.1
	Team	241	71.9
Format of Sport	Individual	94	29.1
	Total	335	100.0

As for a gender distribution of the demographics, the distribution of the students based on their gender shown in table 1 was 265 (79.1%) males and 70 (20.9%) females.

Out of 335 students 261 (77. %) were having Pakhtoon ethnicity, 60 (17. %) were Saraiki, 10 (3.0 %) were from Hindko and only 04 (1.2 %) were belong to any other ethnicity.

Similarly, the mother tongue was analyzed from four categories, such as Pashto, Saraiki, Hindko, and any others; out of 335 students 254 (75.8 %) were speaking Pashto language, 61 (18.2 %) were Saraiki speaking, 12 (3.6 %) were Hindko speaking and 08 (2.4 %) were those whose spoken other languages.

The table showed that the majority of the participants fell in the game of cricket. Likewise, 64 (19.1%) participated in football, 10 (3.0%) took part in hockey, 64 (19.1%) played Volleyball, 54 (16.1%) participated in badminton, 04 (1.2%) took part in basketball, 22 (6.6%) participated in table tennis and 27 (8.1%) participated in athletics.

Out of a sample of n=335 university students, 28.06 % identified as individual sport participants and 71.94% identified as team sport participants.

Testing of Hypotheses

Ha 1 There is a difference in various dimensions of life skills development through sport by gender (males and females) of university students.

To determine differences between the means of two groups within the sample (males and females) in perspective of the various dimensions of life skills development through sport, an Independent Sample t-test was applied and the results are presented in two separate outputs. The first output 4.a obtained from SPSS, version, 24 refers to the descriptive statistics of the sample by providing the sample size (N), mean (M), standard deviation (SD), and standard error of the mean for each group (males and females). The analyzed data describe that there exist statistically significant

differences between university male and female students in two variables like., Decision-making skills (males=4.1438; females=3.7711) and Interpersonal communication skills (males=3.8517; females=3.5621). As for identity development skills is concerned, the analyzed data revealed no statistically significant differences (Males=3.9787 and Females=3.8163).

Table = 4.a Group statistics providing the descriptive statistics of a sample on life skills development through sport by gender

Variables	Gender	N	Mean	Std. Deviation	Std. Error Mean
Decision-making Skills	Male	265	4.1438	.50450	.03099
	Female	70	3.7711	.62038	.07415
Interpersonal Communication Skills	Male	265	3.8517	.55977	.03439
	Female	70	3.5621	.66986	.08006
Identity Development Skills	Male	265	3.9787	.51716	.03177
	Female	70	3.8163	.83184	.09942

The output 4.b of (Independent sample Test) describes the results of *t*-test. The output defines the *t*-statistics (*t*= 5.227, 3.688 & 2.027), *df*, which is the sample size (335) – the number of tests (2) (*df*=333), the *p*-value (.000, .000,.000,.001,.043 & .123), mean differences (.37267, .28956 & .16243), standard error (.07130, .08037, .07852, .08714, .08012 & .10438) and confidence interval (.23241, .53223, .13510, .46252, .00483 & .37001).

Table = 4.b *t*-test results on various dimensions of life skills development through sport

Independent Samples Test							
	Levene's Test for Equality of Variances		t-test for Equality of Means				
	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper

Decision-making Skills	Equal variance	5.414	.021	5.227	333	.000	.37267	.07130	.23241	.51293
	s assumed									
Interpersonal Communication	Equal variance			4.637	94.458	.000	.37267	.08037	.21311	.53223
	s not assumed									
Identity Development Skills	Equal variance	3.942	.048	3.688	333	.000	.28956	.07852	.13510	.44401
	s assumed									
Interpersonal Communication	Equal variance			3.323	95.950	.001	.28956	.08714	.11659	.46252
	s not assumed									
Identity Development Skills	Equal variance	27.162	.000	2.027	333	.043	.16243	.08012	.00483	.32003
	s assumed									
Identity Development Skills	Equal variance			1.556	83.582	.123	.16243	.10438	.04515	.37001
	s not assumed									

Based on the results obtained from the t-test, it can be interpreted that the t-test results reveal a statistically significant difference in the mean score of two variables out of three because the p-value of 000 & 001 respectively for decision-making skills and interpersonal communications skills are less than the set $\alpha = .05$, Whereas the p-value of .123 for identity development skills, is greater than the set $\alpha = .05$. Therefore, the alternate hypothesis of a significant difference between male and female students on various dimensions of life skills development through sport is accepted without 1 out of 3 variables.

Ha 2 There is a statistically significant difference in life skills transfer to other domains of life by gender (males and females) of university students.

The researchers applied *t*-test to find out the means difference of two groups within the sample (males and females) in respect of life skills transfer to other domains of life and the results are presented in two separate tables. The table 5a describe that there are no statistical significant differences between university male and female students in life skills transfer to various domains of life family endeavour (males=3.3028 & females=3.2000), academic endeavour (males= 3.3679 & females=3.2250), and community endeavour (males=3.3528 & females=3.2829).

Table = 5.a Group statistics providing the descriptive statistics of a sample life skills transfer to other domains of life

Variables	Gender	N	Mean	Std. Deviation	Std. Error Mean
Family Endeavour	Male	265	3.3028	.77639	.04769
	Female	70	3.2000	.81605	.09754
Academic Endeavour	Male	265	3.3679	.82544	.05071
	Female	70	3.2250	.99012	.11834
Community Endeavour	Male	265	3.3528	.82149	.05046
	Female	70	3.2829	.96188	.11497

Table = 5.b *t*-test results on various dimensions of life skills transfer to other domains of life

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		Sig.	T	Df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Family Endeavour	Equal variances assumed	.927	.336	.975	333	.330	.10283	.10546	-.10463	.31029

	Equal variance s not assumed			.947	104.38	.346	.10283	.10857	-.11247	.31813
	Equal variance s assumed	3.32	.069	1.234	333	.218	.14292	.11586	.08499	.37083
Academic Endeavour	Equal variance s not assumed			1.110	95.81	.270	.14292	.12875	-.11264	.39849
	Equal variance s assumed	4.15	.042	.611	333	.542	.06997	.11456	-.15538	.29533
Communit y Endeavour	Equal variance s not assumed			.557	97.20	.579	.06997	.12555	-.17921	.31916

Results of the table 5.b indicated that there are no statistical differences in respect of life skills transfer to other domains of life such as family, academic and community endeavours based on the *p*-value of .330, .218 & .542 are higher than the set $\alpha = .05$. Therefore, the alternate hypothesis of a significant difference between male and female students on the transfer of life skills developed through sport in various domains of life is strongly rejected.

Ha 3 There is a difference in various dimensions of life skills development through sport by format of sport (team sport and individual sport) among university students.

The first output 6.a obtained from SPSS, version, 24 refers to the descriptive statistics of the sample by providing the sample size (N), mean (M), standard deviation (SD), and standard error of the mean for each group (team sport and individual sport). The analyzed data describe that there exist statistical significant differences among university students in different life skills i.e., Decision-making skills (team sport-participants=4.1549; individual sport-participants=3.8378) and Interpersonal communication skills (team sport-participants=3.8528; individual sport-participants=3.5333) and identity development skills (team sport-participants=4.0063; individual sport-participants=3.7870).

Table = 6.a Group statistics providing the descriptive statistics of a sample on life skills development through sport by format of sport (team sport and individual sport)

Variables	Format of Sport	N	Mean	Std. Deviation	Std. Error Mean
Decision-making Skills	Team	241	4.1549	.50772	.03271
	Individual	94	3.8378	.59359	.06122
Interpersonal Communication Skills	Team	241	3.8528	.56637	.03648
	Individual	94	3.5333	.63993	.06600
Identity Development Skills	Team	241	4.0063	.52007	.03350
	Individual	94	3.7870	.74522	.07686

Results of the table 6.b indicated that there are statistical differences in respect of various life skills i.e, decision-making skills and identity development skill, because the *p*-values for decision making skills, interpersonal communications skills, and identity skills were found lesser than the significant level (.000, .002 & .002 < .05). Therefore, the alternate hypothesis of significant difference various dimensions of life skills development through sport based on format of sport (individual vs team) is strongly accepted.

Table = 6.bb t-test results on various dimensions of life skills development through sport by format of sport (team sport and individual sport)

Independent Samples Test									
Levene's Test for Equality of Variances				t-test for Equality of Means					
	F	Sig.	T	Df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

Decision-making Skills through Sport	Equal variance	4.573	.033	4.893	333	.000	.31717	.06483	.18965	.44469
	assumed Equal variance			4.569	148.949	.000	.31717	.06941	.18001	.45433
Interpersonal Communication Skills through Sport	Equal variance	1.738	.188	3.070	333	.002	.21948	.07148	.07887	.36010
	assumed Equal variance			2.910	152.976	.004	.21948	.07542	.07049	.36847
Identity Development Skills through Sport	Equal variance	17.135	.000	3.048	333	.002	.21929	.07195	.07776	.36081
	assumed Equal variance			2.615	129.873	.010	.21929	.08385	.05340	.38517

Ha 4 There is a statistically significant difference in life skills transfer to other domains of life by format of sport (team sport and individual sport) of university students.

t-test was applied to find out the means difference of two groups within the sample (team sport and individual sport) in respect of life skills transfer to other domains of life and the results are presented in two separate tables. The table 4.20a describe that there are no statistical significant

differences among university based on their format of sport in various domains of life i.e., family endeavour (team sport-participants=3.2780 & individual sport-participants=3.2899), academic endeavour (team sport-participants=3.3724 & individual sport-participants=3.2500), and community endeavour (team sport-participants=3.3519 & individual sport-participants=3.3032).

Table = 7.a Group statistics providing the descriptive statistics of a sample in respect of life skills transfer to other domains of life by format of sport (team sport and individual sport)

Group Statistics					
	Format of Sport	N	Mean	Std. Deviation	Std. Error Mean
Mean of Family Endeavour	Team	241	3.2780	.77929	.05020
	Individual	94	3.2899	.80264	.08279
Mean of Academic Endeavour	Team	241	3.3724	.83918	.05406
	Individual	94	3.2500	.91947	.09484
Mean of Community Endeavour	Team	241	3.3519	.83192	.05359
	Individual	94	3.3032	.90405	.09325

The Levene’s test for equality of variances in table 7.b shows that the p values for various domains are .336, .069 & .042 ($p > .05$) so, homogeneity of variances can be assumed. Table 4.20b also shows that in case of comparing various dimensions of life skills transfer to other domains of life between team sport-participants and individual sport-participants, the calculated $t(333)$ values are .175, 1.234 & .64 respectively for family endeavours, academic endeavours, and community endeavours and ‘p’ values are .330, .218 & .542 ($p > 0.05$). Hence, it is not significant at 0.05 level and H_0 is rejected. So, it can be interpreted that team sport-participants and individual sport-participants do not significantly different in respect of life skills transfer to other domains of life.

Table = 7.b t-test results on various dimensions of life skills transfer to other domains of life by format of sport (team sport and individual sport)

Independent Samples Test	
Levene's Test for Equality of Variances	t-test for Equality of Means

		Sig.	T	Df	Sig.(2 tailed)	Mean Differenc e	Std. Error Differenc e	95% Confidence Interval of the Difference Lower Upper		
Family Endeavour	Equal variances assumed	.927	.336	.975	333	.330	.10283	.10546	-.10463	.31029
	Equal variances not assumed			.947	104.38	.346	.10283	.10857	-.11247	.31813
Academic Endeavour	Equal variances assumed	3.32	.069	1.234	333	.218	.14292	.11586	.08499	.37083
	Equal variances not assumed			1.110	95.81	.270	.14292	.12875	-.11264	.39849
Community Endeavour	Equal variances assumed	4.15	.042	.611	333	.542	.06997	.11456	-.15538	.29533
	Equal variances not assumed			.557	97.20	.579	.06997	.12555	-.17921	.31916

Therefore, the alternate hypothesis of significant difference between team sport-participants and individual sport-participants on transfer of life skills developed through sport in various domains of life is strongly rejected.

DISCUSSION

The present study was carried out to determine the life skills development and transfer through sport in the general life of university's students of Khyber Pakhtunkhwa, Pakistan. The three main skills identified as decision-making skills, interpersonal communication skills, and identity development skills are collectively named as life skills. Likewise, the main aspects such as family, academic, and community are collectively called as important domains of life.

As such, the hypotheses (Ha1 & Ha2) of this study sought to investigate the contribution of gender on the life skills development and transfer of life skills, for which the results indicated that male university students reported higher mean scores on the development of two life skills such as decision-making skills and interpersonal communication skills than their counterparts females. In the same data, female student-athletes reported a higher mean score on the identity development skills compared with their counterparts' males. However, the table 4.18a describe that there are no statistical significant differences between university male and female students in life skills transfer to various domains of life. These findings are consistent with societal problems as here in Pakistan females are kept inside the boundary walls and given fewer opportunities of participation in sport (Bibi, Khan, & Khan, 2016). In Muslim countries of the world, sport have been considered as male dominant and male-oriented activity. Different societal, cultural, socio-economical, religious, and biological factors influence the benefits obtained through sport participation, especially among the female folk (Marwat et al, 2014; Khan et al., 2017). Despite many social problems, some problems point to the high accident rate including trained sport coaches and trainers, no or less availability of teaching life skills in a sport context are prevailing in the context of sport. These circumstances create hindrance in the way of girls' empowerment through sport. Hence, this finding attracts the attention of sport's personnel and policymakers to improve female folk in perspective of life skills development and transfer through sport.

In terms of differences based on the format of sport (Ha 3 & Ha4), results revealed that team sport-participants reported higher mean score in life skill development through sport compared to individual sport-participants and those comprised decision-making skills and identity development skills. Research approves of a team sport like Football, Hockey, Cricket and Baseball particularly it develops such qualities as punctuality, social adjustment (Ayaz, Tezcan, & Akıncı 2005). Research in the areas of life skills development through sport has supported the

findings of the present study in this way that sport including volleyball, basketball, tennis, shooting, dance, martial arts, swimming and mountaineering have paramount significant in the development of decision-making skills and academic performance of the students (Fraser-Thomas, Côté, & Deakin, 2005; Forneris, Camiré, & Trudel, 2012; Jones & Lavallee, 2009). Research suggests that team sport is a significant factor in the development of adolescents' life skills such as identity, decision-making, self-esteem, identity and feelings of competence (Danish, Forneris, & Wallace, 2005). However, analysis of the data indicated that team sport-participants and individual sport-participants do not significantly different in respect of life skills transfer to other domains of life. These findings have the potential to lead to more in-depth study regarding gender as well as format of sport differences in various dimensions of life skill development and transfer of these life skills to other domains of life such as family, academic and community.

CONCLUSION

This study sought to determine the contribution of gender on the development of life skills through sport, for which the result revealed that male student-athletes reported higher mean score in life skill development through sport compared with females group. However, it was also indicated in the identity development skills males and females are on the same pedestal. These findings tend to corroborate that gender had a significant influence on life skills development and transfer of the athletes. Gender based life skills transfer was found no significant difference in all dimensions, like family, academic, and community endeavours.

It has been concluded that type of sport (e.g. team or individual) is highlighted as an important variable that influence life skills development and transfer of the athletes. In the present study, individual sport-participants reported lower scores on life skills development compared with team sport-participants. Collectively, this result demonstrates the value and significance of game-based training for the development of life skills in athletes. Alternatively, the closeness of the relationship with the trainer may have a moderating effect. Effective coach/athlete communication is considered fundamental for the proper development of strategies to acquaint with how to develop and transfer life skills through sport?

The findings of the present study can be considered an advance in the study of life skills development and transfer through sport, primarily due to the information obtained through the valid and reliable questionnaire among university student-athletes in Pakistan. Secondly, by

providing information regarding the contribution of some demographic variables (gender, type of sport) on the development and transfer of life skills. These results have paramount significance for sport psychologists, coaches and trainers to plan, organize and evaluate the psychological interventions in Pakistan, due to the fact that they provide indications of how male and female athletes, from different types of sport (team and individual) have different perceptions of life skills development and transfer through sport.

IMPLICATIONS

The study at hand is insightful in describing the role of sport in human lives irrespective of gender. According to the findings of the present study, by projecting the importance of life skills development and their transfer through sport participation among female folk can be increased, especially in conservative societies like Pakistan, where religious obligations are dominant over culture. It was concluded on the basis of the findings of the study that females were less likely involved in sport. Hence, this finding attracts the attention of sport's personnel and policy makers to improve female participation in sport.

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