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A SURVEY ANALYSIS OF SPORTS AND ACADEMIC PERFORMANCE AMONG STUDENTS: A CASE STUDY OF PESHAWAR UNIVERSITY KPK

Abdul Wahid Shah[1], Hazrat Hobab[2], Muzamil Hussain[3], Sayed Alamgir Shah[4], Malaika Adil[5], Burhan Uddin[*6], Fatima Farhat[7], Farah Rashid[8], Naveed Ullah[9], Qamruz Zaman[10]

[1]abdulwahidshah71@gmail.com; [2]hobaibuop@gmail.com; [3]muzamilh313@uop.edu.pk; [4]alamgir.bsst421@iiu.edu.pk; [5]malaikaadil165@gmail.com; [*6]burhan03000@gmail.com; [7]fatimafarhat9867@gmail.com; [8]Farahrashid246@gmail.com; [9]naveeduop.edu.pk@gmail.com; [10]cricsportsresearchgroup@gmail.com

Corresponding Author: *

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ABSTRACT

This study investigates the impact of sports on student life across various universities and departments in Peshawar, such as the University of Peshawar, focusing on dimensions like health, mental well-being, confidence, and overall personal development. The research explores the role of sports in enhancing students' experiences and academic achievements, highlighting the potential benefits of sports participation. A mixed-methods approach was employed, combining quantitative surveys and qualitative interviews to gather data from a sample of students across different universities and departments in Peshawar. The survey questionnaire was designed to assess students' perceptions of the impact of sports on their lives, covering factors such as physical fitness, mental health, confidence, and the overall importance of sports activities. Descriptive statistics, including frequency distributions and histograms, were used to analyze the data, along with inferential methods such as ANOVA, independent sample t-tests, and one-sample t-tests. The qualitative interviews further provided insights into students' personal experiences, motivations, and challenges related to sports participation. The findings highlight the importance of sports in promoting holistic development among students in Peshawar's universities. The research emphasizes a positive relationship between sports participation and student well-being, suggesting that engagement in sports activities contributes to physical fitness, mental health, and self-confidence.

Keywords: *Sports participation, Student well-being, Physical fitness, Mental health, Academic achievement, Personal development.*

1. INTRODUCTION

Sports play a transformative role in students' lives, positively impacting their physical health, academic performance, character development, mental well-being, social interaction, time management, discipline, and conflict resolution. By fostering physical fitness and promoting a healthy lifestyle, sports help students improve cardiovascular endurance, muscle strength, flexibility, and coordination, thereby reducing obesity rates and lowering the risks of chronic diseases. Academically, students who participate in sports often exhibit enhanced focus, time management, and problem-solving skills, as the discipline required in athletics translates to better concentration and cognitive function in the classroom. This positive correlation between sports and academic achievement highlights how physical activity supports holistic education by balancing mental rigor with physical resilience.

In terms of character development, sports provide a platform for students to develop essential life skills such as teamwork, leadership, goal-setting, perseverance, and resilience. These attributes equip students to navigate various aspects of life, from academics to relationships and career ambitions. Mentally, sports play a significant role in promoting emotional well-being by triggering endorphin release, which helps reduce stress and improve mood. This contributes to higher levels of self-confidence, self-esteem, and resilience, while sports also serve as a constructive outlet for managing emotions and developing a strong self-identity.

Socially, sports offer an environment where students can enhance interpersonal skills by engaging with teammates, coaches, and even competitors. These interactions nurture communication abilities, teamwork, and a sense of belonging, encouraging students to appreciate diversity and promote inclusivity across different cultural backgrounds. The demands of balancing academic responsibilities, sports training, competitions, and other extracurriculars teach students invaluable time management skills, preparing them for the demands of adult life. Additionally, sports help instill a sense of personal discipline, as students learn the importance of commitment, adherence to routines, and prioritizing healthy habits such as regular exercise, good nutrition, and adequate rest.

Moreover, sports teach conflict resolution and foster sportsmanship, as students learn how to handle both winning and losing gracefully. Through these experiences, students develop integrity, respect for rules, and ethical values that positively influence their interactions with others. As a result, sports are not just a means of physical exertion; they provide a comprehensive framework for nurturing life skills and character traits that extend beyond the athletic field. Recognizing these benefits, academic institutions are increasingly integrating sports programs into their curricula, aiming to support students' holistic growth and equip them with skills that will serve them throughout their lives. Thus, the multifaceted impact of sports underscores its essential role in shaping resilient, well-rounded individuals.

Objectives

1 To explore the various demographic features of the respondents.
2 To investigate the impact of sports on academic achievement.
3 To examine the opinion of students regarding sports with demographic variables.

2. LITERATURE REVIEW

Sports have long been recognized as an integral part of student life, offering numerous benefits to individuals and communities alike. This literature review aims to explore of sports on student life by examining relevant studies and research conducted in this field. The review will encompass various aspects, including physical health, mental well-being, academic performance, social development, and character building.

Regular participation in sports has been associated with numerous physical health benefits for students. Engaging in physical activity through sports helps students maintain a healthy weight, improve cardiovascular fitness, enhance motor skills, and develop overall physical endurance (Eime et al., 2013). Furthermore, participation in team sports encourages students to lead an active lifestyle, reducing the risk of obesity health issues (Singh et al., 2012).

Engagement in sports activities has been consistently linked to improved physical health among students. A study by Carlson, Dunn, and McDonald (2015) found that participation in organized sports significantly reduced the risk of obesity and associated health issues in adolescents.

Furthermore, a systematic review by Eime et al. (2013) demonstrated that regular sports involvement enhanced cardiovascular fitness, muscular strength, and bone density in students, leading to overall better physical well-being.

Participating in sports has a positive impact on the mental well-being of students. Physical exercise stimulates the release of endorphins, known as "feel-good" hormones, which can alleviate stress, anxiety, and symptoms of depression (Rebar et at., 2015). Additionally, sports provide an outlet for emotional expression, enhancing self-esteem and confidence levels among students (Vella et al., 2017).

Participating in sports has also shown positive effects on the psychological well-being of students. A study conducted by Vella, Magee, and Magee (2019) indicated that sports engagement was associated with reduced symptoms of anxiety and depression among adolescents. The social interaction, team dynamics, and achievement-oriented nature of sports were identified as key factors contributing to enhanced self-esteem and psychological resilience in students (Greenleaf, Petrie, and Martin, 2013).

Several studies have explored the relationship between sports participating and academic performance. Contrary to the belief that sports may hinder academic success, evidence suggests that students who engage in sports achieve better academic outcomes. A study by Kumar et al. (2018) found that active participation in sports positively influenced cognitive abilities, concentration, and academic motivation among students. Moreover, sports can teach valuable skills such as time management, discipline, and goal setting, which can be transferred to academic pursuits (Butcher et al., 2002).

While the primary focus of sports is often physical development, several studies have examined the relationship between sports participation and academic performance. A meta-analysis by Fredricks and Eccles (2005) revealed a positive associative between sports involvement and academic achievement in students. The study suggested that sports fostered time-management skills, discipline, and goal-setting abilities, which translated into improved academic outcomes.

Sports provide a platform for students to develop social skills and foster positive relationships. Participation in team sports cultivates teamwork, cooperation, and communication skills, essential for effective collaboration (Holt et al., 2017).

Sports also promote leadership qualities, as students often take on roles such as team captains or club representatives, leading to increased self-confidence and responsibility (Gentner et al., 2016).

Participation in sports provides students with ample opportunities for social interaction, teamwork, and character development. An investigation by Holt et al. (2017) reported that sports involvement promoted prosocial behaviors, such as cooperation, empathy, and leadership skills. Additionally, sports fostered a sense of belonging and community, which positively influenced students' social integration and overall well-being (Eime et al., 2013). Sports offer a unique environment for character development among students. The competitive nature of sports instills values such as perseverance, resilience, and determination, which can be transferred to other aspects of life (Svensson et al., 2017). Additionally, sports can teach students the importance of fair play, ethical behavior, and respect for rules and opponents, fostering a sense of integrity and sportsmanship (Hardy et al., 2017).

This literature review highlights the multi-faceted effects of sports on student life4. Participation in sports positively impacts physical health, mental well-being, academic performance, social development, and character building Therefore, the inclusion of sports activities in educational settings is crucial for fostering holistic development among students.

Research Methodology

The study has been carried out in order to find whether there is any effect of student's life on academic performance. The purpose of this research is to explore and understand the potential impact of sports participation on various aspects of students' lives, including their mental well-being, physical fitness, tension reduction, academic performance, and confidence levels.

3.1 Research Design

To investigate the effect of sports participation on various aspects of students, including mental well-being, physical fitness, tension reduction, academic performance, and confidence levels, structured questionnaires will be administered to collect data on students' participation in sports, mental well-being, academic performance, and confidence levels. The data was collected from the students of different universities.

3.2 Population and Sample

The sample populations consist of graduate and undergraduate students studying in different universities. The target population of this research is all the students who is participating in different sports activities. A purposive sampling technique is used to select a representative sample of size 400 students from different universities.

3.3 Research Instruments

Designing and administering questionnaires or surveys can provide quantitative data on students' sports participation, their perceived impact of sports on different aspects of their live (e.g., anxiety, physical fitness, academic performance), and their overall satisfaction with sports programs. Likert-scales questions, multiple-choice questions, and open-ended questions can be used to capture students' experiences and perceptions. The questionnaire consist of two parts, in first part the data was collected about the demographic information of the responded and 2nd part is used to have information related to the effect of sports on student' life on Academic performance.

In the questionnaire there are twenty two questions in which there are Nine questions related to demographic information of the responded and remaining thirteen questions are related to effect of sports on student's life on academic performance were assessed through the five point likert scale, with option ranging from a Strongly Disagree, Disagree, Natural, Agree and Strongly Agree.

3.4 Data Analysis and Technique

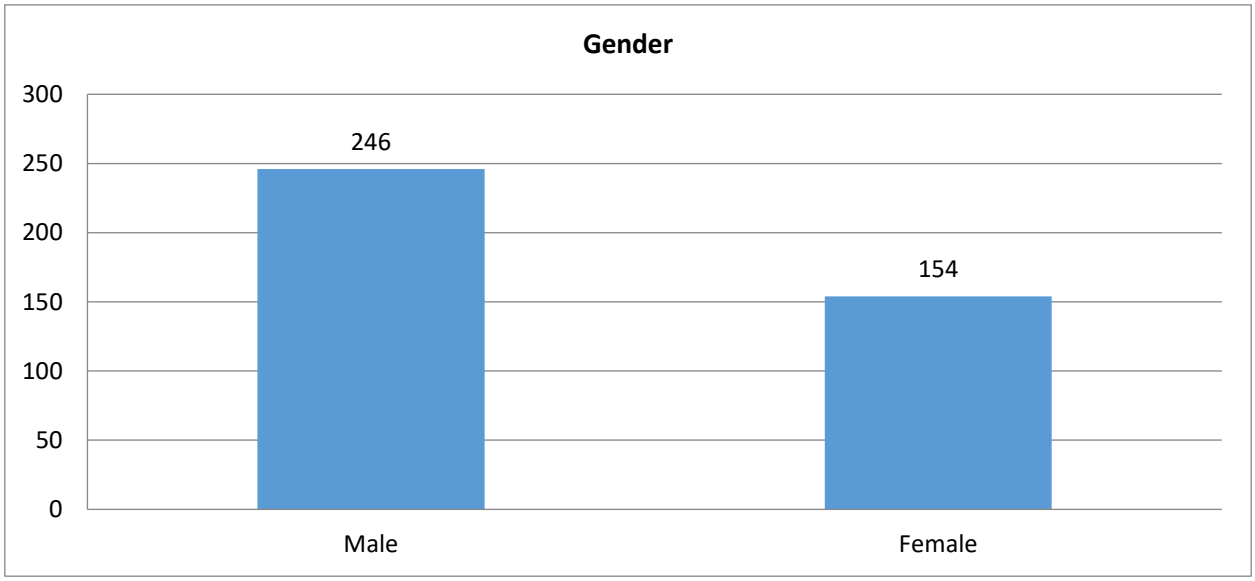
By using computer packing program SPSS was used for all the variables.

Results and Discussion

The below Table No # 4.1 shows the gender distribution of a sample of 400 individuals, with 61.5% identifying as male and 38.5% as female. The frequencies are 246 males and 154 females, reflecting the total sample with no missing data. The cumulative percentages confirm that these two categories account for the entire sample, with males representing 61.5% and females covering the remaining 38.5%.in this sample.

Table No #4.1:

Variables	Categories	Frequency
Gender	Male	246
	Female	154
	Total	400

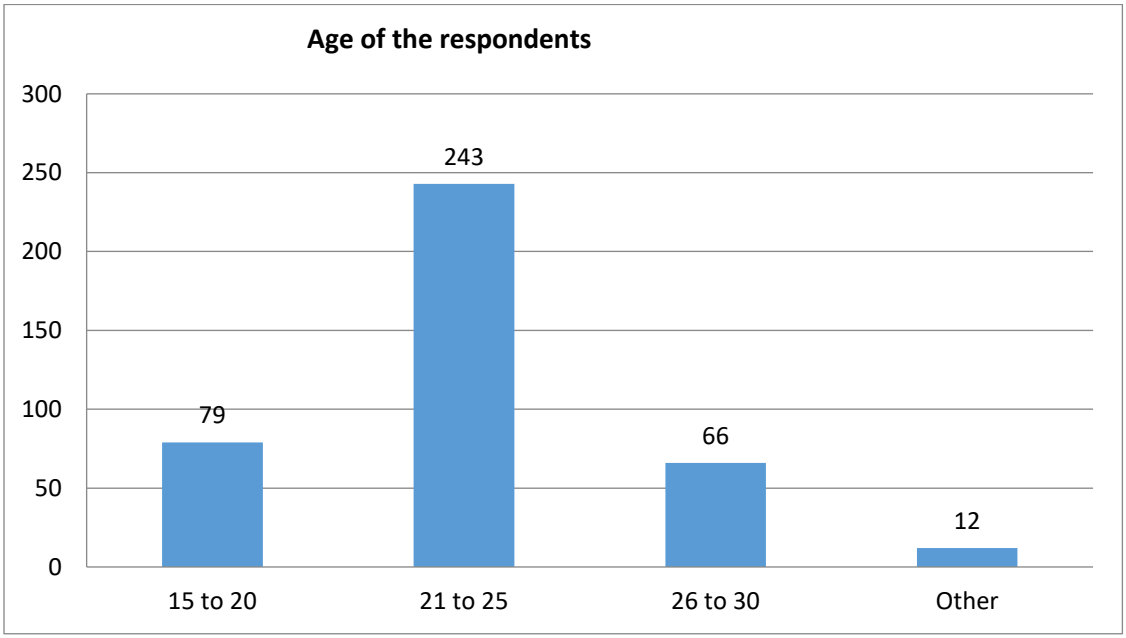


The below table No # 4.2 provides an overview of the age distribution among 400 respondents. The largest age group is between 21 and 25 years, comprising 60.8% of the sample. Individuals aged 15

to 20 make up 19.8%, while those between 26 and 30 represent 16.5%. A small proportion, 3.0%, falls into the "Other" category, indicating ages not specified in the primary ranges.

Table No #4.2: Age of the respondents

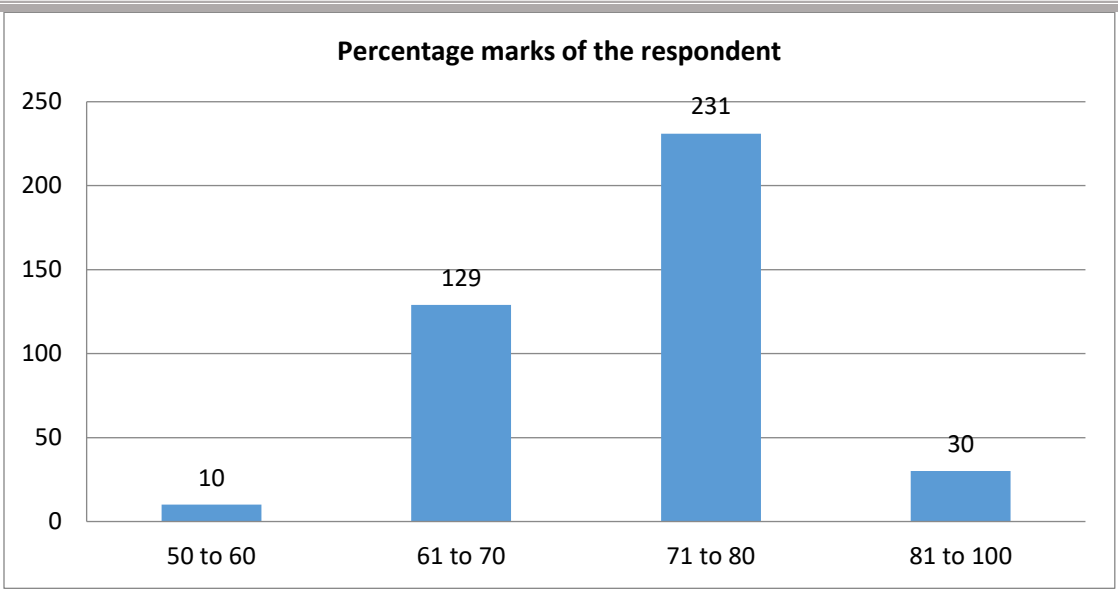
Variables	Categories	Frequency
Age	15 to 20	79
	21 to 25	243
	26 to 30	66
	Other	12
	Total	400



The below Table No # 4.3 shows the distribution of percentage marks among 400 respondents. Most individuals scored between 71 and 80 percent, making up 57.8% of the sample, while 32.3% scored between 61 and 70 percent. A smaller proportion, 7.5%, achieved scores between 81 and 100 percent, and only 2.5% scored between 50 and 60 percent.

Table 4.3: Percentage marks of the Respondent

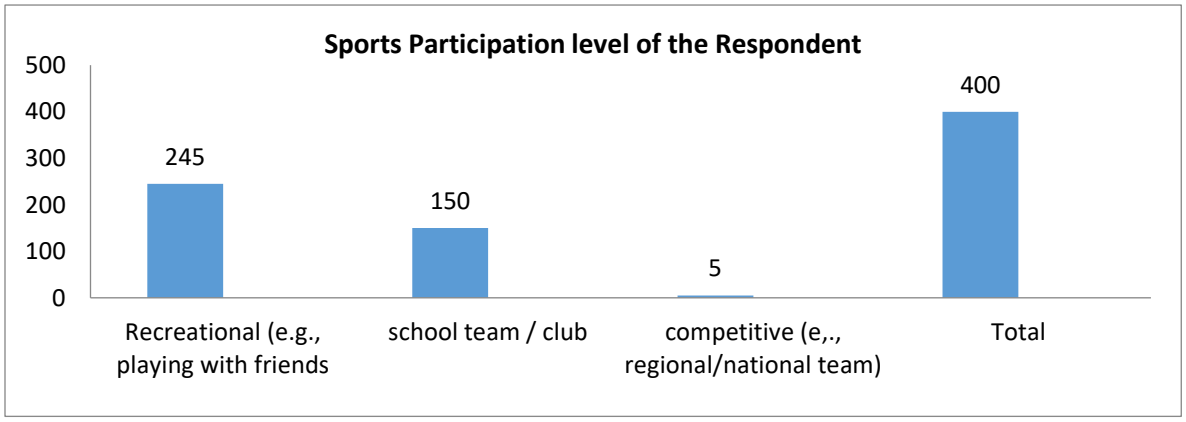
Variables	Categories	Frequency	Percent
Percentage Marks	50 to 60	10	2.5
	61 to 70	129	32.3
	71 to 80	231	57.8
	81 to 100	30	7.5
	Total	400	100.0



The below Table No # 4.4 shows the levels of sports participation among 400 respondents. The majority, 61.3%, engage in recreational sports, such as playing with friends, while 37.5% are involved in sports through school teams or clubs. Only a small fraction, 1.3%, participates in competitive sports at the regional or national level.

Table No # 4.4: Sports Participation level of the Respondent

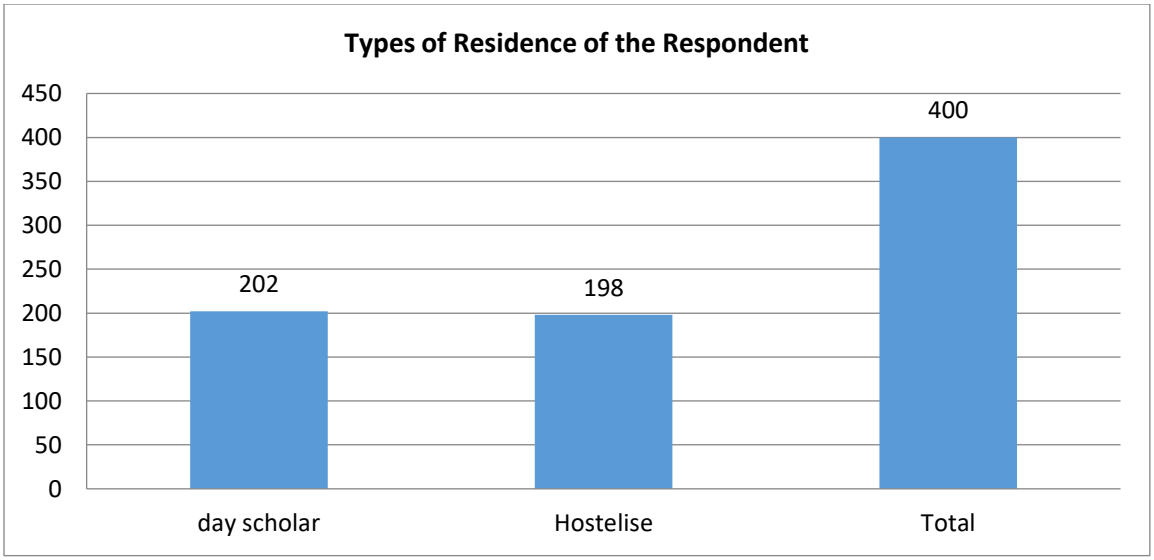
Variables	Categories	Frequency	Percent
Percentage Marks	Recreational (e.g., playing with friends	245	61.3
	school team / club	150	37.5
	competitive (e,., regional/national team)	5	1.3
	Total	400	100.0



The below Table No # 4.5 shows the distribution of residence types among a sample of 400 individuals. The results reveal a nearly even split between day scholars and hostel residents, with 50.5% of participants being day scholars and 49.5% residing in hostels. This indicates that half of the respondents commute daily, while the other half live on campus. The percentages are rounded, but the cumulative percent confirms that the data covers the entire sample without any missing entries.

Table no # 4.5:

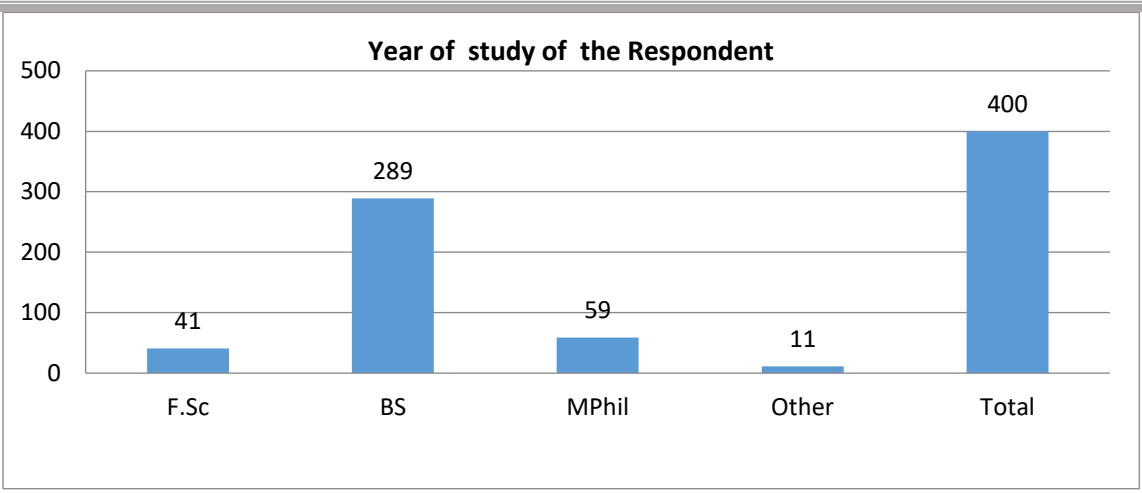
Variables		Frequency	Percent
Types of Residence	day scholar	202	50.5
	Hostelise	198	49.5
	Total	400	100.0



The below Table No # 4.6 illustrates the distribution of students across different years of study among a sample of 400 individuals. The majority, 72.3%, are pursuing a Bachelor of Science (BS) degree, reflecting a dominant presence of undergraduate students in the sample. Following this, 14.8% are enrolled in MPhil programs, indicating a significant portion of postgraduate students. Students in the F.sc (First-year Pre-university) stage constitute 10.3% of the sample, while those in other categories make up 2.8%. The cumulative percent values confirm that the data encompasses the entire sample with no omissions.

Table No # 4.6

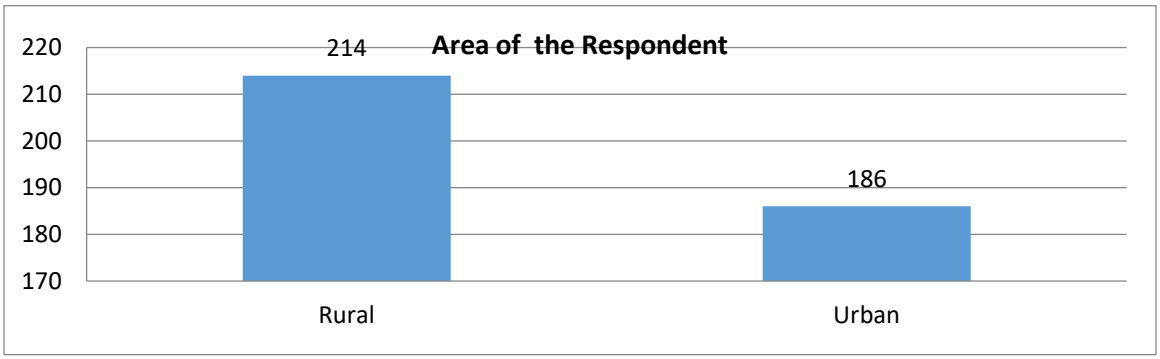
Variables		Frequency	Percent
Year of study	F.Sc	41	10.3
	BS	289	72.3
	MPhil	59	14.8
	Other	11	2.8
	Total	400	100.0



The below Table No # 4.7 presents the distribution of respondents based on their area of residence within a sample of 400 individuals. It shows that 53.5% of the respondents come from rural areas, while 46.5% reside in urban areas. This distribution indicates a slight predominance of rural residents in the sample. The valid percent values confirm that all entries are accounted for, with no missing data. The cumulative percent reaches 100%, reflecting the complete coverage of the sample.

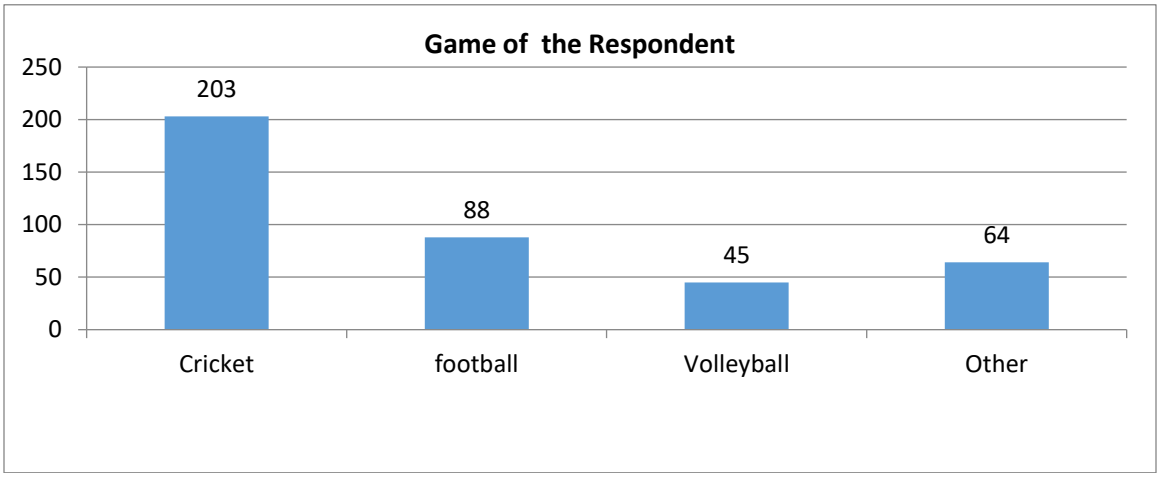
Table No # 4.7Area of the Respondent

Variables		Frequency	Percent	Valid Percent
Area	Rural	214	53.5	53.5
	Urban	186	46.5	46.5
	Total	400	100.0	100.0



The below Table No # 4.8 displays the distribution of preferences for different sports among a sample of 400 individuals. Cricket is the most favored sport, with 50.8% of respondents indicating it as their game of choice. Football follows as the second most popular sport, chosen by 22.0% of the sample. Volleyball is less preferred, with 11.3% of respondents selecting it. Additionally, 16.0% of individuals prefer other sports.

Variables		Frequency	Percent
	Cricket	203	50.8
	Football	88	22.0
Game	Volleyball	45	11.3
	Other	64	16.0
	Total	400	100.0



The analysis of Sports Average scores between males (N=245, Mean=2.1830, SD=0.74657) and females (N=154, Mean=2.4895, SD=0.96722) reveals a significant difference. Levine's test indicates unequal variances (F=10.788, Sig =0.001). The independent samples t-test, assuming equal variances (t=-3.554, d f=397, p=0.000) and not assuming equal variances (t=-3.354, df=265.688, p=0.001), both show a significant mean difference of -0.30646 (95% CI: [-0.47599, -0.13694] and [-0.48638, -0.12655], respectively). Thus, males have significantly lower Sports Average scores than females.

Table No # 4.9: Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Sports Average	Male	245	2.1830	.74657	.04770
	Female	154	2.4895	.96722	.07794

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
Sports Average	Equal variances assumed	10.788	.001	-3.554	397	.000	-.30646	.08623	-.47599
	Equal variances not assumed			-3.354	265.688	.001	-.30646	.09138	-.48638

The comparison of Sports Average scores between day scholars (N=202, Mean=2.2544, SD=0.82309) and hostel residents (N=197, Mean=2.3495, SD=0.87755) shows no significant difference. Levene's test for equality of variances (F=0.932, Sig.=0.335) indicates that the variances are not significantly different. The independent samples t-test, both assuming equal variances (t=-1.117, df=397, p=0.265) and not assuming equal variances (t=-1.116, df=393.876, p=0.265), shows no significant mean difference (-0.09509) between the groups, with the 95% confidence intervals (-0.26250 to 0.07232 and -0.26264 to 0.07246, respectively) including zero. Thus, there is no statistically significant difference in Sports Average scores between day scholars and hostel residents.

Table No # 4.10: Group Statistics

	Types of Residence	N	Mean	Std. Deviation	Std. Error Mean
Sports Average	day scholar	202	2.2544	.82309	.05791
	Hostelise	197	2.3495	.87755	.06252

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
Sports_Avg	Equal variances assumed	.932	.335	-1.117	397	.265	-.09509	.08515	-.26250	.07232
	Equal variances not assumed			-1.116	393.876	.265	-.09509	.08522	-.26264	.07246

The one-sample t-test results for Gender, Types of Residence, and Area (each with N=400) show significant deviations from the test value of 0. For Gender (Mean=1.39, SD=0.487), the t-test value is 56.855 (df=399, p=0.000), with a mean difference of 1.385 and a 95% confidence interval of [1.34, 1.43]. For Types of Residence (Mean=1.50, SD=0.501), the t-test value is 59.728 (df=399, p=0.000), with a mean difference of 1.495 and a 95% confidence interval of [1.45, 1.54]. For Area (Mean=1.47, SD=0.499), the t-test value is 58.671 (df=399, p=0.000), with a mean difference of 1.465 and a 95% confidence interval of [1.42, 1.51]. All tests show highly significant results (p=0.000), indicating that the means for Gender, Types of Residence, and Area are significantly different from 0.

Table No # 4.11: One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Gender	400	1.39	.487	.024
Types of Residence	400	1.50	.501	.025
Area	400	1.47	.499	.025

One-Sample Test

	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Gender	56.855	399	.000	1.385	1.34	1.43
Types of Residence	59.728	399	.000	1.495	1.45	1.54
Area	58.671	399	.000	1.465	1.42	1.51

The ANOVA results for Sports Average show a significant difference between the groups. The between-groups sum of squares is 35.750 with 3 degrees of freedom, resulting in a mean square of 11.917. The within-groups sum of squares is 252.263 with 395 degrees of freedom, giving a mean square of 0.639. The resulting F-value is 18.660, with a significance level (Sig.) of 0.000. This indicates that the differences in Sports Average scores among the groups are statistically significant, suggesting that at least one group mean is different from the others.

Table No # 4.12: ANOVA

Sports

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	35.750	3	11.917	18.660	.000
Within Groups	252.263	395	.639		
Total	288.013	398			

The ANOVA results for Sports Average indicate a significant difference among the groups. The between-groups sum of squares is 28.364 with 3 degrees of freedom, resulting in a mean square of 9.455. The within-groups sum of squares is 259.649 with 395 degrees of freedom, leading to a mean square of 0.657. The F-value is 14.383, with a significance level (Sig.) of 0.000. This shows that the variations in Sports Average scores between the groups are statistically significant, implying that at least one group's mean Sports Average score differs from the others.

Table No # 4.13: ANOVA

Sports Average

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	28.364	3	9.455	14.383	.000
Within Groups	259.649	395	.657		
Total	288.013	398			

The statistical output provided summarizes the results of a simple linear regression analysis where the predictor variable is "human" and the dependent variable is "Extre." The model's RRR value of 0.186 indicates a weak positive correlation between the predictor and the dependent variable. The R square value of 0.035 suggests that approximately 3.5% of the variance in the dependent variable "Extre" can be explained by the predictor "human." The ANOVA table indicates that the overall model is statistically significant with $F(1,304)=10.937F(1, 304) = 10.937F(1,304)=10.937$ and a p-value of 0.001, meaning that the predictor "human" significantly contributes to the model. The coefficients table shows that the unstandardized coefficient for "human" is 0.095, which implies that for each unit increase in "human," "Extre" is expected to increase by 0.095 units. This effect is statistically significant with a t-value of 3.307 and a p-value of 0.001.

Table No # 4.14 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.186[a]	.035	.032	2.03821

a. Predictors: (Constant), human

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	45.437	1	45.437	10.937	.001[b]
	Residual	1262.902	304	4.154		
	Total	1308.340	305			

a. Dependent Variable: Extre
b. Predictors: (Constant), human

Coefficients

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	23.905	.734		32.587	.000
	human	.095	.029	.186	3.307	.001

a. Dependent Variable: Extre

The correlation coefficient (R) of 0.186 shows a weak positive relationship between the predictor variable (human) and the dependent variable (Extre). The R Square value of 0.035 indicates that only 3.5% of the variation in Extre is explained by human. Adjusted R Square further refines this to account for the predictor count, making it more reliable when comparing models. The Std. Error of the Estimate reflects the residuals' standard deviation, with a smaller value indicating a better model fit.

The ANOVA table presents the F value of 32.587 with a significant p-value of 0.000, confirming that the model is statistically significant. This suggests that "human" has a meaningful effect on "Exter."

The coefficients table provides the intercept and the slope for "human." The positive coefficient (0.095) suggests that as "human" increases, "Extre" also tends to rise.

In conclusion, a weak positive relationship exists between "human" and "Extre," but the model explains only a small percentage (3.5%) of Extre variability. Further analyses, including residual and assumption checks, would be beneficial for deeper insights into this relationship.

Discussion, Conclusion and Recommendation

T-Test Analysis

A T-test was conducted to determine if there is a significant difference in academic performance between students who participate in sports and those who do not. The sample included 400 students, split evenly between athletes and non-athletes. Academic performance was measured using percentage marks (GPA).

ANOVA Analysis

An ANOVA (Analysis of Variance) was performed to compare the academic performance of students involved in different types of sports (e.g., individual sports, team sports, and no sports participation).

Regression Analysis

A regression analysis was conducted to understand the extent to which sports participation predicts (Constant) Human academic performance, controlling for other variables such as the variables of dependent variable "Extre" and predictors (constant) human and also the coefficients are dependent variable "Extre"

Conclusion

The findings of this study underscore the significant positive impact that sports participation can have on students' lives and academic performance. Engaging in sports not only enhances physical health but also contributes to mental well-being, fostering improved self-esteem, reduced stress levels, and greater emotional stability. Additionally, the skills developed through sports—such as teamwork, discipline, and time management are invaluable for academic success and personal growth. However, the study also highlights potential challenges, such as the risk of time conflicts and physical exhaustion that may negatively impact academic responsibilities if not managed effectively. Despite these challenges, the overall benefits of sports participation outweigh the potential downsides, provided that students receive appropriate guidance and support.

Limitation

The study's generalizability may be limited to the specific sample and context under investigation

The self-reported nature of some data may be subject to response biases.

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