



| Research Article / Araştırma Makalesi |

Investigating Life Skills Of Students Who Are Engaged In Sports (İstanbul Bakırköy District Example)

Spor Yapan Öğrencilerin Yaşam Becerilerinin İncelenmesi (İstanbul Bakırköy İlçe Örneği)

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Keywords

1. Sports
2. High School Education
3. Sports Activities
4. Life Skills

Anahtar Kelimeler

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Abstract

Purpose: Sport is defined as regular physical activities for different purposes and it is a concept, which is aimed at satisfying the subconscious emotions of human beings, such as integrating a set of physical, psychological and mental efforts, and socializing. Nowadays, sports are becoming more and more important in terms of their place and importance in the society as well as increasing their influence on human life. Individual athletes develop in terms of physical and mental abilities. It is known that it strengthens social ties among individuals and socializes the individual in terms of its social aspect. This study was conducted to examine the life skills of individuals participating in sports activities in high schools in terms of various variables.

Design/Methodology/Approach: In this study, the Effect of Sport Scale on Life Skills was used. Screening method was used in the research. The research population consists of 417 students studying in high schools in Bakırköy district of Istanbul.

Findings: Sports in young people; it has been found that it has developed many life skills such as teamwork, goal setting, taking initiative, respecting other peoples, time management, cognitive skills, emotional skills, communication skills, social skills, leadership, problem solving and decision making.

Highlights: The findings are discussed with previous studies and suggestions for new research are included.

Öz

Çalışmanın amacı: Spor kavramı, literatürde farklı amaçlar için yapılan fiziksel aktiviteler olarak tanımlanmakla birlikte karşı tarafa üstün gelmek ve güç sahibi olmak şeklinde tanımlanabilir. Günümüzde spor, insan hayatı üzerinde etki alanını giderek arttırmakla birlikte toplumdaki yeri ve önemi açısından her geçen gün daha da önemli hale gelmektedir. Bireysel anlamda spor yapan insanlar, fiziksel ve zihinsel yetenekler bakımından gelişim göstermektedir. Toplumsal yönü itibarıyla da bireyler arası sosyal bağları güçlendirdiği ve bireyi sosyalleştirdiği bilinmektedir. Bu çalışma, liselerde sportif faaliyetlere katılan bireylerin yaşam becerilerinin çeşitli değişkenler açısından incelenmesi amacıyla yapılmıştır.

Materyal ve Yöntem: Bu amaçla Sporun Yaşam Becerilerine Etkisi Ölçeği kullanılmıştır. Araştırmada tarama yönteminden yararlanılmıştır. Araştırma evrenini İstanbul ili Bakırköy ilçesine bağlı liselerde eğitim gören 417 öğrenci oluşturmaktadır.

Bulgular: Sporun genç bireylerde; takım çalışması, hedef belirleme, inisiyatif alma, başkalarına saygı gösterme, zaman yönetimi, bilişsel beceriler, duygusal beceriler, iletişim becerileri, sosyal beceriler, liderlik, problem çözme ve karar verme gibi birçok yaşam becerisini geliştirdiğine dair bulgular elde edilmiştir.

Önemli Vurgular: Elde edilen bulgular literatür ışığında tartışılmış ve yeni araştırmalar için önerilere yer verilmiştir.

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INTRODUCTION

Sport is defined as physical activities performed for different purposes in the literature. In addition, it is the whole of spiritual, physical and mental activities that aim to satisfy the subconscious feelings of the human being, such as superiority and power, which are performed within the framework of certain rules, socializing, integrating and based on competition (Şahin, 2002; Aydemir, 2014). Today, sports are becoming more and more important in terms of its place and importance in society, although it increases impact on human life. Individuals who do sports develop in terms of physical and mental abilities. In terms of its social aspect, it is known that it strengthens the social ties between individuals and socializes the individual. In addition, sport is the most effective form of activity that enables people to prepare for life psychologically, and in this respect, it contributes to people's psycho-social social and individual balance (Yalçın, 2009; Ekmekçi, 2010).

The physical, cognitive and behavioral competencies that people need, that can be learned, developed and corrected individually or among individuals, are expressed as skills (Cashmore, 2008; Cornin & Allen, 2015). Life skills considered within the scope of preventive and protective studies in the literature; Change and change of individuals who are necessary to cope with the demands and challenges of daily life (Hodge & Danish, 1999) and at the same time enable individuals to be successful in different environments such as work, school, home or neighborhood (Danish, Forneris, Hodge & Heke, 2004). It is expressed as the competencies required to continue their existence effectively in the development process (Kolburan and Tosun 2011).

With school age, life skills gather under many factors. Under the title of self-management skills in the Life Sciences Teaching Program, ethical behavior, fun, learning to learn, goal setting, self-knowledge and monitoring personal development, emotion management, career planning, responsibility, correct perception of time and place, participation, cooperation and teamwork, leadership, respect for differences (MEB, 2009). Life skills enable young people to manage their lives successfully and adapt to different life events. Therefore, it has become an inevitable necessity for young people to have a wide variety of life skills in order to be successful by quickly adapting to the competitive and constantly changing living conditions of the age.

In the last 15 years, life skills learning in sports has attracted a lot of attention (Gould & Carson, 2008; Holt et al., 2017) and links have been established between learning life skills such as participation in sports, leadership, goal setting, communication, and emotion regulation (Johnston, Harwood & Minniti, 2013; Jones & Lavalley, 2009). At the same time, it has been observed in the studies that sports activities improve the personality structure of the individual, improve the physical and mental health and important contributions to the development of positive behaviors (Akandere et al., 2010; Caterino & Polak, 1999; Büyükyazı et al., 2003). There is evidence that many of the skills required to be successful in sports are transferable to other areas of life (Catalano, Berglund, Ryan, Lanczak & Hawkins, 2004; Danis et al., 2004). These skills were found to be problem solving, time management, goal setting, coping with success and failure, and performing under pressure.

Looking at the role of people in social life in the life skills transfer process, most studies in the sports psychology literature have focused on coaches and the strategies they use to promote transfer (Camire, Trudel & Forneris, 2012; Gould, Collins, Laver & Chung, 2007; Whitley, Massey & Leonetti, 2016). When we look closely at the social aspects, it has been determined that the interactions of young people with key social representatives in sports (such as coaches, parents, peers) play an important role in learning life skills (Gould & Carson, 2008; Holt et al., 2017). At this point, parents' perspective and teachers' attitudes are also very important.

Social skills which are defined as the ability to adapt to the social environment and cope with conflicts that may occur by using appropriate communication methods (Matson, Matson, & Rivet, 2007), have an important effect on the school and family life of individuals in providing healthy interpersonal communication (Deniz, 2002). Social skills include a child's behavior towards other children, such as establishing good relationships, respecting the rights and feelings of others, and considering group norms for appropriate social behavior (Çetin, Alpa Bilbay, & Albayrak Kaymak, 2003).

It is necessary to be healthy in order to reach qualified manpower. Physical education and sports, which strengthen human willpower, also play an active role in the formation of self-confidence and personality. It helps people to cooperate by facilitating group work (Erkal, 1992). Directing these needs of young people in a beneficial and healthy way through physical education and sports during secondary education, when the search for belonging to a social group and finding identity is intense, will contribute to the process of creating a healthy society and raising generations that are committed to national values (İnal, 2003). The belief of the individual in his / her own abilities and socialization skills in the society that can show positive reflections are among the basic subjects of life skills. The fact that the acquisition of life skills during childhood and youth will prepare for adulthood makes the issue even more important.

This study was conducted to examine the life skills of individuals participating in sports activities in high schools in terms of various variables. According to the results of the questionnaire, the life skills of the students who do sports were investigated in the light of some demographic information.

Considering that it is different from the studies in the literature, the main purpose of this study was determined as examining the life skills of high school students in terms of various variables. For this purpose, the answer sought for the following questions:

1. Is there a significant difference in the life skills levels of the students and the sports they do according to gender?

2. Is there a significant difference between students' grade levels and life skills levels in terms of sport they do?
3. Is there a significant difference between family income and life skills levels in terms of sport they do?
4. Is there a significant difference between students' state of doing sports and the life skills levels of the sports they do?
5. Is there a significant difference between playing on the school team and the level of responsibility of students?

METHOD/MATERIALS

This research has been done by scanning methods. Scanning method refers to studies aiming to collect data to determine certain characteristics of a group (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2014). Scanning method aims to describe a past or current situation as it is. The event, individual, object subject to the research is tried to be defined in its own conditions and as it is (Karasar, 2009).

Sample / Research group

The research population consists of 204 men and 213 women who voluntarily participated in the study in the 2019-2020 academic year at Bakırköy MEV College Private Basıncıköy Schools, Bakırköy Vocational and Technical Anatolian High School and Florya Tevfik Ercan Anatolian High School in the central district of İstanbul Bakırköy. 417 students participated in this study. Appropriate sampling is defined as sampling performed on individuals who are in the immediate vicinity, easy to reach and want to participate in the study voluntarily (Ekiz, 2009).

Data collection tools

In addition to the personal information form, the participants were given a questionnaire with life skills scale expressions. They were asked to respond sincerely to the statements on this form. The scale, whose original form is Life Skills Scale for Sport (LSSS), was developed as a 5-Likert type in 2017 by Cronin and Allen in order to evaluate life skills acquired through sports (Cronin & Allen, 2017). The scale can be applied to middle school, high school and university students up to the age of 21. The Turkish validity and reliability of the scale (Açak & Düz, 2018) consists of a total of 30 items from 7 sub-dimensions: teamwork, goal setting, time management, emotional skills, communication, social skills, and leadership. Each statement in the scale is scored on a 5-point Likert scale with "I do not agree at all (1)" and "I completely agree (5)". There is no reverse scored expression in the scale.

Data analysis

The measurement tools were delivered to the schools in Bakırköy district of Istanbul by the researchers after the Ethics Committee Report and research permissions were obtained. Measurement tools were applied to the students after interviewing with the school administrations. 482 of 530 measurement tools distributed to students returned. 65 of them were excluded from the evaluation because they were not filled in accordance with the purpose. Evaluations were made on 417 measurement tools. The data obtained from the research were analyzed with the SPSS 21 package program. Before performing statistical analysis, it was tested with Kolmogorov Smirnov and Levene tests whether the data were normally distributed or not. In paired comparisons of independent variables belonging to parametric data, t-test (independent samples), and comparisons of more than two groups were tested with one-way analysis of variance ANOVA. Comparisons of variables belonging to non-parametric data in more than two groups were analyzed by Kruskal Wallis tests. To find the source of the difference between groups, Bonferroni was used in parametric tests and U test was used in non-parametric tests. The statistical significance of the results was accepted as $p < 0.05$.

FINDINGS

Table 1. Analysis results according to the age variable of the research group

Life Skill Variables	Age	N	Mean	SD	f	p	Bonferroni
Time Management	14	30	3,95	,77	1,896	,110	
	15	100	3,82	,88			
	16	136	3,63	,80			
	17	109	3,63	,94			
	18	42	3,88	,86			
Communication	14	30	3,71	,94	2,134	,076	
	15	100	3,73	,91			
	16	136	3,60	1,02			
	17	109	3,76	,86			
	18	42	4,07	,86			
Leadership	14	30	4,10	,67	3,010	,018*	16<18
	15	100	3,90	,94			

	16	136	3,63	,95		
	17	109	3,75	,87		
	18	42	4,03	,86		
	14	30	4,26	,70		
	15	100	4,00	,95		
Teamwork	16	136	3,77	1,00	2,122	,077
	17	109	3,85	,94		
	18	42	3,99	1,02		
	14	30	4,15	,74		
	15	100	3,90	,96		
Social Skills	16	136	3,89	,90	,791	,532
	17	109	3,84	,86		
	18	42	3,98	,93		
	14	30	3,92	,94		
	15	100	3,80	,97		
Emotional Skills	16	136	3,72	,97	2,169	,072
	17	109	3,62	,97		
	18	42	4,10	,96		
	14	30	3,80	1,00		
	15	100	3,68	1,01		
Goal Setting	16	136	3,53	1,08	2,677	,031*
	17	109	3,46	1,04		16,17<18
	18	42	4,02	1,08		

*p<0.05

According to Table 1, depending on the age variable of the research group, the difference in leadership and goal setting sub-dimensions of life skills was found to be statistically significant. The difference in other dimensions was not found to be statistically significant.

Table 2. Analysis results according to the gender variable of the research group

Life Skill Variables	Gender	N	Mean	SD	f	p
Time Management	Male	204	3,81	,85	1,915	,056
	Female	213	3,64	,88		
Communication	Male	204	3,82	,90	2,007	,045*
	Female	213	3,64	,96		
Leadership	Male	204	3,90	,91	2,131	,034*
	Female	213	3,71	,91		
Teamwork	Male	204	3,94	,98	,758	,449
	Female	213	3,87	,93		
Social Skills	Male	204	4,00	,86	1,993	,047*
	Female	213	3,82	,92		
Emotional Skills	Male	204	3,84	,99	1,608	,109
	Female	213	3,69	,96		
Goal Setting	Male	204	3,68	1,10	1,086	,277
	Female	213	3,56	1,00		

*p<0.05

According to Table 2, a statistically significant difference was found in the communication, leadership, and social skills sub-dimensions of life skills depending on the gender variable of the research group. There was no significant difference in other sub-dimensions.

Table 3. Analysis results according to the grade level variable of the research group

Life Skill Variables	Grade Level	N	Mean	SD	f	p	Bonferroni
Time Management	9th grade	72	3,93	,74	3,129	,026*	9>11
	10th grade	148	3,79	,79			
	11th grade	122	3,57	,95			

	12th grade	75	3,66	,95			
Communication	9th grade	72	3,92	,81	2,198		
	10th grade	148	3,63	,99			
	11th grade	122	3,66	,93			
	12th grade	75	3,85	,93			
Leadership	9th grade	72	4,09	,73	4,052		9>11
	10th grade	148	3,77	,94			
	11th grade	122	3,62	,93			
	12th grade	75	3,86	,93			
Teamwork	9th grade	72	4,24	,71	4,193		9>11,12
	10th grade	148	3,92	,94			
	11th grade	122	3,78	1,00			
	12th grade	75	3,76	1,07			
Social Skills	9th grade	72	4,12	,76	1,913		
	10th grade	148	3,86	,92			
	11th grade	122	3,91	,85			
	12th grade	75	3,78	1,01			
Emotional Skills	9th grade	72	4,00	,86	3,150		9>11
	10th grade	148	3,78	,96			
	11th grade	122	3,57	,98			
	12th grade	75	3,82	1,04			
Goal Setting	9th grade	72	3,90	,92	3,576		9>11
	10th grade	148	3,61	1,03			
	11th grade	122	3,41	1,07			
	12th grade	75	3,71	1,13			

*p<0.05

According to Table 3, a statistically significant difference was found in the sub-dimensions of life skills, time management, leadership, teamwork, emotional skills, and goal setting, depending on the class variable of the research group. It was determined that the difference was not significant in other sub-dimensions. In the Bonferroni test conducted to find the source of the difference, it was revealed that this difference was caused by 9th grade students. It was observed that the life skills mean scores of this group were higher.

Table 4. Analysis results according to the family income variable of the research group

Life Skill Variables	Family Income	N	Mean	SD	X ²	p
Time Management	Low	3	3,16	1,44	1,536	,674
	Mid	190	3,67	,89		
	High	203	3,77	,83		
	Very High	21	3,84	,87		
Communication	Low	3	4,25	,66	1,526	,676
	Mid	190	3,68	,97		
	High	203	3,77	,90		
	Very High	21	3,66	,98		
Leadership	Low	3	4,46	,61	3,287	,349
	Mid	190	3,74	,93		
	High	203	3,85	,89		
	Very High	21	3,75	,93		
Teamwork	Low	3	4,27	,34	1,709	,635
	Mid	190	3,88	1,01		
	High	203	3,95	,91		
	Very High	21	3,65	1,01		
Social Skills	Low	3	3,58	,94	3,115	,374
	Mid	190	3,84	,90		
	High	203	3,97	,87		
	Very High	21	3,87	1,09		
Emotional Skills	Low	3	3,50	1,73	2,959	,398

	Mid	190	3,68	,98		
	High	203	3,84	,95		
	Very High	21	3,81	1,08		
Goal Setting	Low	3	3,50	1,75	5,006	,171
	Mid	190	3,50	1,07		
	High	203	3,72	1,01		
	Very High	21	3,75	1,16		

*p<0.05

According to Table 4, it was determined that there is no difference in any sub-dimensions of life skills depending on the family income variable of the research group.

Table 5. Analysis results according to the doing sports variable of the research group

Life Skill Variables	Doing Sports	N	Mean	SD	t	p
Time Management	Yes	311	3,83	,82	4,405	,000*
	No	106	3,41	,91		
Communication	Yes	311	3,85	,90	4,535	,000*
	No	106	3,38	,95		
Leadership	Yes	311	3,93	,85	5,155	,000*
	No	106	3,42	,97		
Teamwork	Yes	311	4,01	,92	3,888	,000*
	No	106	3,59	1,02		
Social Skills	Yes	311	3,99	,91	3,273	,001*
	No	106	3,66	,80		
Emotional Skills	Yes	311	3,91	,95	5,303	,000*
	No	106	3,34	,92		
Goal Setting	Yes	311	3,77	1,03	5,323	,000*
	No	106	3,16	,99		

*p<0.05

According to Table 5, the difference was found to be statistically significant in all sub-dimensions of life skills depending on the variant of doing sports of the research group. Moreover, it was determined that those who said yes had higher mean scores.

Table 6. Analysis results according to the playing on the school team variable of the research group

Life Skill Variable	Do You Play in School Team?	N	Mean	SD	t	p
Time Management	Yes	154	3,89	,79	3,092	,002*
	No	263	3,62	,90		
Communication	Yes	154	3,97	,88	4,042	,000*
	No	263	3,59	,94		
Leadership	Yes	154	4,01	,77	3,703	,000*
	No	263	3,67	,96		
Teamwork	Yes	154	4,16	,78	4,307	,000*
	No	263	3,75	1,02		
Social Skills	Yes	154	4,06	,86	2,709	,007*
	No	263	3,81	,91		
Emotional Skills	Yes	154	3,97	,93	3,290	,001*
	No	263	3,65	,98		
Goal Setting	Yes	154	3,83	1,01	3,090	,002*
	No	263	3,50	1,06		

*p<0.05

According to Table 6, it was determined that the difference was statistically significant in all sub-dimensions of life skills depending on the variable of playing in the school team of the research group. In addition, it was determined that those who said yes had higher mean scores.

Table 7. Analysis results according to the type of sport they do variable of the research group

Life Skill Variables	Type of Sport	N	Mean	SD	X ²	p	Bonferroni
Time Management	Team Sports	251	3,84	,87	15,929	,000*	1>2,3
	Individual sports	148	3,56	,84			
	None	18	3,50	,73			
Communication	Team Sports	251	4,00	,80	54,105	,000*	1>2,3
	Individual sports	148	3,28	1,00			
	None	18	3,55	,56			
Leadership	Team Sports	251	4,06	,75	48,506	,000*	1>2,3
	Individual sports	148	3,37	1,03			
	None	18	3,64	,58			
Teamwork	Team Sports	251	4,21	,73	59,991	,000*	1>2
	Individual sports	148	3,40	1,11			
	None	18	3,84	,44			
Social Skills	Team Sports	251	4,13	,81	44,416	,000*	1>2,3
	Individual sports	148	3,55	,96			
	None	18	3,74	,42			
Emotional Skills	Team Sports	251	3,93	,93	17,560	,000*	1>2
	Individual sports	148	3,50	1,03			
	None	18	3,66	,56			
Goal Setting	Team Sports	251	3,80	1,00	19,863	,000*	1>2,3
	Individual sports	148	3,32	1,11			
	None	18	3,45	,57			

*p<0.05

According to Table 7, it was determined that the difference was statistically significant in all sub-dimensions of life skills, depending on the type of sport the research group did. It has been determined that the mean scores of those who are engaged in team sports are higher.

Table 8. Analysis results according to the education status of father variable of the research group

Life Skill Variables	Education Status of Father	N	Mean	SD	f	p
Time Management	Primary Education	72	3,75	,73	,057	,945
	High School	149	3,71	,89		
	University	196	3,72	,89		
Communication	Primary Education	72	3,55	1,08	2,471	,086
	High School	149	3,84	,93		
	University	196	3,71	,88		
Leadership	Primary Education	72	3,73	1,05	,244	,783
	High School	149	3,82	,96		
	University	196	3,81	,82		
Teamwork	Primary Education	72	3,85	,99	,154	,857
	High School	149	3,92	1,03		
	University	196	3,91	,89		
Social Skills	Primary Education	72	3,71	1,03	2,165	,116
	High School	149	3,98	,89		
	University	196	3,92	,84		
Emotional Skills	Primary Education	72	3,66	,97	,771	,463
	High School	149	3,75	1,01		
	University	196	3,82	,95		

Goal Setting	Primary Education	72	3,49	1,06	1,193	,304
	High School	149	3,57	1,11		
	University	196	3,70	1,01		

*p<0.05

According to Table 8, it was determined that there is no statistically significant difference in any sub-dimension of life skills depending on the father education level of the research group.

Table 9. Analysis results according to the education status of mother variable of the research group

Life Skill Variables	Education Status of Mother	N	Mean	SD	f	p
Time Management	Primary Education	121	3,68	,85	,242	,786
	High School	139	3,74	,79		
	University	157	3,75	,94		
Communication	Primary Education	121	3,74	1,06	1,172	,311
	High School	139	3,81	,85		
	University	157	3,64	,91		
Leadership	Primary Education	121	3,77	1,02	,112	,894
	High School	139	3,83	,84		
	University	157	3,80	,89		
Teamwork	Primary Education	121	3,88	1,07	,400	,670
	High School	139	3,96	,91		
	University	157	3,87	,91		
Social Skills	Primary Education	121	3,85	1,04	,811	,445
	High School	139	3,98	,82		
	University	157	3,88	,83		
Emotional Skills	Primary Education	121	3,73	1,00	,407	,666
	High School	139	3,83	,92		
	University	157	3,74	1,00		
Goal Setting	Primary Education	121	3,58	1,07	,759	,469
	High School	139	3,71	1,01		
	University	157	3,57	1,08		

*p<0.05

According to Table 9, it was determined that there is no statistically significant difference in any sub-dimension of life skills depending on the mother education level of the research group.

DISCUSSION

This study was conducted to examine the life skills of individuals participating in sports activities in high schools in terms of various variables.

Our study revealed that sport has a positive effect on leadership, which is one of the sub-dimensions of age and life skills, at ages 14 and 18. It has a positive effect on teamwork at the ages of 14 and 15. In terms of determining goals, it has been determined that doing sports affects 18-year-old athletes positively. This result coincides with the study conducted by Düz and Arslan (2020) in the city center of Mersin (Düz & Arslan, 2020).

According to the gender variable, a statistically significant difference in favor of men was found in the life skills sub-dimensions communication and leadership dimensions. This result is not consistent with the literature. The fact that the emotional and social skills of the female students who do sports are more advanced reveals that sports positively affect the life skills of girls. In many studies supporting the findings of this research in the literature (Kasatura, 1991; Avşar & Öztürk, 2007; Seven, 2008; Düz & Arslan, 2020; Kabakçı & Fidan, 2008; Kurak & Açak, 2019); girls have more social skills than boys and they show more communication skills.

According to the grade level variable, a statistically significant difference was found in favor of 9 grade students in the sub-dimensions of life skills, time management, leadership, teamwork, emotional skills, and goal setting. Cansoy (2015) found similar results in his study on 1123 middle school students (Cansoy, 2015).

There was no statistically significant difference from the life skills sub-dimensions according to the family income variable.

According to the variables of doing sports and playing in the school team, the variables in all sub-dimensions of the scale were found to be significant. In the study conducted by Düz and Arslan (2020), it was observed that there was a significant difference in time management and goal setting among those who did sports for 8 and more years. In this study, the significant relationship between the sports year and life skills sub-dimensions of time management and goal setting can be explained by the fact that the students (8+) who have been doing sports for many years use their time more efficiently and their attitudes towards the goal have improved (Düz & Arslan, 2020). When we look at the relationship between having a club license and life skills, there is a meaningful relationship between time management goal setting, teamwork and leadership characteristics can be explained by the positive effects of regularly participating in licensed sports activities in a club team. Also it can be explained with the ability to act together, reach the goal, time management (Rothschild, Checroune et al., 2012) and leadership. According to the sport type variable, there is a statistical difference in all sub-dimensions of the analysis results in favor of individuals who do individual sports. This situation can be evaluated as having a very positive contribution to the development of young people who do individual sports. Reynolds and Ark's (1990) research supports our study. In this study, they stated that regular physical activity positively affected the quality of life and other psychological variables, and revealed that exercise had a positive effect on social competence expectation, stress and social factors. Ryan and Dzewaltowski (2002) found that 6th and 7th grade students increased self-confidence through physical activity, overcome obstacles in physical activity, encouraged other friends to be active, find and create environments, and were more assertive.

Determining and developing the level of goal setting and leadership qualities depends on a comprehensive definition and evaluation (Kress, 2006). In the literature, sports in young people, teamwork (Holt, 2007), goal setting, taking initiative, respecting others (Holt, Tink, Mandigo & Fox 2008), time management (Fraser-Thomas & Côté, 2009), cognitive skills (Danish and et al., 2004), emotional skills (Brunelle, Danish & Forneris 2007, communication skills (Gould, Collins, Lauer & Chung, 2007), social skills (Gould, Flett & Lauer 2012) and leadership (Camiré, Trudel & Forneris 2012) These studies support the results of our study. It is thought that the society should be enlightened by working with more subjects and different sports branches. Please use "Calibri" font style, 10 pt font size, 0,5 cm space before and 3pt space after the first paragraph, when you are writing text in the body of your manuscript. You may navigate through the Styles pane to find other styles. Please use "Calibri" font style, 10 pt font size, 0,5 cm space before and 3pt space after the first paragraph, when you are writing text in the body of your manuscript. You may navigate through the Styles pane to find other styles. Please use "Calibri" font style, 10 pt font size, 0,5 cm space before and 3pt space after the first paragraph, when you are writing text in the body of your manuscript. You may navigate through the Styles pane to find other styles. Please use "Calibri" font style, 10 pt font size, 0,5 cm space before and 3pt space after the first paragraph, when you are writing text in the body of your manuscript. You may navigate through the Styles pane to find other styles.

CONCLUSION AND RECOMMENDATIONS

These suggestions can be included in the light of the findings of the research:

1. During the school period, more time should be allocated for sports activities in schools in order for young people to meet their own needs in the face of situations they encounter both physically and psychologically, and to develop their life skills.
2. The acquisition of life skills during childhood and youth is very important in terms of preparation for adulthood. For this reason, increasing the number of hours of physical education lessons will be more suitable for students to socialize.
3. Especially in the creation of modern society, young people who do sports have developed many life skills such as teamwork, goal setting, taking responsibility, respecting others, time management, cognitive skills, emotional skills, communication skills, social skills, leadership, problem solving and decision making. These findings reveal that more attention should be paid to the issue. Therefore, school teams, school clubs, neighborhood teams and infrastructure teams of the clubs should be supported or encouraged.

Ethics Committee Approval Information

This study is not methodologically an experimental study. Participants signed a voluntary consent form. Therefore, an 'Ethics Committee Approval Information' document is not needed.

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