

Impact of Regular Physical Education Activities on the Development of Leadership, Confidence, and Teamwork Skills in Students

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Abstract: *This study investigated the influence of consistent engagement in physical education and sports on the cultivation of leadership, confidence, and teamwork abilities in university students. A total of 200 students, including 100 sports players and 100 non-participants, aged 18 to 25 years, were picked from various institutions by purposive sampling methods. Participants were provided standardized questionnaires assessing leadership ability, self-confidence, and collaborative abilities. Descriptive statistics and independent sample t-tests were employed to evaluate the data. The results indicated substantial disparities in leadership capability ($t=5.42, p<0.05$), confidence levels ($t=6.11, p<0.05$), and collaboration competencies ($t=5.87, p<0.05$) between sports participants and non-participants. Students who consistently participated in physical education and sports activities had superior psychosocial abilities relative to non-participants. The study suggests that engagement in physical education and sports significantly enhances personality traits in students and favorably helps to their overall development.*

Keywords: Physical Education, Sports Activities, Leadership, Confidence, Teamwork, Personality Development

I. INTRODUCTION

Physical education and athletic activities significantly contribute to the whole development of students. In addition to enhancing physical fitness and health, involvement in sports substantially fosters psychological, emotional, and social growth. Global educational institutions prioritize physical education as a fundamental aspect of comprehensive education, since it cultivates attributes such as discipline, leadership, confidence, collaboration, and social interaction among students (Bailey, 2006).

Personality development pertains to the refinement of behavioral patterns, attitudes, emotional resilience, communication abilities, and social skills that constitute an individual's overall character. Engagement in structured physical activities affords children the chance to socialize, collaborate, confront competitive scenarios, and cultivate resilience. Participating in team activities and sports events fosters collaboration, decision-making, leadership, and responsibility in students, hence positively impacting their personality qualities (Opstoel et al., 2020). Prior research has emphasized the correlation between sports involvement and psychological growth. Consistent participation in sports activities correlates with elevated self-esteem, increased confidence, superior social adjustment, and greater collaboration skills among kids. Eime et al. (2013) indicated that engagement in sports significantly influences social and psychological health outcomes in youth. Marsh and Kleitman (2003) similarly discovered that involvement in school athletics enhances children's social and emotional development. Leadership is a significant attribute cultivated via engagement in sports. Students participating in sporting activities frequently encounter scenarios necessitating accountability, communication, strategic thinking, and teamwork. (S.Kumar et.al, 2025) Physical education programs promote collaboration, problem-solving, and the cultivation of leadership skills in competitive settings (Bailey, 2006).

Confidence is a crucial personality trait formed by involvement in sports. Students participating in sporting activities frequently acquire confidence via accomplishment, social engagement, and skill proficiency. Findlay and Coplan (2008) noted that involvement in organized sports enhances students' self-confidence and social competency. (S.Kumar et.al, 2025) Teamwork abilities are enhanced when sports need teamwork, mutual understanding, and collaborative effort to attain shared goals. Team sports particularly facilitate the acquisition of communication, trust, collaboration, and interpersonal adjustment skills among students (Opstoel et al., 2020). Notwithstanding the increasing acknowledgment of the educational benefits of sports, numerous students continue to be physically inactive due to academic pressures and lifestyle alterations. Consequently, comprehending the impact of consistent physical education activities on personality development is crucial for educational planning and policy formulation. This study seeks to examine the influence of physical education and sports involvement on leadership, confidence, and teamwork abilities in university students.

II. METHODS AND PROCEDURE

Research Design

The study employed a descriptive comparative research design to examine differences between sports participants and non-participants regarding leadership, confidence, and teamwork skills.

Participants

A total of 200 university students aged between 18 and 25 years participated in the study. The participants were divided into two groups:

- Sports Participants (n = 100)
- Non-Participants (n = 100)

Students who regularly participated in physical education classes, university sports, or organized sports training for at least one year were categorized as sports participants.

Sampling Technique

Purposive sampling technique was used for the selection of participants from different colleges and departments.

Variables

Independent Variable

- Participation in physical education and sports activities

Dependent Variables

- Leadership ability
- Confidence level
- Teamwork skills

Tools Used

The following standardized questionnaires were used:

1. Leadership Skill Questionnaire
2. Self-Confidence Inventory
3. Teamwork Assessment Scale

Procedure

Prior permission was obtained from institutional authorities before conducting the study. Participants were informed about the purpose of the research, and consent was obtained. The questionnaires were administered in classroom settings under the supervision of the researcher. Adequate instructions were provided to ensure accurate responses.

Statistical Analysis

The collected data were analyzed using:

Mean, Standard Deviation, Independent Sample *t*-test

The level of significance was set at 0.05.

III. RESULTS

TABLE 1

COMPARISON OF LEADERSHIP SCORES BETWEEN SPORTS PARTICIPANTS AND NON-PARTICIPANTS

Group	N	Mean	SD	t-value	p-value
Sports Participants	100	78.54	8.42	5.42	0.001
Non-Participants	100	69.18	9.11		

The findings presented in Table 1 indicate that students participating regularly in physical education and sports activities scored significantly higher in leadership ability compared to non-participants. The higher leadership scores among sports participants may be associated with opportunities for communication, decision-making, responsibility, and group coordination developed through sports participation (Bailey, 2006).

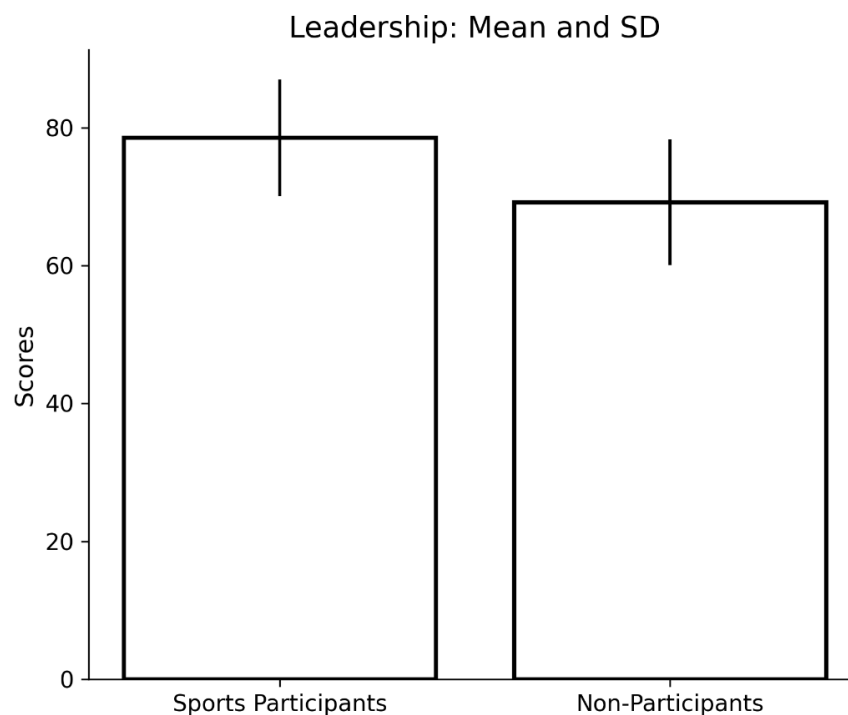


TABLE 2

COMPARISON OF CONFIDENCE SCORES BETWEEN SPORTS PARTICIPANTS AND NON-PARTICIPANTS

Group	N	Mean	SD	t-value	p-value
Sports Participants	100	81.63	7.85	6.11	0.001
Non-Participants	100	71.44	8.93		

Table 2 demonstrates that sports participants exhibited significantly greater confidence levels than non-participants. Participation in sports activities provides students with opportunities to experience achievement, recognition, and social interaction, which enhance self-confidence and self-esteem (Findlay & Coplan, 2008).

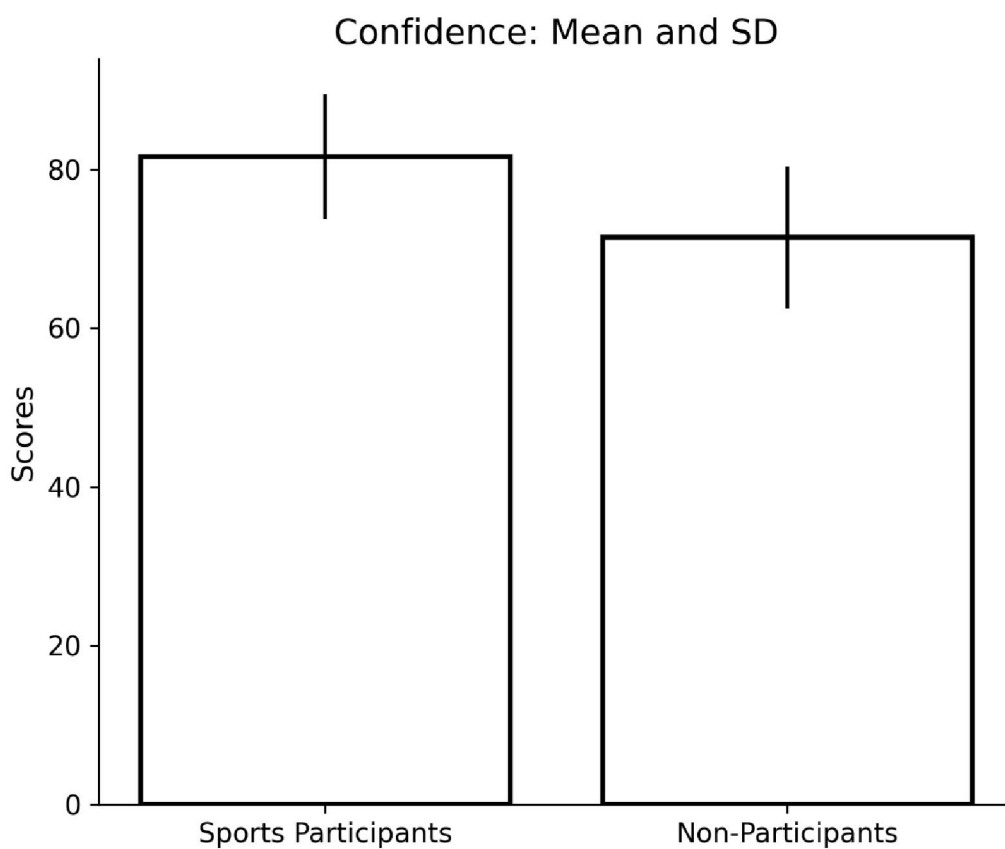
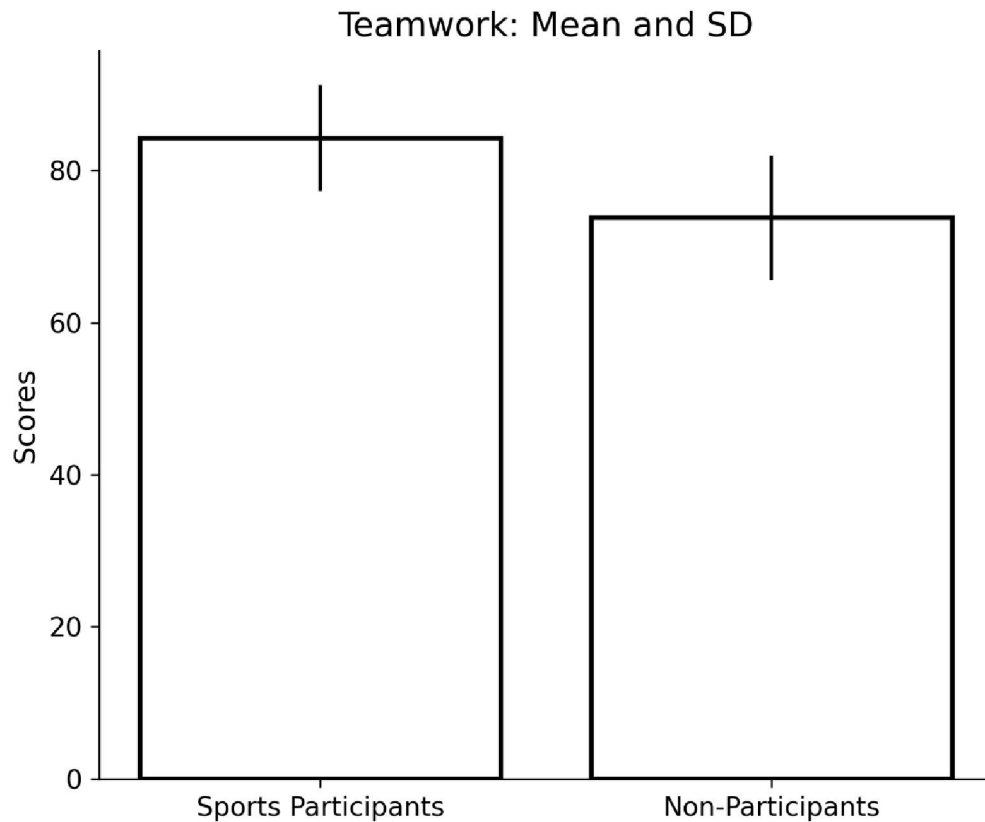


TABLE 3
COMPARISON OF TEAMWORK SKILL SCORES BETWEEN SPORTS PARTICIPANTS AND NON-PARTICIPANTS

Group	N	Mean	SD	t-value	p-value
Sports Participants	100	84.26	6.95	5.87	0.001
Non-Participants	100	73.82	8.16		

The results shown in Table 3 reveal significant differences in teamwork skills between sports participants and non-participants. Team sports and group physical activities require cooperation, communication, trust, and collective effort, which contribute to the development of teamwork competencies among students (Opstoel et al., 2020).



IV. DISCUSSION

This study aimed to examine the effects of regular physical education and sports activities on leadership, confidence, and teamwork abilities in university students. The results indicated substantial disparities between those who participate in sports and those who do not across all chosen personality traits.

The findings on leadership capability demonstrated that students engaged in sports activities had markedly superior leadership traits compared to non-participants. Sports environments provide students the opportunity to manage teams, (Chandel, S., & Rathore, P. 2018). communicate proficiently, resolve issues, and make decisions in competitive contexts. These findings align with Bailey (2006), who highlighted that physical education positively influences social and emotional development, especially leadership behaviors.

The current study revealed that those engaged in athletics had markedly greater levels of confidence than those who did not participate. Engagement in athletic activities enables pupils to cultivate skills, achieve achievement, and attain social acceptability, hence augmenting self-confidence and emotional resilience. The results corroborate the research of Findlay and Coplan (2008), which indicated that involvement in organized sports enhances confidence and social competence in teenagers. (Chandel, S., & Rathore, P. 2018).

Notable disparities in cooperation abilities were identified between the two groups. Students participating in physical education and sports activities exhibited enhanced collaboration, communication, and interpersonal adaptation. Team sports need synchronized effort and collaborative involvement, hence enhancing collaboration skills among pupils. These findings correspond with the conclusions of Opstoel et al. (2020), who determined that engagement in sports fosters personal and social growth within educational contexts. The results are corroborated by Eime et al. (2013), who proposed that engagement in sports significantly influences psychological and social health outcomes in kids. Moreover, Marsh and Kleitman (2003) emphasized that involvement in school sports fosters emotional and social development in kids.

This study demonstrates that consistent engagement in physical education and sports activities substantially enhances the comprehensive personality development of kids. Consequently, educational institutions have to advocate for organized physical education programs and foster active sports involvement to cultivate leadership attributes, self-assurance, collaborative abilities, and comprehensive personality development in students.

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