

EXPLORING STAKEHOLDER'S PERSPECTIVES ON THE DEVELOPMENT OF PUNCTUALITY THROUGH SPORTS PARTICIPATION

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Abstract

This study explores stakeholders' perspectives on the impact of sports in promoting life skills, with a specific focus on punctuality in Khyber Pakhtunkhwa (KP), Pakistan. Adopting a Cross-Sectional Quantitative Research Design, the study targeted doctors, teachers, and engineers as the population in KP. The researchers employed purposive sampling (snowball sampling) to gather data from 125 respondents, maintaining a gender-diverse representation. The research instrument, a questionnaire, underwent rigorous development, validation, and reliability testing. Initial psychometric analysis using Cronbach's alpha yielded a reliability score of .775, ensuring the instrument's acceptability. Pilot testing involving 18 participants further refined the questionnaire, ensuring clarity and appropriateness. The study found strong positive perceptions among stakeholders regarding the role of sports in punctuality development. Descriptive and inferential statistics were employed for data analysis, revealing no significant gender, locality, profession, or sports format differences in stakeholder perceptions. Moreover, no significant impact was observed based on sports participation levels, first language spoken, or sports experience in years. The findings highlight stakeholders' unanimous positive stance on sports' contribution to life skills, emphasizing the need for further qualitative exploration and extending the study to different provinces, sectors, and sports activities. Recommendations include examining additional life skill variables, diversifying stakeholders, and expanding the study to cover more districts within KP. Overall, this research contributes valuable insights into the nuanced perspectives of stakeholders on sports' role in life skills development in the Pakistani context.

Keywords: Punctuality; Sports; Life Skills; Athletes.

Introduction

The intersection of sports and life skills development has emerged as a dynamic

area of inquiry, drawing attention to the multifaceted benefits that extend beyond the

boundaries of the playing field. Scholars and practitioners alike recognize the transformative potential of sports in fostering essential life skills, with stakeholders playing a pivotal role in shaping and enriching this developmental landscape. This article embarks on an exploration of stakeholders' perspectives, delving into their insights on the impact of sports in promoting life skills, with a particular emphasis on the promotion of hard work and punctuality.

The development and promotion of the community depend upon the life skills of the different professionals (Hamzah & Jamil, 2019). The healthy life skills of the different stakeholders motivate them to act effectively, and this regard is clear that sports develop the life skills of individuals, particularly adolescents (Camire et al. 2009) and youth because most youth sports organizations work upon the social-emotional and psychosocial development of the participants as one of their prime goals (Careert-Ponsoda et al., 2012).

Qualitative studies of “student-athletes perspective on developmental experiences” have found that sports participation at high school can teach various life skills and values such as responsibility, honesty, accountability, perseverance, time-management, respect, and goal setting and

these skills and values can be implemented into the non-sports setting (Camire & Trudel, 2010; Camire et al., 2009).

Amidst the intricate tapestry of human development, the significance of sports participation has gained prominence across diverse contexts and age groups. Extensive research underscores the positive correlation between sports engagement and the acquisition of life skills, encompassing physical, cognitive, and socio-emotional dimensions (Eime et al., 2013; Fraser-Thomas et al., 2005; Holt et al., 2017). As we delve into this inquiry, it is imperative to examine not only the overarching benefits of sports but also the nuanced perspectives of stakeholders who play crucial roles in guiding individuals through their sporting journeys.

Stakeholders in the realm of sports are diverse, ranging from coaches and parents to educators and policymakers. Each group brings a unique vantage point to the discourse, contributing to the holistic understanding of how sports serve as a vehicle for life skills development. Coaches, with their frontline interactions, witness the day-to-day dynamics that unfold on the field, providing a valuable lens into the experiential aspect of skill acquisition (Camiré et al., 2012). Parents, as primary support systems,

contribute to the holistic development of individuals, influencing their values, motivation, and perseverance (Weiss, 2015). Educators bridge the gap between sports and formal education, aligning athletic experiences with broader educational goals.

In this exploration, the spotlight is directed towards two fundamental life skills: hard work and punctuality. These skills are not only integral components of athletic success but also transcend the sporting arena, serving as cornerstones for achievement in various life domains (Zarrett et al., 2015). The intricate interplay between sports engagement and the promotion of hard work and punctuality is a theme that warrants comprehensive examination.

As we navigate the contemporary landscape of sports and human development, the amalgamation of empirical evidence, qualitative insights, and stakeholder perspectives becomes imperative for constructing a holistic narrative. This article aims to synthesize the latest literature, offering an overview of the existing knowledge base, and then pivot towards qualitative research methods to unearth the nuanced perspectives of stakeholders. By delving into the intricate relationship

between sports, hard work, punctuality, and life skills, this exploration aspires to contribute to the ongoing dialogue surrounding the optimal utilization of sports as a catalyst for holistic human development.

Materials & Methods

In this study, the researcher used the following procedures and methods to gather and analyze facts about the phenomena under investigation.

This particular study was conducted through Cross-Sectional Quantitative Research Design.

Study Population

The population of this particular study was comprised of doctors, teachers, and engineers in KP, the province of Pakistan. In this study, the researcher applied the purposive sampling (snowball sampling) technique because no other sampling technique was feasible to get the needed information for the study. The researcher contacted and collected data from the 125 respondents 97 male and 28 females. The researchers achieved the target of respondents through a snowball sampling technique for data collection.

Table 1. Description of the Sample

Gender	Category			Total
	Doctors	Teachers	Engineers	
Male	29	49	19	97
Female	4	18	6	28
Total	33	67	25	125

Research Instrumentation

In the present study, the researchers used a questionnaire to collect the required information from the sampled population. The researcher used close-ended questionnaires to collect the requisite information from stakeholders.

Data Collection Procedure

Before data collection, the researcher obtained formal approval from the Students/Department Supervisory Committee to survey the selected areas of the Khyber Pakhtunkhwa. The researcher then visited all the selected districts and obtained the required information regarding the perception of stakeholders regarding the role of sports in the development of life skills with the help of a properly developed questionnaire. The researcher also assured all

the respondents that their information would be used merely for educational purposes.

Statistical Analyses

The researchers used Descriptive Statistics (Total Number, Percentage, Cumulative Percentage, Tables, and Graphs) for the sample and descriptive analysis (Mean, Median, Standard Deviations, Tables, and Graphs) of the sample. The researchers also used inferential statistics (t-test, ANOVA, linear regression, post-hock Tukey test) to generalize the results.

Parameters/Variable Studied

The researchers examined four variables in the current study, i.e., punctuality and hard work. These variables were assessed through a five-point Likert-type attitude scale (questionnaire) ranging from strongly agree to strongly disagree.

Table 2. Demographics Attributes- Wise Frequency and Percentage of the Respondents

Category		Frequency	%
Gender	Male	97	77.6
	Female	28	22.4
	Total	125	100.0
District	Dera Ismail Khan	15	12.0
	Bannu	14	11.2
	Kohat	12	9.6
	Peshawar	18	14.4
	Charsada	07	5.6
	Mardan	13	10.4
	Malakand	06	4.8
	Lower Dir	06	4.8
	Haripur	11	8.8
	Abbotabad	12	9.6
	Mansehra	11	8.8
	Total	125	100.0
	Language	Pashto	83
Hindko		27	21.6
Seraiki		15	12.0
Total		125	100.0
Locality	Urban	87	69.6
	Rural	38	30.4
	Total	125	100.0
Category	Doctors	33	26.4
	Teachers	67	53.6
	Engineers	25	20.0
	Total	125	100.0
Sports Played	Cricket	16	12.8
	Football	25	20.0
	Volleyball	33	26.4
	Badminton	38	30.4
	Table Tennis	13	10.4
	Total	125	100.0
Level of Participation	Inter-Colleges	77	61.6
	Inter-Varsities	27	21.6
	National	14	11.2
	International	7	5.6
	Total	125	100.0
Experience in Years	1-5 year	64	51.2
	6-10 year	42	33.6
	10 and Above year	19	15.2
	Total	125	100.0

The Descriptive section shows the frequencies and percentages of the respondents and their perceptions about the role of sports participation in the development of life skills i.e., punctuality.

Table 3. Responses from Stakeholders Regarding Punctuality

S. No	Statement	SDA	DA	UD	AG	SA	Total
1	Participation in organized sports develops punctuality	6 4.80	3 2.40	7 5.60	32 25.60	77 61.60	125 100 %
2	Participation in sports enables one to work on time	3 2.40	6 4.80	6 4.80	35 28.00	75 60.00	125 100 %
3	I always reach the workplace on time	2 1.60	3 2.40	2 1.60	35 28.00	83 66.40	125 100 %
4	I think that delaying work may create harm	1 0.80	4 3.20	3 2.40	46 36.80	71 56.80	125 100 %
5	I feel that I always complete the daily work on time	2 1.60	3 2.40	3 2.40	44 35.20	73 58.40	125 100 %
6	I am confident that there is no pending work on my account during duty hours.	3 2.40	2 1.60	4 3.20	33 26.40	83 66.40	125 100 %
7	I consider that my attendance is excellent in my department/workplace	1 0.80	3 2.40	2 1.60	39 31.20	80 64.00	125 100 %
8	I always consider that my exit at the workplace is according to the schedule	1 0.80	4 3.20	5 4.00	51 40.80	64 51.20	125 100 %

Table 4. Role of Sports in the Development of Punctuality

Predictor	Dependent	R	R Square	Adjusted R Square	F	t	B	Sig.
Sports	Punctuality	.518 ^a	.268	.262	45.135	-.201	1.032	.000

$\alpha=.05$

Table 5. Perception of respondents about differences in the development of various life skills through sports participation

Testing variable	N	Mean	Std. Deviation	Df	t	Sig.
Punctuality	125	4.4635	.29500	(3,496)	6.367	.000

$\alpha=.05$

Discussion

The purpose of the present study was to explore Stakeholder's perspectives on the impact of sports in promoting life skills. The first hypothesis concerned that sports play a

positive role in the development of punctuality. Punctuality is a fundamental life skill of the individual lives in general and particularly for professionals, while sports on

the other hand is considered an important tool for the development of punctuality. The present study found the potential of sports in the development of punctuality. The researchers assessed that punctuality development through sports participation enables a person to reach and work on time at the workplace. The current study analyzed that delaying and pending work creates harm. These parameters of punctuality have a greater impact on the professional lives in their workplace. The researcher first time probes the life skills (punctuality and its parameters) of the stakeholders from a Pakistani perspective and fills the literature gap that had not been exposed previously. In this regard, Fraser-Thomas, and Cote (2009) found that competitive sports like swimming in an environment, develop and facilitate positive experiences like the timing of practice and efforts, which play an important role in the achievement of any target, whereas Iqbal et al. (2022) found that sports participation develops the psychosocial aspects among adolescents at a higher level like perceived self-efficacy, personal and social responsibility. Several studies have indicated that sports participation facilitates a sense of consistency which leads to greater academic achievement, higher educational expectations, and better academic adjustment

(Fox et al., 2010; Wigfield et al., 2006). Similar findings have been found in various research studies that self-regulation and self-control are increased through sports participation (Johnston et al., 2013). Parker and Hellison (2001) found that a sense of responsibility was cultivated through sports participation among participants.

Conclusion

Exploring Stakeholders Perspectives on the Impact of Sports on Promoting Life Skills: A Focus on Punctuality from the province of Khyber Pakhtunkhwa (KP), Pakistan. It has been reported that the stakeholders have a strong positive perception of the role of sports in the development of various features of punctuality. Sports enable the participants to reach the workplace on time and develop the quality of working on time. Sports enable the individual to be sensible that delaying work creates harm, complete their daily work on time, execute the pending work at duty hours, ensure excellent attendance at the department/ workplace, and schedule exit at the workplace. The stakeholders believe that they are happy to be busy with work, to do challenging and interesting work, and would like to get assistance for the problem solution at the workplace. It has been indicated that stakeholders perceive no statistically

significant differences between the perception of male and female respondents regarding the role of sports in the development of various life skills. Stakeholders perceived no significant impact of respondent's locality (urban and rural) on their perception of the role of sports in the development of various life skills. It has been concluded that respondents perceive no statistically significant differences among the perceptions of doctors, teachers, and engineers regarding the role of sports in the development of various life skills. It has been reported that stakeholders perceive no significant differences affected by the format of sports played (cricket, football, volleyball, badminton, and table tennis) in the development of various life skills. It was highlighted that respondents found no statistically significant differences affected by the level of sports participation (inter-colleges, inter-varsities, national and international) in the development of various life skills. Stakeholders perceived no significant differences concerning the respondent's first language spoken (Pashto, Hindko, and Seraiki) in the development of various life skills. There were no statistically significant differences found among the perception of respondents regarding sports experiences in years (1-5 years, 6-10 years,

and above 10 years) in the development of various life skills.

Recommendations

1. The researchers found a significant perceptual stance regarding the role of sports in the development of various life skills i.e., punctuality, hence it is recommended to analyze the same stance through qualitatively, mixed methods, or triangulation for a better understanding of the results. The current study was focused on punctuality; therefore, future research is encouraged to test the other variables of life skills in the Pakistani context such as teamwork, decision-making, confidence, time management, and social relationships. The current study was carried out in the territory of the province of Khyber Pakhtunkhwa, so a similar study is recommended for other provinces of Pakistan such as Punjab, Sindh, and Baluchistan.
2. This study was focused on the stakeholders (doctors, engineers, and teachers) working in the government departments and institutions, so future research is required to address the phenomena through other stakeholders in the public sector such as lawyers,

bureaucrats, and security officers, in addition similar study is recommended in the private sector of the province of Khyber Pakhtunkhwa. This study was focused on specific sports activities/games like cricket, football, volleyball, badminton, and table tennis; hence it is recommended to investigate similar phenomena in the other contexts of sports activities for example basketball, hockey, squash, tennis, and track & field events.

3. The current study was based on the eleven districts of Khyber Pakhtunkhwa; therefore, it is suggested to conduct the same study rest of the districts in Khyber Pakhtunkhwa. The present study focused on demographic attributes like gender, first language spoken, locality, category (Profession), format of sports played, and level of sports participation and experience of sports in years, so it is recommended for further study to add the age, qualification, and designation of the stakeholders for the authentication of the results.

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