

Sports Engagement and Leadership Competencies Development in College Students

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Abstract: This research explores the evaluation of student involvement in sports and its significant correlation with leadership skills. The investigation focuses on assessing students' level of enthusiasm, commitment, absorption, and energy in sports participation, as well as their proficiency in communication, strategic planning, learning, and reasoning, interpersonal relationships, group dynamics, community involvement, personal conduct, and self-awareness and growth in leadership skills. Findings revealed that students have high levels of enthusiasm, dedication, absorption, and vigor while participating in sports. The high ratings highlight their steadfast dedication and enthusiasm for sports, indicating their active involvement and genuine interest. When analyzing leadership qualities, students exhibit varied levels of proficiency in many domains. Significantly, personal conduct self-awareness and growth stand out as areas of strength, with mean scores of 3.08 and 3.04, respectively. In contrast, strategic planning and community participation have the potential for improvement, as shown by their average ratings of 2.89 and 2.84, respectively. Importantly, the research confirms a strong and convincing correlation between students' participation in athletics and their abilities in leadership. Pearson's correlation coefficients, which range from 0.55 to 0.70, provide strong evidence for this robust relationship since all p-values indicate statistical significance. This highlights the fact that more involvement in athletics is associated with improved leadership abilities in several areas.

Keywords: Community Engagement; Group Dynamics; Interpersonal Relationship; Personal Behavior; Self-awareness and Development.

1. Introduction

The development of young leaders is significantly influenced by a wide range of abilities and qualities that together form student leadership competencies. Proficient communication abilities, such as those shown by student leaders, enable them to effectively articulate their thoughts, promote cooperation, and skillfully address disputes (Diaz, 2023). The possession of emotional intelligence allows individuals to effectively negotiate intricate social dynamics, establish strong interpersonal connections, and demonstrate empathy towards their team members, therefore fostering a leadership atmosphere that is characterized by positivity and inclusivity (Ainomugisha, 2018). The possession of critical thinking and problem-solving skills enables student leaders to engage in the critical analysis of information, make well-informed judgments, and effectively tackle issues, therefore fostering innovation within their own circles of influence (Pagoda Projects, 2021).

Social responsibility is a vital facet of leadership in China, whereby students are actively encouraged to participate in volunteer work, community engagement, and endeavors aimed at promoting social justice. China's growing emphasis on innovation and entrepreneurship has resulted in the development of leadership capabilities that revolve on creativity, problem-solving, and an entrepreneurial attitude. As China's influence expands in the international arena, effective leadership requires the cultivation of a comprehensive global outlook, including cross-cultural proficiency, heightened global consciousness, and the capacity to engage in international collaboration (Weng & Yan, 2018).

Considering China's growing involvement in the international arena, the acquisition of cross-cultural competency has become imperative. It is anticipated that students would possess the ability to comprehend and adeptly negotiate cultural disparities, hence fostering efficient global engagements. Within this dynamic setting, the leadership capabilities of students include a diverse amalgamation of traditional values, educational experiences, and social progress, therefore equipping them with the necessary skills to undertake leadership positions in an increasingly interconnected global landscape.

Engagement in athletic competitions provides students with opportunities to develop their decision-making and problem-solving skills in high-pressure situations, as they manage the inherent unpredictability of games and address obstacles directly. The practical experience of navigating and overcoming difficult circumstances cultivates the capacity to adjust and bounce back, which are crucial attributes for leaders confronted with a wide range of obstacles. In addition, participation in sports fosters the development of emotional intelligence among students, as it facilitates their comprehension and regulation of emotions, while also promoting empathy towards the emotions experienced by both teammates and opponents. Consequently, this cultivates their ability to establish connections and inspire others, so enhancing their leadership skills (Fahimirad, Nair, Kotamjani, Mahdinezhad, & Feng, 2019).

Sports competitions impose tough demands on participants, hence imparting valuable lessons in time management and discipline. Students are required to effectively juggle their athletic endeavors with their academic and personal obligations. Conflict resolution skills are developed via the

process of managing and resolving conflicts or tensions within teams. These abilities may then be used in leadership settings to effectively maintain a peaceful and productive atmosphere. In addition, sports often provide students the chance to take on leadership positions within their teams, enabling them to engage in practical exercises that enhance their leadership skills (Leadership in Athletics, 2023).

Sports event engagement provides students with a wide range of leadership competencies, including effective communication, collaborative teamwork, sound decision-making, adaptability, emotional intelligence, goal setting, self-assurance, efficient time management, conflict resolution skills, and valuable practical leadership experience. These capabilities have a broad application outside the realm of athletics, enabling students to achieve success in academic, professional, and community leadership positions. In these roles, they may use their abilities and past experiences to initiate constructive transformations and motivate those in their vicinity (Leadership Skills Developed Through Playing Sports, 2023).

The need to conduct research on the impact of sporting events on the development of leadership competences among college students in China is of utmost importance, motivated by a number of compelling arguments. China is demonstrating a growing awareness of the pivotal importance of leadership in effectively tackling intricate social issues and fostering innovation in many domains. Sports involvement is strongly embedded into the social structure of Chinese culture, as several students actively participate in sports activities as a widely favored extracurricular pursuit. The examination of how different sporting activities contribute to the development of certain leadership characteristics has significant importance. This approach not only corresponds with the educational objectives of comprehensive development, but also illuminates the potential of using athletics as a means for fostering leadership advancement.



Figure 1. Positive Youth Development (PYD)

The existence of a research deficit in this particular field further emphasizes the need of doing this study. The existing literature on leadership development and sports has shown notable growth, although there is a dearth of study that particularly examines the distinctive cultural and educational milieu of China. This study has the potential to provide valuable insights that are relevant to the environment, perhaps revealing hitherto unexplored aspects and complexities of leadership development within the realm of sporting events.

Furthermore, this research has substantial significance for educational establishments in China. Sports events have the potential to provide valuable insights to educators and administrators on the development of leadership abilities. This information may then be used to enhance the design and effectiveness of extracurricular activities and curriculum. The findings of this study have the potential to make a valuable contribution towards the development of a new cohort of leaders in China. These leaders would possess the requisite skills and qualities needed to effectively address the diverse challenges faced by the nation, such as environmental sustainability, social justice, and economic development. In the current dynamic educational and cultural context, it is crucial and opportune to comprehend the interconnection between sporting events and leadership qualities.

2. METHODOLOGY

2.1. Research Design

The chosen research design for the study was the descriptive correlational approach. The selected design was very suitable for the study objectives as it offered a means to explore and understand the inherent relationships between variables without necessitating intentional modification. Within this specific context, the primary areas of emphasis were the participation of university students in sports activities and the subsequent development of their leadership skills. By employing a descriptive correlational design, researchers systematically collected data that provided valuable insights into the possible presence and extent of a significant correlation between participation in sports events and the cultivation of specific leadership abilities, such as communication, strategic planning, and self-awareness. The design's usefulness lay in its ability to examine these connections within the genuine context of college students' lives. This technique facilitated data collection while minimizing interference with participants' experiences, ensuring that the resulting results correctly reflected real-life scenarios. The main aim of this study was to find and evaluate patterns and trends in the data, in order to extract significant insights that might be used to improve teaching techniques and develop leadership programs. The descriptive correlational design was an appropriate approach for reaching the research goals as it offered insight into the complex link between sports activity and the development of leadership qualities in college students.

2.2. Sampling Technique

The selected sampling strategy for this study was stratified sampling. The selection 5 universities of China. Stratified sampling is a systematic approach of selecting participants in order to create a sample that accurately represents the different subgroups or strata within a larger student population. The first phase of implementing stratified sampling was the identification of relevant strata. These layers may have included a wide range of institutions in China, academic disciplines, or different levels of sports engagement, such as varsity athletes, club members, and non-participants. Once the strata were defined, the method of proportional allocation was used to guarantee that the sample size allotted to each stratum precisely represented its percentage in the whole population.

Resorting to random sample techniques, respondents were selected within each stratum to minimize the risk of bias in

participant selection. The sample size determination was conducted using statistical analysis, considering the required level of confidence and precision in the study findings. The study aimed to use stratified sampling to guarantee the incorporation of a diverse range of student experiences and viewpoints, while simultaneously maintaining robust statistical validity. This technique enhanced the study's ability to get meaningful and applicable data about the relationship between sports involvement and leadership abilities among college students in various Chinese colleges.

2.3. Instrumentation

The researchers used a properly developed survey instrument they built to collect quantitative data from student-athletes enrolled at certain Chinese institutions. The goal of this survey was to assess two crucial concepts: student-athletes' display of leadership qualities and their active participation in academic sports diplomacy activities. The first step of developing this survey instrument was identifying and deriving components from well-established theories and ideas related to leadership development and sports diplomacy. A team of experts was created to evaluate the survey's content validity. This panel was made up of individuals with specific skills in sports, leadership, and diplomacy. Their major responsibility was to thoroughly review the survey subjects for relevancy and clarity. The survey was refined and finalized as a consequence of this intense inspection. Furthermore, a pilot study was performed among a select group of student-athletes who were not part of the study's main sample to assess the clarity and efficacy of the survey.

A normality test, more specifically the Shapiro-Wilk test, was carried out in order to determine whether or not the parametric test would be utilized in order to address the research objectives. When the p-values are lower than 0.05, nonparametric testing is used instead of parametric testing. In the event that the p-values are lower than 0.05 and the data does not follow a normal distribution, nonparametric tests are utilized.

2.4. Preliminary Analysis

2.4.1. Reliability

Tables 1 (A) and (B) present the reliability measurement, particularly the Cronbach's alpha of the scales, sports engagement as well as leadership competencies that were measured based on communication, strategic planning, learning and reasoning, interpersonal relationship, group dynamics, community engagement, personal behavior, and self-awareness and development. Cronbach's alpha, abbreviated as CA, is a statistic used to assess construct reliability or internal consistency. (Roldan & Sanchez-Franco, 2012; Kock, 2015). For Cronbach's alpha to be able to determine whether or not a measurement is reliable, the value of the measurement being analyzed must be equal to or greater than 0.70 (Fornell & Larcker, 1981; Nunnally, 1978). The analysis of the data showed that all of the domains of the two (2) scales satisfied the criterion for reliability and were considered to be good items with good internal consistency. Specifically, the sports engagement obtained CA value of 0.94, while the leadership competencies generated CA values between 0.90 and 0.97.

Table 1. The reliability measurement

Table A: Reliability Measurement of Sports Engagement (Cronbach's Alpha)

Construct	Cronbach's Alpha	No. of Item/s Deleted	No. of Items
Sports Engagement	0.94	0	15

Table B: Reliability Measurement of Leadership Competencies (Cronbach's Alpha)

Construct	Cronbach's Alpha	No. of Item/s Deleted	No. of Items
Communication	0.90	0	10
Strategic Planning	0.95	0	10
Learning and Reasoning	0.95	0	10
Interpersonal Relationship	0.94	0	10
Group Dynamics	0.97	0	10
Community Engagement	0.95	0	10
Personal Behavior	0.95	0	10
Self-awareness and Development	0.96	0	10

2.4.2. Normality Test

Table 2. Normality

	N	Shapiro-Wilk	
		W	p
Model the Way	834	0.86	< .001
Emotional Engagement and Motivation	834	0.81	< .001
Facilitating Empowerment	834	0.81	< .001
Challenge the process	834	0.82	< .001
Foster A Collective Vision	834	0.79	< .001
Student-athlete exchanges	834	0.81	< .001
International sports competitions	834	0.86	< .001
Cultural exchange programs	834	0.83	< .001
International sports projects	834	0.84	< .001
Cross-country competitions	834	0.87	< .001

Since all the generated p-values of the Shapiro-Wilk test are greater than 0.05 and the histogram shows that the data is skewed, this indicates that the scores are not regularly distributed. Hence, to determine if there was a significant relationship between leadership skills and level of engagement in academic sports diplomacy, a parametric test, particularly Spearman's rho correlation, was utilized.

2.5. Data Gathering Procedures

The data gathering procedures play a crucial role in ensuring the reliability and validity of the data. The survey was distributed electronically after it was administered, enabling participants to complete it at their leisure using online survey platforms. The participants were given a detailed and complete set of informed consent forms that clearly described the purpose of the study, the steps taken to preserve confidentiality, and their rights as participants. Following data gathering, a quantitative analysis was carried out utilizing statistical software. The goal of this research was to employ descriptive statistics to present a thorough assessment of a comprehensive assessment of college student athletic participation and leadership. Furthermore, the research used correlation analysis to investigate the relationships between these aspects.

An instrument's reliability and validity are critical components in its creation. To assess the survey's reliability, the researcher used measures such as Cronbach's alpha to examine the internal consistency of the survey questions. A high Cronbach's alpha score showed a high degree of reliability. The content validity of the instrument was verified by exposing it to thorough review by professionals throughout its development stage. The evaluation of construct validity included an examination of the relationships between the measured constructs in line with the theoretical assumptions that served as the study's foundation. Finally, this survey instrument had been meticulously designed and properly validated to assure its reliability and validity. Its goal was to reveal the complex links between leadership skills and sports activity participation among students in selected Chinese universities.

2.6. Ethical Considerations

The idea and implementation of this research on explores the evaluation of student involvement in sports and its significant correlation with leadership skills. It was critical to stress that participation in the study was entirely voluntary, allowing individuals to withdraw from the research at any moment with no negative consequences. To protect privacy, personally identifiable information was rigorously banned, and data were securely kept and made available only to authorized members of the study team. The ethical review method was strictly followed, with an emphasis on gaining approval from relevant ethics committees to ensure adherence to ethical norms. The researchers maintained cultural awareness and displayed respect for the universities and student-athletes participated in the study. The aforementioned ethical difficulties demonstrated the commitment to doing a research that was both responsible and ethical, while also explores the evaluation of student involvement in sports and its significant correlation with leadership skills.

3. RESULTS AND DISCUSSION

A tabular representation of the data that was collected, as well as its analysis and interpretation, can be found in this chapter. The results of a statistical analysis carried out using jamovi 2.3.19 form the basis for the conclusions presented in this section.

3.1. Assessment of the Student-Respondents of their Sports Engagement

The results summarizes the assessment of the students'

sports engagement, with a mean score of 2.84 and a standard deviation of 0.56. This implies that students have an average level of student engagement and agree that they are proud of their work ($M = 3.12$), that their sport activity is a self-challenge ($M = 3.10$), and that their sport activity is full of meaning and resolve ($M = 3.00$). Furthermore, they agree that they are happy when they are engaged in their sport activity ($M = 2.94$), that they are inspired when they are engaged in their sport activity ($M = 2.91$), and that time flies when they are training or competing ($M = 2.90$).

The evaluation of student-respondents' participation in sports showed several intriguing findings. The highest mean score of 3.12, connected with the statement "I am proud of the work I do," indicating that, on average, college students take considerable satisfaction in their athletic endeavors. This conclusion is very encouraging since it emphasizes the impact of sports participation in developing a feeling of success and pleasure among kids. It implies that educational institutions might use this pride to promote continuous engagement in sports and emphasize the inherent advantages.

The lowest mean score of 2.46, which corresponds to the statement "I am strong and vigorous in my sport activity.", implies that students may see space for development in terms of physical strength and vigor in sports. This observation shows a possible opportunity for institutions and sports programs to promote fitness and training efforts that might assist students in improving their physical skills, thereby enhancing their overall involvement and enjoyment in sports.

The composite mean score of 2.68, which represents overall sports engagement, suggests that students have a relatively favorable degree of sports participation on average. This indicates that sports have a significant impact on their lives, and there is potential to increase this participation via focused interventions and support.

Specifically, the evaluation of student-respondents' sports participation, as shown by mean scores, gives useful insights into numerous important characteristics evaluated in the questionnaire. These factors, namely excitement (1.1), devotion (1.2), absorption (1.3), and vigor (1.4), are essential components of the total sports participation experience.

Enthusiasm, as measured by a mean score of 2.87 for the statement "I am enthusiastic about my sport activity," illustrates the extent to which students are motivated by their love of sports. The high score indicates that many kids approach their sports activities with interest and willingness, which is indicative of a good sports engagement experience.

Dedication was judged by the statement "I am persistent in my sport activity," which obtained a mean score of 2.81. This variable represents the amount of dedication and drive that students have in their athletic activities. The comparatively high score indicates that a considerable fraction of students is committed to their sports participation, underlining the value of persistence in sports participation.

Absorption was judged by statements like "I am carried away by my sport activity" and "I am absorbed in my sport activity," which received mean scores of 2.69 and 2.77, respectively. This variable shows the amount to which students get completely immersed in their sports activity, perhaps losing track of time and becoming distracted. These results show that many students are absorbed when participating in sports, indicating a high degree of immersion and focus in their athletic endeavors.

Vigor, as expressed in the statement "I am strong and vigorous in my sport activity," obtained a mean score of 2.82.

This variable measures the physical energy and vitality that students identify with their engagement in sports. While the score is not the highest among the factors, it does indicate that a significant proportion of students believe they have a strong and enthusiastic attitude to their sports activities.

In summary, the questionnaire-measured characteristics of excitement, devotion, absorption, and vigor all contribute to college students' total sports participation experience. The high mean scores for passion, devotion, and absorption emphasize the positive elements of sports participation, however the somewhat lower score for vigor gives an opportunity for institutions to work on improving students' physical preparation and energy levels in sports. Understanding and resolving these elements may help college students have a more complete and enjoyable sports participation experience.

This evaluation throws light on both the strengths and places for growth in college students' sports participation. The high sense of pride connected with sports engagement is promising, however the lower assessment of physical strength and vitality indicates areas for improvement. By understanding and responding to these insights, educational institutions may create more successful sports programs that meet the different needs and goals of their student body.

This finding is supported by Kukoda (2022) research at Seton Hall University which investigated the correlation between student engagement and academic accomplishment, specifically examining how high school students' involvement in sports, influenced by their engagement, impacts their academic performance. Kukoda sought to ascertain whether increasing involvement in sports, along with a self-reported enhanced level of involvement in school, resulted in enhanced SAT test results among high school students. In addition, the research included race and gender as factors in the statistical analysis of the correlation between sports involvement and SAT scores.

The research also corroborates the existing knowledge on the correlation between sports involvement, involvement, and academic performance. Concretely, the study revealed that engaging in athletics had a beneficial effect on students' SAT results. Greater participation in sports by students correlated with improved performance on the SAT. This discovery emphasizes the possible advantages of participating in sports on academic achievement.

Furthermore, the research also investigated the influence of student participation on SAT scores. Although student involvement had a beneficial influence on academic success, its impact was not as significant as that of sports participation. This implies that while engagement is crucial, active participation in sports could have a more substantial impact on SAT performance.

These results have several implications that might be interpreted in multiple ways. Initially, it is important for educational institutions and policymakers to acknowledge the significance of engaging in athletics as a method to augment academic accomplishment. Promoting student participation in structured athletic endeavors may enhance SAT scores and overall academic achievement. Furthermore, it is crucial to acknowledge the significance of promoting student involvement, since it is directly associated with improved academic achievement. Schools may contemplate the adoption of programs and initiatives aimed at fostering student involvement, which may enhance the advantages derived from participating in sports.

Both sports involvement and student engagement are crucial factors in influencing academic success among high school students. The correlation between sports participation and SAT scores offers useful information for educators and administrators, underscoring the comprehensive advantages of extracurricular activities such as athletics. The research highlights the potential benefits of actively and evenly promoting student development via sports and efforts that enhance involvement, while emphasizing the importance of engagement. These results may guide instructional interventions designed to enhance student outcomes and overall well-being.

3.2. Assessment of the Respondents of their Leadership Competencies in Terms of:

3.2.1. Communication

The result summarizes the assessment of the respondents' leadership competencies in terms of communication. Based on a composite mean of 2.85 and a standardized deviation of 0.47, the competency somehow moderately demonstrated. This means that respondents agree that they pay attention when people talk to them ($M = 3.14$), that they are good at talking things out to solve problems ($M = 2.95$), and that they can change how they speak to different groups of people ($M = 2.94$). They also agree that they are clear in both what they write and what they say ($M = 2.93$) and that they are good at communicating their ideas to others ($M = 2.88$).

Evaluating the leadership competences of respondents in terms of communication provides significant insights into their perceived skills in different aspects of communication. The statement "I pay attention when people are talking to me" has the highest mean score of 3.14 among the indicators. The conclusion indicates that respondents usually see themselves as highly skilled in active listening, which is a crucial component of successful communication. Active listening is an essential talent for leaders, since it promotes comprehension, empathy, and teamwork within a team.

In contrast, the statement "I'm used to giving talks in front of a group" has the lowest mean score of 2.54. This result suggests that the participants may possess lower levels of confidence or expertise in the domain of public speaking, which is a critical aptitude for leaders to proficiently communicate their ideas and motivate their subordinates. Although public speaking was given a lower grade, it underscores the potential for people to improve their leadership communication skills via skill development and training.

These results emphasize the significance of effective communication abilities in positions of leadership. Although the respondents recognize their proficiency in active listening, they have identified a need for improvement in the area of public speaking. Organizations and leadership development programs should provide training and assistance to help people improve their confidence and skill in public speaking, which will in turn enhance their overall leadership abilities. Proficient communication is a fundamental aspect of triumphant leadership, and these observations may direct endeavors to cultivate comprehensive communication abilities among prospective leaders.

The research conducted by Cortez (2023), titled "Leadership Dynamics: Exploring Communication Styles of Student Leaders in One Campus of a State University and its Implications for Institutional Policies," offers valuable insights into the correlation between leadership and

communication styles among student leaders. This study is consistent with the latest findings on communication in the evaluation of leadership skills.

Cortez's research underscores the importance of proficient communication in leadership, emphasizing that leadership entails exerting influence on others to collaborate towards corporate objectives, with communication serving as a crucial factor in doing this. The research explores the communication strategies used by student leaders and their consequences. Regarding communication styles, the study indicates that student leaders regard themselves as having a strong forceful communication style, while exhibiting moderate degrees of passive and passive-aggressive communication styles. The results of this study align with the evaluation of leadership skills in communication, where the capacity to actively listen and effectively convey opinions to others are seen favorably.

In addition, the research reveals a direct relationship between leadership positions and an aggressive communication style, suggesting that higher levels of leadership are linked to a stronger display of forceful communication. This discovery is consistent with the significance of leadership communication abilities, since forceful communication is often seen as a crucial element of successful leadership.

Ultimately, Cortez's research confirms the idea that proficient communication is essential for achieving success in leadership. The results highlight the need to implement programs to improve the leadership and communication skills of student leaders. This aligns with the conclusions derived from evaluating their communication abilities as part of their leadership competencies. Both studies emphasize the significance of cultivating comprehensive communication abilities in leaders, as it enhances organizational performance and facilitates successful leadership.

3.2.2. Strategic Planning

The result summarizes the assessment of the respondents' leadership competencies in terms of strategic planning, with a composite mean score of 2.93 and a standard deviation of 0.46. The results indicate that the competency is moderately demonstrated and that they agree that when they plan, they consider potential problems ($M = 3.05$), that they make choices that are consistent with what they want to do in the long run ($M = 3.03$), and that they review their plans frequently and change them based on how things are going ($M = 2.99$). Moreover, they agree that they use information and data to help them make plans ($M = 2.99$) and that they have long-term goals ($M = 2.93$).

The evaluation of participants' leadership abilities in relation to strategic planning provides fascinating observations about their methods of goal establishment and resolution of issues within leadership positions. The statement "When I plan, I think about problems that might arise" has the highest average score of 3.05 among the indicators. The findings indicate that the participants demonstrate a proactive and problem-focused approach to strategic planning, highlighting the significance of foreseeing and tackling possible obstacles. This characteristic is in line with good leadership, since leaders must successfully handle uncertainty and adjust their methods to overcome challenges.

In contrast, the statement "I am very good at setting effective goals for a group or company" had the lowest mean score of 2.79. This discovery suggests that the participants may have a diminished sense of confidence in their capacity to establish unambiguous and impactful objectives for group

undertakings. Efficiently establishing objectives is a crucial component of strategic planning, especially in leadership positions, since it offers a clear path towards attaining desired results. The findings indicate a specific domain in which people might enhance their abilities and expertise, particularly in relation to establishing objectives that are focused on group collaboration.

These results underscore the need of developing comprehensive strategic planning abilities for successful leadership. Leaders must demonstrate exceptional proficiency in problem-centric planning, as shown by the highest average score, as well as in creating goals for group or corporate objectives, where there may be room for development. Organizations and leadership development programs may want to provide training and assistance to improve goal-setting abilities, especially in a group environment. In addition, cultivating a mentality that focuses on identifying and addressing problems during strategic planning may enhance the capacity of leaders to withstand and adapt to difficulties, so guaranteeing that they are well equipped to tackle obstacles and traverse intricate circumstances.

The evaluation of leadership skills in strategic planning, as determined by the greatest and lowest average scores among participants, aligns with the scoping study undertaken by Carvalho et al. (2021) titled "Strategy and Strategic Leadership in Education: A Scoping Review." The scoping review emphasizes that the area of strategy in education has not been well studied in terms of both theory and empirical research. Most studies on strategy and strategic leadership have been concentrated on non-educational contexts. This remark is consistent with the current research on strategic planning, highlighting the need of enhancing strategic thinking and planning abilities among educational leaders.

The scoping assessment highlights the need of increasing research endeavors in education to establish a more cohesive and all-encompassing framework of strategic leadership. Similarly, the conclusions derived from evaluating leadership abilities in strategic planning highlight the need of cultivating goal-setting abilities for group projects and promoting a problem-focused approach in strategic planning. The research study emphasizes the need to do more comprehensive and explanatory research in order to get a deeper grasp of strategy and strategic leadership concepts.

Ultimately, the existing research on leadership skills in strategic planning and the comprehensive evaluation conducted by Carvalho et al. (2021) both emphasize the importance of strategy and strategic leadership in the field of education. These insights highlight the significance of improving strategic thinking and planning abilities among educational leaders, conducting additional research in this field, and developing a more thorough comprehension of strategic leadership in educational settings to promote effective leadership practices and policy implications.

3.2.3. Learning and Reasoning

The result provides the assessment made by a sample of students of their leadership competencies in terms of learning and reasoning. Analysis of the descriptive statistics revealed a composite mean score of 2.99 and a standard deviation of 0.43. This implies that the students agree that they are open to new ideas and points of view ($M = 3.10$), that they seek ways to continue learning and improving ($M = 3.04$), and that they enjoy looking at things in detail ($M = 3.04$). Likewise, it appears that they frequently reflect on themselves and strive

to improve themselves ($M = 3.04$), and that they are adept at adapting to new situations and problems ($M = 3.01$).

The evaluation of leadership skills in learning and reasoning reveals significant findings, with the highest average score of 3.10 suggesting that most participants have a strong tendency towards being open-minded and receptive to other opinions and perspectives. This favorable characteristic is advantageous for successful leadership, as it promotes creativity, stimulates many ideas, and nurtures an inclusive atmosphere that appreciates other viewpoints. The possession of open-mindedness is a very advantageous quality for leaders who want to tackle intricate problems and promote cooperation among team members.

In contrast, the lowest average score of 2.86 in the aptitude to grasp complex content indicates that there is potential for improvement in the respondents' ability to understand sophisticated knowledge. This discovery emphasizes the need to improve critical thinking and analytical abilities, which are crucial for making well-informed decisions and addressing problems effectively in leadership positions.

These observations have two implications. Organizations and leadership development programs may use the preexisting receptiveness of potential leaders by fostering and promoting this attribute. Furthermore, it is evident that educational efforts and training programs focused on enhancing critical thinking skills are essential in preparing future leaders to analyze intricate data and make educated decisions.

Evaluating leadership abilities in the areas of learning and reasoning highlights the need of promoting open-mindedness while prioritizing the development of critical thinking capabilities. These findings provide useful directions for leadership development initiatives focused on equipping people to become versatile and efficient leaders in different and intricate settings.

The research on the aptitude of student leaders in handling student issues in public institutions in Kenya corresponds to the recent discoveries about leadership proficiencies in education and logical thinking (Kukoda, 2022; Assessment of Leadership Competencies). The research conducted in Kenya highlights the significance of leadership abilities in efficiently tackling students' issues and fostering stability within higher education establishments (Murage et al., 2023). The evaluation of leadership abilities in learning and reasoning underscores the importance of skills such as critical thinking, problem-solving, and open-mindedness in leadership positions.

Both studies emphasize the importance of student leaders who possess fundamental abilities and are well-rounded. The Kenyan study primarily examines the practical implementation of leadership skills to tackle student problems and prevent disturbances. On the other hand, the evaluation of learning and reasoning skills explores the cognitive dimensions of leadership, including analytical thinking and the ability to adapt to new challenges. The conclusions derived from these investigations are interrelated. The authors stress the need of inclusive leadership development programs that include not only practical abilities for overseeing student affairs, but also cognitive capabilities like critical thinking. The research indicates that consistent leadership training has the potential to allow student leaders to successfully resolve problems, foster stability, and establish mutually approved government. The evaluation of learning and reasoning abilities underscores the need to cultivate open-mindedness

and enhance critical thinking skills.

Integrating these discoveries into programs aimed at developing leadership skills may lead to student leaders who are well-equipped with the necessary practical skills and cognitive capabilities to succeed in their responsibilities. These studies support the idea of taking a comprehensive approach to developing leadership skills, which eventually helps educational institutions by promoting effective leadership and creating a favorable learning environment.

3.2.4. Interpersonal Relationship

The result shows the assessment of leadership competencies in terms of interpersonal relationships made by a sample of students. According to the descriptive statistics, the composite mean score was 2.93, with a standard deviation of 0.46. This implies that the students agree that they can understand and care about how other people feel ($M = 3.06$), that they make it easy for people to trust them ($M = 3.01$), and that they change the way they talk to people depending on who they are ($M = 2.99$). Similarly, they all agree that they work well with others ($M = 2.95$) and with a wide range of people ($M = 2.93$).

When evaluating leadership skills that include interpersonal interactions, the participants displayed differing degrees of expertise in various areas. Indicator 3, titled "I can understand and care about how other people feel," had the highest mean score of 3.06. These findings suggest that the participants had a high level of confidence in their ability to understand and relate to the feelings of others, which is an essential attribute for effective leadership positions. Conversely, Indicator 2, which pertains to the ability to engage in one-on-one conversations, had the lowest average score of 2.77. This implies that the participants may have the potential to enhance their proficiency in engaging in one-on-one discussion.

These results have several ramifications for the growth and education of leaders. Initially, they prioritize the importance of cultivating empathy and emotional intelligence in student leaders since these abilities play a role in establishing favorable connections and promoting a supportive atmosphere. Furthermore, the lower average score emphasizes the need for targeted training or seminars to improve interpersonal communication abilities, since proficient individual exchanges are crucial for resolving conflicts and fostering trust. Furthermore, it is essential to use a comprehensive strategy in order to develop interpersonal competences, given the several facets of leadership that need distinct aptitudes. Leadership development programs should strive to achieve a harmonious equilibrium among these capabilities, fostering the growth of student leaders' effectiveness in their responsibilities while also augmenting their abilities in cooperation and teamwork. These results provide insight into the strengths and areas for growth in the interpersonal skills of student leaders, helping institutions in their attempts to develop competent and versatile leaders.

The research carried out by Nisar et al. (2023) on the correlation between students' interpersonal skills and their academic performance. The research evaluated the interpersonal abilities of students, revealing that they had a proficient level of interpersonal skills. This discovery is consistent with the significance of interpersonal capabilities in leadership positions, underscoring the need to develop these abilities for successful leadership. Moreover, the research uncovered a statistically significant disparity in how male and female students perceive interpersonal skills,

indicating that gender might play a role in affecting these abilities. Equally, when it comes to leadership, it is important to acknowledge and deal with any gender-related variations in interpersonal relationships, as this may be vital for fair leadership growth.

An important feature of their results is the inverse correlation between students' interpersonal abilities and their academic success. Although the present research does not specifically examine leadership qualities, it highlights the interdependence of skills such as interpersonal interactions with wider educational achievements. Therefore, it is advisable for leadership development programs to take into account the possible influence of leadership skills on academic success and vice versa.

Both research underscore the need of including measures to improve interpersonal skills in educational environments, with regards to their consequences. Teachers and institutions should prioritize the promotion of these skills by using cooperative and collaborative learning methodologies. These approaches may have a positive impact not only on academic performance but also on the development of leadership abilities. The importance of interpersonal skills in both educational and leadership settings highlights the need of a comprehensive approach to education that provides students with the necessary abilities for success in several areas of life.

3.2.5. Group Dynamics

The result provides the assessment made by a sample of students of their leadership competencies in terms of group dynamics, with a composite mean score of 2.93 and a standard deviation of 0.49. The findings may imply that students agree that they feel very responsible when they are part of a group ($M = 3.08$), that they understand the importance of having different people on a team ($M = 3.08$), and that they can empower and drive people in a group ($M = 2.92$). In addition, it would appear that they are in agreement that they are aware of how groups function and what their roles are ($M = 2.90$) and that they can make valuable contributions to the conversations and decisions made by groups ($M = 2.90$).

Evaluating the leadership skills in relation to Group Dynamics provides valuable insights into the strengths and opportunities for development among the student leaders. The data reveals that student leaders have a strong sense of responsibility and possess the capability to successfully inspire and motivate group members, as shown by the highest mean scores of 3.08 for indicators 7 and 8. This indicates that they have leadership abilities that may be used to assume important positions within their companies or institutions.

Nevertheless, the report also highlights a specific area that needs attention. Based on Indicator 9, which has an average score of 2.83, it seems that student leaders might benefit from further education and knowledge on the importance of diversity within teams. Enhancing diversity awareness and inclusion in group dynamics might improve their capacity to use a wide range of abilities and views within their teams.

Furthermore, while the average scores for most indicators show a modest level of proficiency, there is potential for improvement in group discussions and decision-making, as indicated by a score of 2.90. Allocating resources towards training and development initiatives that prioritize the enhancement of communication skills and the promotion of collaborative decision-making within groups has the potential to enhance group dynamics, resulting in increased efficiency and productivity. This evaluation recognizes the current strengths in student leaders' abilities regarding group

dynamics while also highlighting the need of continuous growth in certain areas. Student leaders may enhance their performance within student groups or teams by using their strong sense of responsibility and empowerment abilities, while also recognizing the significance of diversity and improving group communication.

The research Povarenkina et al. (2021) on the impact of group dynamics on establishing a favorable educational atmosphere at a university highlights the significance of collaboration and group dynamics, which corresponds with the results of evaluating leadership skills in relation to Group Dynamics among student leaders. Both studies underscore the importance of group dynamics in educational environments, emphasizing its capacity to promote individual advancement, collaboration, and the acquisition of essential skills that are vital for success in many situations. The first research focuses on the need of experts who can successfully adapt and interact within a work team, while the second study evaluates the skills of student leaders in controlling the dynamics of a group.

Upon comparing these data, it becomes clear that acquiring skills linked to group dynamics is not only applicable in the realm of higher education, but also extends to leadership positions within student groups and teams. Training and development programs may strengthen the abilities of student leaders to successfully lead and manage group conversations, so helping them achieve team objectives and maintain a pleasant culture.

These observations have two implications. Higher education institutions should prioritize the integration of group-based learning methods to better equip students for future collaborative endeavors. Furthermore, it is crucial to provide assistance and instruction to student leaders in order to enhance their performance in their positions, fostering efficient collaboration among group members and attaining their objectives within their specific organizations or teams. Both studies emphasize the significance of group dynamics in educational and leadership settings, highlighting the need for a more holistic approach to developing relevant skills.

3.2.6. Community Engagement

The result displays the results of an evaluation of leadership competencies in terms of engagement with the community. The mean score for the composite was 3.01, and the standard deviation was 0.43. The findings may imply that students agree that they back projects that try to make the world a better place ($M = 3.13$), that they are committed to acting in an honest and responsible way ($M = 3.13$), and that they give money to things that help the whole neighborhood ($M = 3.07$). In addition, they are in agreement that they work to bring about positive changes in their neighborhood ($M = 3.05$) and that the actions they take demonstrate that they care about the people in their immediate environment ($M = 3.05$).

The evaluation of leadership skills in relation to Community Engagement yielded intriguing observations. The indicator with the highest average score was Indicator 4, titled "I support initiatives aimed at improving the world," with a mean score of 3.13. The outcome suggests that the participants are deeply dedicated to endorsing endeavors and endeavors that strive to provide a favorable influence on a worldwide level. The responders' great willingness to contribute to wider socioeconomic and environmental challenges is evident in their response.

On the other hand, Indicator 1, which measures the extent of charitable activity and community service, had the lowest average score of 2.84. This discovery implies that the

participants may not participate as extensively in local philanthropic activities and community service in comparison to other forms of community involvement. It prompts inquiries on the extent of engagement in tangible, practical endeavors within their local communities.

These discoveries have several ramifications. To begin with, the impressive score for global projects demonstrates a praiseworthy dedication to tackling wider global concerns. Nevertheless, it is crucial to achieve a harmonious equilibrium between involvement in the global society and participation in local communities. Promoting more engagement in local philanthropy and community service helps cultivate a more profound bond with the nearby community's needs and concerns.

Moreover, these findings emphasize the need to foster community involvement at different tiers. Effective leadership encompasses both advocating for global problems and actively engaging in local efforts that help neighborhoods and communities. Promoting a comprehensive approach to community involvement may enhance the effectiveness and empathy of leadership.

To summarize, the evaluation of leadership skills in Community Engagement emphasizes the need to cultivate a sense of accountability and engagement at both the global and local scales. Leaders should not only endorse international initiatives but also actively participate in local philanthropic activities, demonstrating a dedication to fostering beneficial transformations in their immediate vicinity. Adopting this equitable strategy for involving the community may result in more influential and ethically accountable leadership.

The study of Ayaya (2020) via "Equipping students for leadership through community engagement," highlights the significant impact of community involvement on the development of leadership abilities and values in students. This research supports the existing evidence on the importance of leadership competencies in the context of community engagement. This research highlights the significance of community service in enhancing students' character and fostering their leadership skills.

The use of a qualitative approach and phenomenological technique in the study allowed a comprehensive investigation of the experiences of students in community participation. The results demonstrated that students' character development was favorably impacted by their participation in community engagement activities, which facilitated the acquisition of leadership abilities and values that are applicable in the modern day. This is consistent with the idea that actively engaging in community projects and social activities enhances the development of leadership skills.

Nevertheless, the research recognized constraints in assessing the precise influence of additional academic subjects and areas of personal growth on students' development of leadership skills, which may align with the subtle variations reported in the present results regarding leadership capabilities. It implies that while community involvement is beneficial, a complete strategy to developing leadership skills that incorporates many educational and developmental components may provide even more extensive outcomes.

The findings of this study indicate that community interaction should be seen as a fundamental component of leadership development programs. Leaders, educators, and institutions should acknowledge the capacity of community service to develop leadership skills and values in kids. In

order to optimize the influence, it is crucial to guarantee that leadership development efforts contain a comprehensive educational experience that integrates community participation, academic learning, and other pertinent developmental domains. By using a holistic approach, students may acquire a wide range of skills and be ready to assume leadership roles in a swiftly evolving global landscape.

3.2.7. Personal Behavior

The result displays the results of an evaluation of leadership competencies in terms of personal behavior. Based on the tabulated data, it generated a composite mean score of 3.09 and a standard deviation of 0.41. This indicates that competency has been demonstrated to a moderate degree and that respondents concur that they are responsible for their own actions and decisions ($M = 3.16$), that they keep their promises and can be counted on to do so ($M = 3.15$), and that they adhere to moral standards in both their personal and professional lives ($M = 3.13$). In addition to this, they are in agreement that they exhibit a high level of honesty in everything that they do ($M = 3.12$) and that they are honest and open with the people that they have conversations with ($M = 3.10$).

The evaluation of leadership skills pertaining to Personal Behavior revealed that the indication "I am accountable for my own actions and decisions" had the highest average score of 3.16, indicating a significant level of competence. The high score suggests that the responders possess a strong sense of responsibility and integrity, both of which are essential qualities for successful leadership. It implies that these folks are dedicated to making conscientious choices that are in accordance with their convictions and principles.

In contrast, the signal "I keep my composure and behave gracefully in difficult situations" had the lowest average score, which was modestly proven at 3.02. Although this score suggests a certain amount of competence, it suggests that there is potential for progress in effectively handling difficult circumstances with calmness and elegance, which are important qualities for leaders.

The results have two implications. The responders' high sense of duty and strict devotion to moral principles indicate promising leadership potential. Organizations and organizations may use this ethical basis by offering chances for these persons to assume leadership positions and duties.

Furthermore, the somewhat decreased score in keeping calm during challenging circumstances emphasizes the need of integrating stress management and resilience-enhancing elements in leadership development initiatives. Leaders who possess the ability to adeptly handle challenging circumstances while maintaining composure and poise have a tendency to instill confidence and trust in their team members. Therefore, it is advisable to prioritize the development of this skill in order to strengthen one's leadership capabilities.

The evaluation highlights the existence of crucial personal behavior characteristics, such as accountability and honesty, among the participants. These attributes are very important for successful leadership. Moreover, focusing on the capacity to remain composed in difficult situations may further augment their leadership aptitude and overall efficacy as leaders.

The results of the assessment of leadership competencies in terms of Personal Behavior are consistent with the findings of a study titled "An Analysis on Student Leadership Behaviour: A Higher Education Institutional Perspective" conducted among final-year business school students in a

Malaysian university (Osman, Manaf, & Abdullah, 2014). The research investigated the correlations among leadership character, competencies, and commitment with regard to student leadership behavior. Among the indicators in the present evaluation, the one with the highest mean score was "I am responsible for my acts and choices." This indicates a notable level of accountability and responsibility among the respondents. This discovery aligns with the significance of leader character and dedication highlighted in the aforementioned research. Students who display a considerable degree of accountability are prone to demonstrating robust leadership qualities.

In addition, the latest evaluation indicated a somewhat lower average score for keeping cool in difficult situations. However, the research on student leadership behavior highlights the importance of competencies. Proficiencies, such as adeptly managing challenging circumstances, enhance the efficacy of leadership conduct, as emphasized in both research investigations. The inference derived from this comparison is that leadership development programs, regardless of whether they are implemented in educational institutions or corporate environments, should prioritize not only the qualities of character and dedication but also the skills and abilities that empower people to traverse intricate situations with proficiency. By cultivating these skills, prospective leaders may effectively navigate problems and demonstrate robust leadership qualities in diverse situations.

Ultimately, the correlation between the existing evaluation and the research on student leadership behavior highlights the significance of character, competencies, and dedication in the advancement of leadership. Highlighting these elements may result in the development of versatile and proficient leaders who can have a beneficial impact on their future professions and organizations.

3.2.8. Self-Awareness and Development

The results of the tabulation showed that the overall mean score was 3.05, and the standard deviation was 0.43. This shows that the students are in agreement that they are always looking for ways to improve themselves ($M = 3.17$), that they look for comments as a way to get better ($M = 3.11$), and that they reflect on their experiences to gain insights ($M = 3.07$). Similarly, they are in agreement that they are able to adjust to novel circumstances and challenges ($M = 3.07$) and that they are aware of what they stand for and the motivations behind their actions ($M = 3.07$).

The evaluation of leadership skills in relation to Self-Awareness and Development has yielded useful insights. The respondents' strong focus on personal development and self-improvement is evident from the highest mean score of 3.17 obtained for Indicator 10: "I'm always looking for ways to improve myself." The respondents' predisposition towards continual self-development indicates a proactive and growth-oriented mentality.

Nevertheless, the indicator with the lowest average score, Indicator 5: "I keep improving as a boss," with a mean score of 2.93, emphasizes an aspect where respondents recognize the need to enhance their leadership skills as supervisors or bosses. This discovery emphasizes the significance of focused leadership development initiatives, specifically in improving supervisory abilities and competencies.

In order to successfully deal with these consequences, companies and educational institutions should contemplate cultivating a well-rounded approach to leadership development. This method should include both personal

growth and self-reflection, as well as specialized leadership positions such as being in charge. Customized feedback, coaching, and mentoring initiatives aimed at specific areas of growth may significantly contribute to the development of leadership skills. Furthermore, fostering a culture that encourages ongoing education and personal development within these environments may enable people to excel as leaders and adjust to changing obstacles in their professional endeavors.

The results of the evaluation of leadership skills in the areas of self-awareness and personal growth are consistent with the knowledge obtained from a pertinent case study published in the *International Journal of Management Education* by Brewer and Devnew (2022) as it examined the effects of an authentic leadership development program on students' self-awareness and how it affects their leadership behavior. This offers significant context and reinforcement to the existing results.

The case study underscores the significance of self-awareness in the growth of leadership skills and stresses that students may enhance their self-awareness by engaging in a blend of didactic and experiential learning. These encounters enhance students' self-perception clarity, resulting in heightened confidence in their aptitude for leadership. The case study indicates that individuals exhibited an increased level of self-awareness, which is consistent with the evaluation results. The respondents showed a strong desire towards self-improvement and self-awareness.

The conclusions derived from this correlation between the assessment results and the case study indicate that leadership development programs should include components that promote self-awareness and self-reflection. Organizations and educational institutions may foster personal development and self-improvement in people by offering possibilities for them to develop a profound awareness of themselves as leaders, which is highly valued by respondents in the evaluation. Moreover, these programs have the potential to foster behavioral modifications about transparency, moral and ethical decision-making, and leadership assurance, thereby facilitating the cultivation of conscientious and self-aware leaders capable of addressing the changing requirements of ethical and sustainable leadership in the 21st century.

3.3. Relationship between the Student's Sports Engagement and Leadership Competencies

The results provide the correlation matrix of the relationship between sports engagement and leadership competencies. The analysis of Pearson's r correlation revealed p -values of lower than the 0.05 level of significance for all the domains, implying that the null hypothesis will be rejected. Specifically, sports engagement is correlated with communication ($r = 0.70$; $p = <.001$; strong positive), strategic planning ($r = 0.66$; $p = <.001$; strong positive), learning and reasoning ($r = 0.64$; $p = <.001$; strong positive), interpersonal relationship ($r = 0.62$; $p = <.001$; strong positive), group dynamics ($r = 0.62$; $p = <.001$; strong positive), community engagement ($r = 0.59$; $p = <.001$; moderately positive), personal behavior ($r = 0.55$; $p = <.001$; moderately positive), and self-awareness ($r = 0.58$; $p = <.001$; moderately positive). The correlation coefficients are positive, indicating that as the assessment of sports engagement increases, so does the level of leadership competencies, and vice versa.

The correlation matrix between Sports Engagement and Leadership skills demonstrates notable and favorable connections between engaging in sports and several aspects of leadership skills. These results have significant implications for the development of leadership and the role of sports in fostering crucial abilities and attributes in people.

The robust positive link between sports involvement and Communication Skills underscores that active engagement in sports cultivates proficient communication aptitudes. Efficient communication is crucial for effective cooperation and coordination in team sports. Organizations and educational institutions may use sports as a method to improve communication skills, which are essential for leadership and cooperation in professional environments.

The presence of a positive connection with Strategic Planning indicates that involvement in sports fosters the development of strategic thinking and planning skills. Team sports often need players to formulate strategies and adjust to ever-changing game circumstances. Hence, companies have the ability to encourage sports participation as a means of fostering strategic planning skills, which are essential for successful leadership.

The strong positive link between sports engagement and Learning and Reasoning suggests that engaging in sports improves an individual's ability to acquire and use reasoning skills in different situations. Sports provide avenues for hands-on learning, analytical reasoning, and finding solutions, all of which are crucial qualities for successful leadership.

The presence of positive correlations between sports activity and Interpersonal Relationships and Group Dynamics highlights the role of sports in fostering the development of robust interpersonal skills and a more profound comprehension of group dynamics. Sports often include collaboration and coordination, promoting strong interpersonal connections and efficient group dynamics. These talents are very important for assuming leadership positions inside businesses.

Moreover, the strong link with Community Engagement implies that persons who are involved in athletics are more inclined to actively participate in their communities. This underscores the capacity of athletics to function as a medium for advancing community engagement and social accountability, both of which are highly sought-after qualities in successful leaders.

Meanwhile, the association with Personal Behavior suggests that athletics might have a beneficial impact on an individual's personal conduct. Sports often cultivate attributes such as self-control, dedication, and perseverance, which manifest as responsible conduct in one's daily life. Leaders that possess robust personal behavior qualities might act as exceptional role models within their businesses.

The correlation between self-awareness and development implies that engaging in athletics enhances one's self-awareness and facilitates personal progress. Participating in sports promotes self-awareness and helps people identify their strengths and areas that need work, which is a vital component of developing successful leadership skills.

In a nutshell, the strong positive connections between participating in sports and developing different leadership abilities emphasize the importance of sports in fostering crucial skills and attributes necessary for successful leadership. This expertise may provide guidance to businesses, educational institutions, and people on how to effectively use athletics as a means of improving leadership skills.

4. Conclusion

1. The evaluation of students' involvement in sports indicates that they demonstrate significant levels of passion, commitment, immersion, and energy. The ratings reflect a robust inclination towards sports activities and active engagement, highlighting the pupils' profound interest in and dedication to sports.

2. Upon assessing the leadership abilities of the respondents across many dimensions, it becomes apparent that some different strengths and areas need growth. Significantly, personal conduct self-awareness and growth had relatively high ratings, respectively, suggesting a high level of skill in these areas of leadership. Nevertheless, certain aspects such as strategic planning and community participation had somewhat lower mean ratings, indicating the need for more improvement in these domains to augment overall leadership abilities.

3. The results emphasize a strong and reliable correlation between students' involvement in athletics and their proficiency in leadership across several aspects. The Pearson correlation values, which range from 0.55 to 0.70, indicate that there is a positive relationship between students' level of sports participation and their leadership abilities. In other words, as students get more involved in sports, their leadership skills also tend to develop. Furthermore, all p-values were determined to be below 0.001, so verifying the statistical significance of these correlations. This implies that engaging in sports actively plays a significant role in fostering the growth of leadership abilities, which include effective communication, strategic thinking, acquiring knowledge and logical thinking, building interpersonal connections, understanding group dynamics, involvement in the community, exhibiting desirable personal conduct, and self-awareness and personal growth. These findings emphasize the significance of integrating sports and physical activities into school programs to develop well-rounded and competent leaders.

5. Recommendations

1. Educational institutions should actively promote and foster student involvement in sports. Schools and colleges may include a range of sports and physical activities in their curriculum, acknowledging the direct relationship between participating in sports and developing leadership skills. This includes structured athletic groups, physical training initiatives, and leisurely pastimes.

2. Although students demonstrate proficiency in certain leadership aspects, there is potential for enhancement in domains such as strategic planning and community involvement. Institutions have to consider including leadership development programs within their educational offerings. These programs provide systematic training, seminars, and chances for students to methodically improve their leadership abilities.

3. A comprehensive approach to education is necessary, where educational institutions such as schools and colleges acknowledge the significance of both academic pursuits and extracurricular activities. Promoting student involvement in sports may enhance their academic education and foster their personal growth and leadership skills.

4. Student mentoring and guidance programs may be implemented by institutions to provide assistance for students in their pursuit of leadership development. Seasoned mentors

may assist students in establishing objectives, formulating strategies, and monitoring their progress in leadership enhancement.

5. Institutions should periodically assess the efficacy of their sports and leadership programs. Evaluating students' feedback and conducting evaluations of their leadership abilities may effectively pinpoint areas for development and inform necessary program modifications.

6. Soft skills, like effective communication, strong interpersonal connections, and self-awareness, play a vital role in leadership. Educational institutions should prioritize the development of these talents in conjunction with academic knowledge.

7. Promoting continuous study on the correlation between sports participation and leadership skills is advisable to foster research and innovation. This study has the potential to provide novel strategies in curriculum design and extracurricular activities, therefore maximizing the enhancement of leadership qualities via sports.

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