

Leisure Sports Involvement and Personal Development Engagement

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Abstract: This study aimed to evaluate the relationship between students' involvement in recreational sports and their individual growth, with a specific emphasis on self-awareness, self-assurance, self-worth, self-motivation, and self-examination. Information was gathered from a group of student participants using standardized questionnaires that assessed their views on parental and family support, peer interaction, the sports environment, and financial needs associated with sports participation. Furthermore, the participants in the study evaluated their level of personal development involvement in relation to the aspects indicated before. The findings revealed a level of neutrality in the sense of parental and family support, pleasant relationships among peers, a favorable atmosphere in sports, and moderate difficulties related to budgetary constraints. Student respondents exhibited moderate levels of self-awareness, positive self-confidence and self-esteem, and a neutral to positive attitude towards self-motivation and self-reflection in relation to their participation in personal development. Although the overall correlations between engagement in leisure sports and personal development were found to be weak, indicating a subtle association, further investigation is necessary to comprehend the intricate mechanisms at play. The aforementioned findings highlight the necessity of implementing comprehensive support programs that target financial limitations, bolster self-motivation, and acknowledge the diverse factors that impact the development of young individuals outside their involvement in sports.

Keywords: Leisure Sport Personal Development; Self-awareness; Self-assurance; Self-worth; Self-motivation; Self-examination.

1. Introduction

Leisure sports comprise a variety of physical activities that are largely done for the sake of pleasure, relaxation, and personal satisfaction, as opposed to being driven by a desire for competitive success. These activities may include running, swimming, cycling, yoga, hiking, dancing, and other similar pursuits. In contrast to professional or competitive sports, leisure sports prioritize self-improvement, well-being, and the enjoyment derived from participation (Tamiliarasi, 2023). The significance of recreational sports is emphasized by the many advantages they bestow upon persons' well-being. Engagement in leisure activities has been shown to have positive effects on several aspects of physical well-being, including cardiovascular health, muscular strength, flexibility, and general fitness. Engaging in these activities is of paramount importance in addressing inactive lives and mitigating the likelihood of chronic diseases, consequently fostering lifespan and enhancing general well-being (Pomohaci, 2023).

Moreover, it is worth noting that engaging in leisure activities may provide substantial advantages for mental well-being. These activities function as means of alleviating stress, reducing anxiety, and enhancing mood by facilitating the production of endorphins. Engaging in this practice not only facilitates the preservation of emotional equilibrium but also fosters the enhancement of self-worth and self-assurance. Engaging in recreational sports facilitates individual development via the cultivation of fundamental life competencies such as collaboration, effective communication, objective establishment, and efficient time allocation (The State of Queensland, 2023). Leisure sports, from a social perspective, facilitate the creation of avenues for contact and community involvement, fostering relationships with persons

who have similar interests and establishing networks of support. The events' inclusive aspect often fosters variety, cultural interchange, and tolerance among participants. Leisure sports assume a crucial duty in fostering a well-rounded and gratifying existence by advocating for a healthy lifestyle, imparting vital life skills, and augmenting general well-being.

2. Statement of the Problem

This study aims to determine the relationship between students' leisure sports involvement and personal development engagement. Specifically, this research intended to answer the following questions.

1. What is the assessment of the student-respondents of their leisure sports involvement in terms of:
 - 1.1 parental and family support
 - 1.2 peer interaction
 - 1.3 wholesome and conducive sports
 - 1.4 Budgetary Requirements
2. What is the assessment of the student-respondents of their personal development engagement in terms of:
 - 2.1 Self-awareness
 - 2.2 Self-confidence
 - 2.3 Self-esteem
 - 2.4 Self-motivation
 - 2.5 Self-reflection
3. Is there a significant relationship between students' leisure sports involvement and personal development engagement.
4. Based on the results of the study, what sports for life campaign can be conceptualized to entice students to engage in leisure sports?

3. Hypothesis

H1: There is no significant relationship between students' leisure sports involvement and personal development engagement.

4. Research Design

A descriptive correlational strategy was used as the research design for this study. The methodology employed in this study encompassed descriptive analysis, comparative investigation, and correlational analysis in order to comprehensively investigate the associations between participation in leisure sports and engagement in personal development among student populations. The current design served as a foundational framework that enabled the advancement of the study through three crucial stages. The study's descriptive section facilitated the classification of participants based on their gender, academic program, and academic year, therefore facilitating a comprehensive understanding of the demographic composition of the sample. Moreover, the comparative study investigated the disparities and commonalities in involvement in recreational sports and involvement in personal growth among diverse cohorts, offering valuable perspectives on potential factors that might have impacted these pursuits. The main aim of the correlational study was to determine whether there was a statistically significant relationship between participation in recreational sports and the achievement of positive personal development outcomes. The incorporation of this design was of great importance in the research since it ensured a thorough and varied investigation. Through the integration of these three approaches, the study had the capacity to yield significant data about the complex correlation between leisure sports and personal development. The aforementioned contribution not only enhanced scholarly understanding but also aided the development of influential sports programs and interventions targeting young folks.

5. Sampling Method

The study used a stratified-purposive sample methodology to deliberately pick individuals from various Chinese institutions around China who actively participated in leisure sports. The selection of participants strictly followed predetermined criteria, which contained particular features to create a thorough and informative sample. To participate, individuals had to possess a valid and current student status at their respective colleges, as well as have a documented history of engagement in recreational sports. The sample procedure spanned a wide range of universities, including institutions of different sizes and academic standings, to provide a comprehensive and balanced representation. The prioritization of gender diversity was emphasized, with the objective of ensuring the inclusion of participants from both male and female demographics. Additionally, the study included individuals from diverse academic fields and different year levels to consider any variations in their experiences. The study also took into account the frequency and intensity of participation in recreational sports activities to include a wide range of viewpoints. The use of purposive sampling in this study guaranteed that the individuals chosen as participants had direct engagement in leisure activities, hence enhancing the depth and applicability of the gathered data. Through this meticulously designed methodology, the study aimed to acquire significant insights into the correlation between engagement in leisure sports and individual growth within the context of Chinese university students.

6. RESULTS, ANALYSIS, AND INTERPRETATION

This chapter provides a tabular representation of the collected data, as well as its analysis and interpretation. The conclusions in this section are based on a statistical analysis carried out with jamovi 2.3.19.

1. Assessment of the Student-Respondents of their Leisure Sports Involvement

Table 1. Assessment of the Students' Leisure Sports Involvement in terms of Parental and Family Support

Indicators	Mean	SD	Verbal Interpretation	Rank
1. My family routinely provides support and encouragement for my participation in leisure sports activities.	3.28	0.88	Moderately True of Me	1
2. It is seen that my family, as a whole, places significance on and expresses gratitude for my active participation in leisure activities.	3.24	0.87	Moderately True of Me	2
3. My family actively participates in attending my sporting activities and engaging in talks, so demonstrating a genuine interest in my personal experiences.	3.20	0.86	Moderately True of Me	3
4. I am able to readily disclose my accomplishments and obstacles in the realm of athletics to my family members.	2.98	0.95	Moderately True of Me	4
5. My family offers financial support and allocates resources to enable my engagement in sports.	2.77	0.99	Moderately True of Me	5
6. On occasion, my family articulates concerns over my engagement in athletic activities.	1.95	0.96	Slightly True of Me	6
7. There seems to be a noticeable absence of passion or support from my family with regards to my involvement in sports.	1.78	0.83	Slightly True of Me	7
8. My family exhibits seldom engagement with regard to my athletic pursuits and achievements.	1.62	0.79	Slightly True of Me	8
9. My family exhibits active disapproval or opposition towards my participation in recreational sports.	1.32	0.66	Not at All True of Me	9
10. My family exhibits a complete lack of involvement and support towards my athletic pursuits.	1.21	0.54	Not at All True of Me	10
COMPOSITE MEAN	2.34	0.73	Slightly True of Me	

Legend: 1.00-1.50: Not at All True of Me (Very Low); 1.51-2.50: Slightly True of Me (Low); 2.51-3.50; Moderately True of Me (Average); 3.51-4.00: Very True of Me (High)

Table 1 summarizes the student-respondents' assessment of their leisure sports participation in terms of parental and family support, with an overall mean score of 2.34 and a standard deviation of 0.73. This indicates that the students have low parental and family support and that they disagree that their family occasionally expresses concerns about their participation in athletic activities ($M = 1.95$) and that there appears to be a noticeable lack of passion or support from their family regarding my participation in sports ($M = 1.78$). Moreover, they contest the notion that their family seldom participates in their athletic aspirations and achievements ($M = 1.62$). ($M = 1.62$).

Indicator 1: "My family consistently offers support and encouragement for my engagement in leisure sports activities" had the highest average score of 3.28 in the assessment of students' involvement in leisure sports, specifically in terms of parental and family support. This finding suggests that, on average, students expressed a modest degree of concurrence with the assertion that their family routinely provides support and encouragement for their involvement in recreational sports pursuits. The results of this study indicate that the provision of support and encouragement from families has a notable influence on students' engagement in sports. This conclusion is consistent with other research that has demonstrated the beneficial effects of family support on the participation of young individuals in sports (Holt et al., 2017).

Conversely, Indicator 10: "My family demonstrates a notable absence of engagement and endorsement towards my athletic endeavors," had the lowest average, with a mean value of 1.21. This finding suggests that, on average, students expressed limited concurrence with the assertion that their family exhibits a complete absence of engagement and assistance in their sports endeavors. The significance of family involvement in sports activities is emphasized by this data, indicating that, for the majority of kids, their families exhibit a certain level of engagement or support toward their athletic pursuits. There are two significant implications associated with these findings. Families' substantial support and encouragement indicate that initiatives aimed at increasing family engagement in students' sports activities may result in even more significant advantages in fostering active participation and overall welfare. According to Camiré et al. (2011), interventions that target the enhancement of family support networks, such as parent education programs or family-centered sports events, have the potential to cultivate a supportive environment for young athletes effectively.

Additionally, the limited extent of the reported absence of participation and assistance from families suggests the possibility of enhancing efforts to engage and include families who may now exhibit lower levels of involvement in their children's sports endeavors. Implementing focused outreach initiatives, such as employing communication tactics to emphasize the advantages of family engagement in sports or offering assistance and resources to families encountering obstacles to participation, may enhance overall family involvement in students' recreational sports activities (Holt et al., 2017).

The aforementioned findings underscore the significance of familial support and participation in students' recreational sports pursuits. Furthermore, they propose potential avenues for interventions that seek to augment family support

networks and foster greater family involvement in adolescent sports. By focusing on these specific areas, stakeholders may strive to provide a more supportive and inclusive atmosphere for student-athletes.

The research conducted by Kovács, Oláh, and Pusztai (2024) titled "The Role of Parental Involvement in Academic and Sports Achievement" offers significant contributions to the understanding of the connection between parental engagement in sports and education and the academic and athletic accomplishments of their offspring. This study enhances the existing research on students' participation in leisure sports by examining the influence of parental and family support. It provides more evidence of the beneficial effects of parental involvement in both areas. Students whose parents were engaged in both sports and education had superior levels of athletic performance in comparison to those whose parents were limited to one domain or only focused on education. The proportion of students who received awards for sports performance participated in sports talent management programs and achieved first place in national sports contests was higher among those whose parents were engaged in sports and education. Furthermore, they demonstrated a heightened inclination to persist in participating in consistent and competitive athletic endeavors in subsequent periods.

These findings are consistent with the conclusions derived from evaluating students' participation in leisure sports in relation to parental and family assistance. The study indicates that the support and involvement of families, especially in sports, are essential in promoting students' engagement and success in sports. The correlation between parental engagement in sports and education and children's academic and athletic achievements highlights the significance of complete family support networks in fostering comprehensive growth among young individuals.

Moreover, the research also sheds insight on the impact of parental engagement on the development of students' personality characteristics, specifically in relation to obsessive passion (OP). Children whose parents were engaged in education had reduced levels of obsessive passion in comparison to those whose parents were not interested. This research provides more support for the idea that parental involvement in both sports and education has a positive impact on both academic and athletic performance and the cultivation of positive psychological characteristics in children.

Table 2 presents an estimate of leisure sports involvement based on peer interaction. The variable has an overall mean score of 2.17 and a standard deviation of 0.44, indicating a low assessment. This implies that the students believed that engaging in athletic activities contributes to the development of a heightened sense of inclusion and belonging among their peers ($M = 2.40$), that frequently, they have a sense of exclusion or isolation while engaging with their classmates in the context of athletic activities ($M = 2.08$), and think that there is a dearth of camaraderie and common goals among their athletic peers ($M = 1.88$). Similarly, they believe that there is a discernible presence of a negative ambiance or an atmosphere of rivalry among individuals in the context of sporting activities ($M = 1.82$) and that the influence of peer relationships in sports on their social well-being is negligible ($M = 1.41$).

Table 2. Assessment of the Students' Leisure Sports Involvement in terms of Peer Interaction

Indicators	Mean	SD	Verbal Interpretation	Rank
1.Engaging in leisure sports activities with other individuals fosters a profound feeling of solidarity inside me.	2.59	0.73	Moderately True of Me	3.5
2.Participating in athletic activities facilitates the development and consolidation of social connections with others of similar age and interests.	2.59	0.76	Moderately True of Me	3.5
3.The engagement in peer relations during sporting activities has been shown to have a favorable impact on the development and maintenance of social bonds.	2.63	0.76	Moderately True of Me	2
4.Engaging in athletic activities contributes to the development of a heightened feeling of inclusion and belonging among my peers.	2.40	0.81	Slightly True of Me	5
5.The influence exerted by my peers significantly impacts my level of participation in sports.	3.14	0.91	Moderately True of Me	1
6.Frequently, I have a sense of exclusion or isolation while engaging with my classmates in the context of athletic activities.	2.08	0.88	Slightly True of Me	6
7.The camaraderie and common aims among my contemporaries in athletics are lacking in my encounters.	1.88	0.87	Slightly True of Me	7
8.There seems to be a discernible presence of a negative ambiance or an atmosphere of rivalry among individuals within the context of sporting activities.	1.82	0.79	Slightly True of Me	8
9.The influence of peer relationships in sports on my social well-being is negligible.	1.41	0.68	Not at All True of Me	9
10.I have a personal inclination for participating in athletic activities in a solitary manner, devoid of any social connections with others.	1.21	0.54	Not at All True of Me	10
COMPOSITE MEAN	2.17	0.44	Slightly True of Me	

Legend: 1.00-1.50: Not at All True of Me (Very Low); 1.51-2.50: Slightly True of Me (Low); 2.51-3.50; Moderately True of Me (Average); 3.51-4.00: Very True of Me (High)

The examination of students' leisure sports activity in terms of peer interaction revealed that Indicator 5, which pertains to the influence exerted by peers, had the highest mean score of 3.14. This finding suggests that, on average, students expressed a degree of agreement ranging from moderate to high with the notion that their friends significantly impact their engagement in sports activities. The results of this study indicate that the influence of peers has a notable impact on students' level of involvement in recreational sports. This underscores the significance of social interactions in stimulating participation and cultivating a feeling of inclusion within sports communities (Smith & Tessitore, 2018).

In contrast, Indicator 10 had the lowest mean value, with a mean of 1.21, indicating a personal propensity towards engaging in sports activities in solitary, without any social relationships with others. This finding suggests that, on average, students expressed a limited degree of concurrence with the assertion that they had a preference for participating in sports activities in isolation, devoid of any social interactions. The results of this study indicate that a significant proportion of students engage in leisure sports activities, which is linked to social interaction and the establishment of connections with their peers. This underscores the social aspect of participating in sports and emphasizes the significance of peer relationships within this particular context (Fredricks & Eccles, 2006).

The high degree of reported peer impact on sports participation shows the value of peer connections in increasing engagement and involvement in leisure sports activities. According to Smith and Tessitore (2018), interventions that target the utilization of positive peer influence, such as peer mentorship programs or team-based activities, have the potential to augment students' enthusiasm and dedication toward engaging in sports. The limited inclination towards individual sports engagement indicates that efforts aimed at encouraging social contact and

camaraderie in sports settings might be especially advantageous in cultivating a feeling of belonging and inclusivity among students. According to Fredricks and Eccles (2006), the provision of collaborative sports experiences and the cultivation of a supportive team atmosphere have the potential to augment students' levels of enjoyment and satisfaction with their engagement in leisure sports.

The research conducted by Zerengok, Gurbuz, and Ozbey (2018) offers significant contributions to the understanding of the influence of active engagement in leisure activities on the social adjustment of foreign students. These findings may be juxtaposed with existing research on students' involvement in leisure sports, particularly in relation to their interactions with peers as it underscored the significance of leisure activities in establishing socially inclusive settings for international students. The study revealed that physical leisure activities improved social adjustment among international students. The research emphasized the psychological and physical advantages students reported when engaging in leisure activities. This observation is consistent with the existing research on students' engagement in leisure sports, specifically in relation to their interactions with peers, as shown by Indicator 5. The amount of engagement in sports is substantially influenced by the influence exerted by my peers. Both findings highlight the significance of encouraging active engagement in leisure activities among students, particularly international students, in order to improve their social adaptation and integration into university communities. Implementing initiatives designed to promote the engagement of foreign students in leisure sports and other activities can contribute to developing a sense of belonging and connection among their peers, enriching their overall university experience.

Moreover, the research underscores the significance of higher education establishments in offering support services

aimed at aiding international students in their recreational pursuits. Universities play a crucial role in establishing inclusive and supportive environments that address the

different needs of their students. This includes providing chances for students to engage in leisure sports and socialize socially (Cho & Yu, 2015).

Table 3. Assessment of the Students' Leisure Sports Involvement in terms of Wholesome and Conducive Sports Atmosphere

Indicators	Mean	SD	Verbal Interpretation	Rank
1. The sports environment in which I engage is characterized by a notably pleasant and supportive atmosphere.	3.31	0.78	Moderately True of Me	1
2. I am now experiencing a strong sense of motivation to enhance my talents and abilities within the realm of athletics.	3.20	0.86	Moderately True of Me	2
3. The sports environment cultivates a feeling of inclusiveness and collective objectives among its players.	3.11	0.90	Moderately True of Me	3
4. During my sports workouts, I see a conducive and inspiring ambiance.	3.09	0.89	Moderately True of Me	4
5. The sports atmosphere facilitates both my educational development and personal satisfaction.	2.16	0.97	Slightly True of Me	8
6. Frequently, I am confronted with instances of negativity or discouragement inside the sports milieu.	2.19	0.97	Slightly True of Me	6
7. The environment seen during sporting activities exhibits a deficiency in terms of fostering encouragement and mutual support among participants.	1.99	0.89	Slightly True of Me	10
8. I do not see the sports atmosphere as especially stimulating or inspiring.	2.01	0.82	Slightly True of Me	9
9. The sporting environment lacks any kind of optimism or motivation.	2.19	0.49	Slightly True of Me	6
10. The prevailing atmosphere during sports sessions is frequently characterized by negativity and lack of support.	2.19	0.49	Slightly True of Me	6
COMPOSITE MEAN	2.54	0.72	Moderately True of Me	

Legend: 1.00-1.50: Not at All True of Me (Very Low); 1.51-2.50: Slightly True of Me (Low); 2.51-3.50; Moderately True of Me (Average); 3.51-4.00: Very True of Me (High)

Using descriptive statistics, the variable produced a composite mean score of 2.54, with a standard deviation of 0.72, indicating that they have an average rating for assessing leisure sports participation in terms of a healthy and favorable sports environment. This means that they agree that the sports environment in which they participate is characterized by a notably pleasant and supportive atmosphere ($M = 3.31$), that they are now experiencing a strong sense of motivation to improve their athletic talents and abilities ($M = 3.20$), and that the sports environment fosters a sense of inclusiveness and collective goals among its players ($M = 3.11$). Furthermore, they agree that the environment during their sports activities is conducive and encouraging ($M = 3.09$).

Indicator 1: "The sports environment in which I engage is characterized by a notably pleasant and supportive atmosphere" had the highest mean score of 3.31 in assessing students' leisure sports activity in terms of a wholesome and conducive sports atmosphere. This finding suggests that, on average, students expressed a moderate to high degree of concurrence with the assertion that the sports setting in which they participate is distinguished by a congenial and encouraging ambiance. These findings indicate that most students have a favorable perception of their sports environment, which might enhance their involvement and contentment with recreational sports activities.

Conversely, Indicator 7 had the lowest average score, with a mean of 1.99, indicating that the environment during athletic events lacks the ability to provide encouragement and mutual support among participants. This finding suggests that, on average, students expressed a diminished level of consensus on the notion that the atmosphere during athletic endeavors promotes motivation and reciprocal assistance among players. This research underscores the possible shortcomings in establishing a nurturing and motivating atmosphere within the sports setting, which may have an effect on students' involvement and contentment with

recreational sports pursuits.

These findings indicate significant implications for fostering a constructive and encouraging sports environment. As emphasized by Indicator 7, addressing the shortcomings in promoting encouragement and mutual support among participants is essential to improving students' involvement and happiness with Leisure sports activities. It is important to take proactive measures to identify and solve the many elements that contribute to a deficiency in supportiveness within the sports environment. These efforts should encompass resolving disagreements, improving communication, and fostering inclusion.

The significance of establishing a good and supportive sports environment is substantiated by Gould et al. (2014) underscoring the significance of a conducive atmosphere in augmenting the well-being and performance of athletes, underscoring the imperative to tackle the elements that contribute to negativity and insufficient support within sporting contexts. Furthermore, the study conducted by Hodge et al. (2017) revealed that the influence of athletic identity on athlete burnout symptoms was influenced by mental toughness. This finding underscores the need to cultivate a nurturing and motivating environment in order to alleviate adverse consequences.

To summarize, although most students have a favorable perception of their sports environment, it is crucial to address any shortcomings in promoting encouragement and mutual support in order to improve students' involvement and contentment with recreational sports activities. Establishing a sports atmosphere marked by optimism, motivation, and reciprocal assistance might enhance students' holistic welfare and pleasure in engaging in sports activities.

Sharifi, Sidiqi, and Ajmiri (2024) conducted research examining the effects of sports equipment and facilities on students' learning interests in educational settings, specifically emphasizing the beneficial influence reported

among students in physical education (P.E). The results emphasize the crucial importance of a balanced sports setting, which includes ample sports equipment and facilities, in promoting physical education, nurturing personal growth, and encouraging long-term involvement in sports. Such facilities among students are associated with increased engagement in physical activities, which in turn is linked to better academic achievement and greater psychological well-being.

When comparing this study to the evaluation of students' participation in leisure sports in terms of a healthy and favorable sports environment, both emphasize the significance of establishing supportive and accommodating sports settings. Sharifi et al. highlight the beneficial influence of sufficient sports equipment and facilities on students'

intellectual curiosity, scholastic accomplishments, and mental health. Similarly, evaluating students' participation in leisure sports investigates their perspectives on the sports environment, highlighting the importance of a nurturing and motivating setting in augmenting engagement and contentment with leisure sports pursuits.

Both studies highlight the importance of providing sufficient sports equipment and facilities and promoting a positive sports culture to effectively support physical education, promote personal development, and encourage long-term engagement in sports activities. Furthermore, both studies recognize the significance of tackling socioeconomic inequalities in sports involvement and fostering inclusiveness in athletic settings.

Table 4. Assessment of the Students' Leisure Sports Involvement in terms of Budgetary Requirements

Indicators	Mean	SD	Verbal Interpretation	Rank
1.The expense connected with engaging in leisure activities is really affordable for me.	3.13	0.88	Moderately True of Me	1
2.The choice to engage in sporting activities is indeed influenced by financial concerns.	2.85	1.00	Moderately True of Me	4.5
3.The expenditures associated with engaging in sports are defensible.	2.98	0.97	Moderately True of Me	2
4.The financial implications of participating in sports are in harmony with the advantages and experiences that I accrue.	2.96	0.96	Moderately True of Me	3
5.My capacity to actively participate in sports is periodically impacted by financial limitations.	2.85	0.89	Moderately True of Me	4.5
6.The perceived expense associated with sports participation sometimes seems disproportionate when compared to the corresponding enjoyment.	2.36	0.97	Slightly True of Me	6
7.Participation in particular sports is periodically deterred by financial constraints.	2.27	0.95	Slightly True of Me	7
8.The costs associated with participating in sports exceed the advantages I obtain.	2.14	0.94	Slightly True of Me	8
9.My active involvement in sports is continually impeded by financial limitations.	2.08	0.88	Slightly True of Me	9
10.The financial burden associated with participation in sports is too great, hence impeding my ability to participate in such activities.	2.01	0.82	Slightly True of Me	10
COMPOSITE MEAN	2.56	0.87	Moderately True of Me	

Legend: 1.00-1.50: Not at All True of Me (Very Low); 1.51-2.50: Slightly True of Me (Low); 2.51-3.50; Moderately True of Me (Average); 3.51-4.00: Very True of Me (High)

Table 4 shows an assessment of leisure sports participation based on the chosen students' budgetary needs. Based on the tabulated data, the composite mean score was 2.56 with a standard deviation of 0.87, indicating an average assessment. This means that the cost of engaging in leisure activities is very affordable for them (M = 3.13), the costs of participating in sports are justifiable (M = 2.98), and the financial consequences of participating in sports are proportionate to the benefits and experiences that they gain (M = 2.96). Moreover, the choice to engage in sporting activities is indeed influenced by financial worries (M = 2.85), and their capacity to actively participate in sports is sometimes impacted by financial limits (M = 2.85).

The indicator with the highest mean score in the evaluation of students' participation in leisure sports in relation to budgetary needs was Indicator 1, which states, "The cost associated with participating in leisure activities is truly affordable for me," with a mean value of 3.13. This finding indicates that, on average, students hold the perception that the costs associated with participating in recreational sports activities are within an affordable range. This conclusion suggests that the presence of controllable expenditures may not be a big deterrent for students to engage in sports

activities, indicating that financial worries may not have a substantial impact.

Conversely, Indicator 10 had the lowest average score, with a mean of 2.01. This indicates that the financial cost of participating in sports is too significant, which hinders my capacity to engage in such activities. The findings suggest that, on average, students hold the perception that financial pressures have a somewhat lower impact on their engagement in sports activities. Nevertheless, the average score still indicates a reasonable degree of concurrence with the statement, implying that certain students may encounter substantial financial barriers when it comes to engaging in sports.

The results indicate that although most students may find it financially feasible to participate in sports, a subgroup of students still view financial limitations as substantial obstacles to their engagement in sports activities. The outcomes of this study highlight the significance of addressing financial obstacles to sports engagement, particularly for students who regard the financial strain as excessive. Institutions and governments should contemplate the adoption of strategies aimed at mitigating financial limitations. These strategies may include the provision of

financial aid, scholarships, or subsidies to cover the costs associated with sports participation fees and equipment. Promoting knowledge regarding the many financial assistance alternatives and cultivating an inclusive and accessible environment within sports programs may contribute to the equitable participation of all students in recreational sports, irrespective of their economic conditions (Fink, 2018; Kilty et al., 2020).

Tatari and Norouzi Seyed Hossini (2022) conducted research on using social marketing to encourage student engagement in recreational sports. Their study offers significant insights that might reinforce existing results on students' involvement in leisure sports in relation to financial needs. The research emphasizes the significance of many elements, such as social marketing communication, cost of participation, and accessibility, in exerting an influence on students' engagement in sports activities. The results indicate that the various elements of social marketing exhibit substantial and statistically significant coefficients of

influence, suggesting a robust effect on student engagement. Social marketing communication has been identified as the primary influencing component, with the cost of involvement and accessibility following closely after.

In contrast, the evaluation of students' engagement in leisure sports regarding financial constraints also revealed that financial considerations play a role in shaping sports participation. While certain students view the cost of sports as feasible, others may encounter substantial financial obstacles to engaging in them. Implementing social marketing tactics might potentially improve student engagement in recreational sports by effectively resolving budgetary concerns. Institutions can enhance student involvement in sports activities and promote their physical and emotional well-being by raising knowledge about cheap sports alternatives, offering financial aid or subsidies, and enhancing accessibility to sports facilities.

2. Assessment of the Student-Respondents of their Personal Development Engagement

Table 5. Assessment of the Students' Personal Development Engagement in terms of Self-Awareness

Indicators	Mean	SD	Verbal Interpretation	Rank
1.I possess a comprehensive comprehension of my own strengths and flaws.	3.16	0.84	Moderately True of Me	1
2.Frequently, I engage in introspection to get valuable insights pertaining to my behaviors and ideas, so enhancing my self-awareness.	2.98	0.95	Moderately True of Me	4.5
3.The recognition of how one's personal attributes influence their actions has significance for me.	3.07	0.90	Moderately True of Me	2.5
4.I often have uncertainty about my own qualities and areas in need of development.	2.51	0.94	Moderately True of Me	8
5.I hardly allocate sufficient time to introspect about my own ideas and activities.	2.27	0.93	Slightly True of Me	8
6.I engage in a proactive examination of my own attributes and qualities.	2.96	0.94	Moderately True of Me	6
7.Engaging in the analysis of one's behaviors and responses in various circumstances is seen as a beneficial endeavor.	2.98	0.97	Moderately True of Me	4.5
8.Having a clear understanding of one's own talents enables individuals to overcome problems with more effectiveness.	3.07	0.90	Moderately True of Me	2.5
9.I contemplate the extent to which my personal consciousness impacts my decision-making process.	2.92	0.98	Moderately True of Me	7
10.The importance of self-awareness in my personal growth is quite insignificant.	2.08	0.88	Slightly True of Me	10
COMPOSITE MEAN	2.80	0.88	Moderately True of Me	

Legend: 1.00-1.50: Not at All True of Me (Very Low); 1.51-2.50: Slightly True of Me (Low); 2.51-3.50: Moderately True of Me (Average); 3.51-4.00: Very True of Me (High)

Table 5 illustrates student-respondents' perceptions of their personal development participation in terms of self-awareness, with an overall mean score of 2.80 and a standard deviation of 0.88. This suggests that they ranked this variable as average, that they believe they have a thorough understanding of their own strengths and weaknesses ($M = 3.16$), and that understanding how one's personal characteristics influence their actions is important to them ($M = 3.07$). Furthermore, they agree that having a clear understanding of their own talents allows people to overcome problems more effectively ($M = 3.07$), that they frequently engage in introspection to gain valuable insights into their behaviors and ideas, thereby increasing their self-awareness ($M = 2.98$), and that recognizing how one's personal characteristics influence their actions is important to them ($M = 2.98$).

The evaluation of students' level of participation in personal development yields intriguing findings. Indicator 1,

which has one of the highest mean scores, indicates that students typically have a thorough comprehension of their own strengths and flaws. This signifies a favorable basis for personal development and endeavors aimed at enhancing oneself. In contrast, indicator 10 has one of the lowest average scores, suggesting that students consider the significance of self-awareness in their personal development to be rather small. The failure to acknowledge the importance of self-awareness suggests that students may have a limited understanding of their own developmental requirements (Trompenaars & Hampden-Turner, 2012). The elevated average score for indication 1 suggests that students may already exhibit a certain degree of self-awareness, which might potentially serve as a solid basis for subsequent personal development endeavors. To promote a more comprehensive comprehension of oneself and one's objectives, educators and counselors have the opportunity to utilize students' preexisting self-awareness, facilitating a

process of introspection and reflection.

Conversely, the relatively low average score for indicator 10 emphasizes the necessity for treatments that focus on emphasizing the significance of self-awareness in individual advancement and progress. Educators have the ability to integrate activities and conversations that highlight the significance of self-awareness in facilitating adaptive behaviors, cultivating healthy relationships, and augmenting overall well-being. Educators may inspire students to assume responsibility for their personal growth path by addressing the disparity between students' perceived significance of self-awareness and their actual degree of self-awareness (Cetin, 2019). The use of a comprehensive strategy to student development has the potential to provide positive academic achievements, heightened psychological welfare, and increased overall life satisfaction. Hence, it is imperative for educational establishments to provide precedence to interventions that facilitate the development of self-awareness among students, acknowledging its central significance in cultivating both personal and academic advancement.

Radu's (2018) study offers significant contributions to understanding the significance of self-awareness and personal development goals within business education, specifically among students. Radu underscores the importance of students' introspection in the educational journey and underscores the necessity for students to comprehend their own aptitudes and limitations. This observation is consistent with the results obtained from evaluating students' involvement in personal development, namely Indicator 1, which indicates that students typically exhibit a thorough comprehension of their strengths and weaknesses. The research also highlights the significance of personal development plans within the educational context, noting that despite possible underestimation attributed to students' youth, it continues to be an essential endeavor associated with managerial fields and professional advancement. The statement aligns with the conclusions derived from the evaluation, emphasizing the significance of utilizing students' pre-existing self-awareness to promote more profound self-reflection and steer them toward personal development endeavors (Kabat-Zinn, 2003).

Educators may demonstrate the significance of integrating activities and conversations that foster self-awareness and personal development planning into the curriculum by combining the insights derived from Radu's research (2018) with the data obtained from the assessment. Using a comprehensive approach to student development improves academic achievements and cultivates a feeling of empowerment and autonomy among students. Hence, it is imperative for educational institutions to contemplate the incorporation of periodic occasions for students to partake in introspection and formulate individualized strategies for their advancement and maturation in accordance with the overarching objectives of the educational endeavor.

7. Conclusion

1.The weak correlation between engagement in leisure sports and financial constraints indicates the necessity for programs aimed at mitigating financial obstacles that impede student involvement. Implementing financial support programs or pursuing sponsorships from local businesses can effectively address these limitations, promoting equal opportunities for all students to engage in sports activities,

irrespective of their economic circumstances.

2.The positive self-assurance, self-worth, and introspection assessments among student participants suggest a favorable atmosphere for individual growth within the educational setting. Nevertheless, the evaluation of self-motivation, which ranges from neutral to positive, indicates the necessity for specific treatments aimed at improving students' inner drive and goal-oriented actions.

3.The weak correlation between engagement in leisure sports and individual growth highlights the need to embrace a comprehensive approach to student development. Educational institutions must acknowledge the synergistic impact of extracurricular pursuits, such as athletics, in cultivating specific facets of human development. Simultaneously, they should understand the significant effect exerted by additional elements, including familial dynamics, academic support structures, and individual traits.

8. Recommendations

1.Educational institutions should take aggressive measures to develop financial aid programs specifically designed for students who have a keen interest in engaging in recreational sports. These programs may encompass many forms of financial assistance, such as scholarships, subsidies for equipment and participation fees, or grants aimed at covering travel expenditures associated with competitions or tournaments. The acquisition of cash and resources to support these efforts can be facilitated through collaboration with local businesses, sports groups, and community sponsors.

2.The integration of life skills training inside sports programs has the potential to augment students' self-motivation and goal-setting proficiencies. Workshops or seminars that specifically address subjects like resilience, perseverance, time management, and leadership can provide students with the essential abilities to handle difficulties effectively in both professional and personal settings. These workshops may be effectively incorporated into sports training sessions or team meetings, enabling students to apply the acquired abilities to their sporting endeavors directly.

3.Mentorship and coaching initiatives may be effectively integrated into leisure sports teams, offering students significant advice and assistance. Matching kids with seasoned coaches, senior teammates, or former students who can act as mentors can provide tailored support, guidance, and exemplars. Mentorship connections facilitate the cultivation of self-assurance, self-consciousness, and a feeling of inclusion within the sports community among students.

4.The active involvement of families and caregivers in students' sports participation may foster a nurturing atmosphere that promotes individual growth and advancement. Educational institutions have the capacity to provide family sports days, parent workshops focusing on sports psychology or adolescent development, and family fitness challenges to foster active engagement and communication. By engaging families in students' sports experiences, institutions may enhance familial connections and establish a support system for students, both during and outside of sports.

5.Using data analytics and feedback systems can facilitate targeted interventions and enhancements in leisure sports programs, enabling data-driven decision-making. Gathering data pertaining to engagement rates, happiness levels, skill development, and academic success can facilitate the identification of both strengths and areas for improvement.

The aforementioned data may be utilized by educational institutions to customize program offerings, efficiently manage resources, and assess the effects of interventions on students' personal development outcomes.

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