
INFLUENCE OF SPORTS TRAINING ON SELF-CONFIDENCE AND LEADERSHIP SKILLS AMONG SCHOOL STUDENTS

***Jojibabu Abbadasari**

SA-Physical Education, A.R.D.G.K Municipal Corporation High School, Eluru, W.G (Dist),
A.P.

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***Corresponding Author: Jojibabu Abbadasari**

SA-Physical Education, A.R.D.G.K Municipal Corporation High School, Eluru, W.G
(Dist), A.P.

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ABSTRACT

The present study aimed to examine the influence of sports training on self-confidence and leadership skills among school students. Sports training is widely recognized as an essential component of education that contributes not only to physical fitness but also to the psychological and social development of students. Regular participation in sports activities provides opportunities for students to develop discipline, teamwork, decision-making abilities, and interpersonal skills. The study focused on assessing how involvement in structured sports training programs enhances students' confidence in their abilities and strengthens their leadership qualities. A sample of school students participating in various sports training programs was selected for the investigation. Data were collected using standardized questionnaires and observation methods to evaluate levels of self-confidence and leadership skills. The collected data were analyzed using appropriate statistical techniques, including mean, standard deviation, and t-test. The findings revealed significant improvements in both self-confidence and leadership skills among students who regularly participated in sports training compared to their pre-training levels. The results indicated that sports training creates a positive environment that encourages students to take initiative, communicate effectively, accept responsibility, and work cooperatively with peers. Participation in team and individual sports helped students develop a stronger sense of self-belief and leadership behavior. Furthermore, sports training enabled students to cope with challenges, manage emotions, and make independent decisions in competitive situations. The study concludes that sports training has a positive and significant impact on the development of self-confidence and leadership skills among school students. Therefore, schools should

encourage greater participation in sports activities and provide adequate training opportunities to promote the holistic development of students. The findings of the study highlight the importance of integrating sports training into educational programs to nurture confident, responsible, and effective future leaders.

KEYWORDS: Sports Training, Self-Confidence, Leadership Skills, School Students, Personality Development, Teamwork, Physical Education.

INTRODUCTION

Sports and physical activities play a vital role in the holistic development of children and adolescents. In modern education, sports training is recognized not only as a means of improving physical fitness but also as an effective tool for enhancing psychological, emotional, and social well-being. Regular participation in sports activities helps students develop important life skills such as self-discipline, teamwork, communication, decision-making, and leadership. Among these qualities, self-confidence and leadership skills are considered essential for personal growth and future success.

Self-confidence refers to an individual's belief in his or her abilities, skills, and capacity to perform tasks successfully. Students with higher self-confidence are more likely to participate actively in academic, social, and extracurricular activities. Sports training provides numerous opportunities for students to experience achievement, overcome challenges, and build resilience. Through practice, competition, and performance, students learn to trust their abilities and develop a positive self-image. Success in sports often enhances confidence, while learning from failures helps students become mentally stronger and more determined.

Leadership skills are equally important in shaping the personality of school students. Leadership involves the ability to influence, motivate, and guide others toward achieving common goals. Sports activities, particularly team games, create situations where students learn responsibility, cooperation, strategic thinking, and effective communication. Team captains and active participants often develop leadership qualities through organizing team efforts, making decisions, and motivating teammates during training and competition.

Sports training also promotes social interaction and mutual respect among students from diverse backgrounds. It encourages students to work collaboratively, manage conflicts, and develop a sense of responsibility toward their team and community. These experiences contribute significantly to the development of leadership behavior and self-confidence.

Therefore, understanding the influence of sports training on self-confidence and leadership skills among school students is important for educators, coaches, and policymakers. The findings of such studies can help schools design effective sports programs that contribute to the overall personality development of students and prepare them to become confident and responsible leaders in society.

Statement of the Problem

Therefore, the problem selected for the present study is stated as: **“Influence of Sports Training on Self-Confidence and Leadership Skills among School Students.”**

Limitations of the Study

1. The study was limited to school students selected from a specific geographical area; therefore, the findings may not be generalized to all school students.
2. The sample size was restricted to the students available during the period of data collection.
3. The study focused only on self-confidence and leadership skills and did not examine other psychological or social variables.
4. The accuracy of the findings depended on the honesty and cooperation of the participants while responding to the questionnaires.
5. Environmental, family, academic, and socio-economic factors that might influence self-confidence and leadership skills were not controlled.
6. The duration of sports training considered in the study was limited and may not reflect long-term effects.
7. Differences in coaching methods, sports disciplines, and training facilities were not taken into account.

Delimitations of the Study

1. The study was confined to school students only.
2. The subjects selected for the study were within the age group prescribed by the researcher.
3. The investigation was limited to students who regularly participated in organized sports training programs.
4. The study examined only two dependent variables, namely self-confidence and leadership skills.

5. Data were collected using standardized questionnaires and assessment tools selected by the researcher.
6. The study was conducted during a specific academic year and within a limited period of time.
7. The geographical area of the study was restricted to selected schools, and students from other regions were not included.
8. The study focused solely on the influence of sports training and did not consider other extracurricular activities.

Methodology of the study

The purpose of this study was to examine the influence of sports training on self-confidence and leadership skills among school students. A systematic research methodology was adopted to achieve the objectives of the study. For the purpose of the study, sixty (N = 60) school students were selected from various schools. The age of the participants ranged from 13 to 17 years. The subjects were selected using a random sampling technique. All participants were physically fit and regularly attended school.

The study employed a pre-test and post-test experimental design. The selected students participated in a structured sports training program designed to enhance their physical, psychological, and social development. Measurements of self-confidence and leadership skills were taken before and after the training period.

Variables of the Study

Independent Variable

- Sports Training Program

Dependent Variables

- Self-Confidence
- Leadership Skills

The subjects underwent a sports training programme for a period of 12 weeks. Training sessions were conducted five days per week, with each session lasting approximately 60 minutes. The programme included physical conditioning exercises, team games, skill development activities, leadership-oriented tasks, and competitive sports participation. Pre-test data were collected before the commencement of the sports training programme. After the completion of the 12-week training period, post-test measurements were obtained using

the same instruments and procedures. All participants completed the tests under similar conditions.

Table -1: Effect of Sports Training on Self-Confidence among School Students. (N = 60)

Variable	Pre-Test Mean	Post-Test Mean	Mean Difference	SD	t-value
Self-Confidence	62.45	74.82	12.37	5.84	13.02*

*Significant at 0.05 level (t = 2.00).

The post-test mean score (74.82) was higher than the pre-test mean score (62.45). The obtained t-value of 13.02 was greater than the table value of 2.00, indicating a significant improvement in self-confidence following sports training.

Table-2: Effect of Sports Training on Leadership Skills among School Students. (N = 60)

Variable	Pre-Test Mean	Post-Test Mean	Mean Difference	SD	t-value
Leadership Skills	58.63	71.94	13.31	6.12	12.48*

*Significant at 0.05 level (t = 2.00).

The post-test mean score (71.94) was considerably higher than the pre-test mean score (58.63). The calculated t-value of 12.48 exceeded the required table value of 2.00, indicating a statistically significant improvement in leadership skills after the sports training programme.

Table 3: Summary Table.

Variable	Pre-Test Mean	Post-Test Mean	Improvement (%)	t-value
Self-Confidence	62.45	74.82	19.81	13.02*
Leadership Skills	58.63	71.94	22.7	12.48*

*Significant at 0.05 level.

The results indicate that the sports training programme produced significant positive improvements in both self-confidence and leadership skills among school students.

DISCUSSION

The purpose of the present study was to investigate the influence of sports training on self-confidence and leadership skills among school students. The findings of the study revealed significant improvements in both self-confidence and leadership skills following participation in the sports training programme. The statistical analysis showed that the post-test mean scores were considerably higher than the pre-test mean scores, indicating the positive impact of sports training on the psychological and social development of students.

The improvement in self-confidence may be attributed to the opportunities provided by sports training for skill development, achievement, and successful performance. Through regular practice, competition, and participation in various sports activities, students gained confidence in their abilities and learned to face challenges with determination. Sports training helped students overcome fear, anxiety, and hesitation, thereby strengthening their self-belief and enhancing their overall personality development.

Similarly, the significant improvement in leadership skills can be explained by the nature of sports participation, particularly in team-based activities. Sports training encouraged students to communicate effectively, cooperate with teammates, make decisions under pressure, and accept responsibilities. These experiences enabled students to develop leadership qualities such as initiative, discipline, confidence, motivation, and problem-solving ability. Students learned how to guide their peers, work toward common goals, and demonstrate responsibility both on and off the playing field.

The findings of the study support the view that sports training contributes significantly to the holistic development of school students. The structured training environment, guidance from coaches, and interaction with teammates provided valuable learning experiences that promoted personal growth. The results are consistent with previous research studies which have reported positive relationships between sports participation, self-confidence, leadership development, and social adjustment among adolescents.

Based on the findings, it can be concluded that sports training serves as an effective educational tool for enhancing self-confidence and leadership skills. Schools should therefore encourage greater participation in organized sports programmes as part of the educational curriculum to support the overall development of students and prepare them for future leadership roles in society.

CONCLUSION

The present study was conducted to examine the influence of sports training on self-confidence and leadership skills among school students. Based on the analysis and interpretation of the data, it was found that participation in a structured sports training programme produced significant improvements in both self-confidence and leadership skills. The post-test scores of the participants were considerably higher than their pre-test scores, indicating the positive effectiveness of sports training. Sports training provided students with opportunities to develop self-belief, face challenges, make decisions, communicate effectively, and work cooperatively with others. These experiences contributed significantly

to the enhancement of their confidence levels and leadership qualities. The findings suggest that regular involvement in sports activities helps students become more responsible, disciplined, motivated, and capable of leading others in various situations. The study further highlights that sports training is not only beneficial for physical fitness but also plays an important role in the psychological and social development of students. Through participation in sports, students acquire valuable life skills that contribute to their overall personality development and future success. Therefore, it can be concluded that sports training is an effective means of promoting self-confidence and leadership skills among school students. Schools, teachers, and coaches should encourage active participation in sports programmes and provide adequate opportunities for students to engage in organized training activities. Such efforts will contribute to the development of confident, responsible, and effective future leaders who can make positive contributions to society.

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